Prepared 11-Aug-08
Updated 29-Aug-08, 18-Sep-08, 23-Sep-08, 15-Oct-08 | 10-Nov-08 | 20-Jan-09 | 22-Jan-09

Educational Policies Council
2008-2009 Membership

VOTING MEMBERS (yellow name cards)

Ex-Officio Members

Robert G. Frank	Senior Vice President and Provost	2-2220	rgfrank@kent.edu
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Faculty Senate-Appointed Representatives

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* non-Senator

VOTING MEMBERS (yellow name cards) *continued*

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* non-Senator

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KENT STATE UNIVERSITY

Educational Policies Council
2008-2009 Membership

VOTING MEMBERS

Ex-Officio Members (yellow and orange name cards)

Robert G. Frank, *Co-Chair*	Senior Vice President for Academic Affairs and Provost
Thomas Janson, *Co-Chair*	Faculty Senate Chair; Professor of Music, College of the Arts
Steve O. Michael	Vice Provost

Undergraduate Council (yellow name cards)

Gregory L. Andrews	Executive Dean (Interim), Regional Campuses
John R. Crawford	Dean (Interim), The Arts
James E. Dalton	Dean (Term), Architecture and Environmental Design
Laura Cox Dzurec	Dean, Nursing
Verna M. Fitzsimmons	Dean (Interim), Technology
Jeffrey W. Fruit	Dean (Interim), Communication and Information
Robert (Yank) Heisler Jr.	Dean (Term), Business Administration
Daniel F. Mahony	Dean, Education, Health and Human Services
Timothy S. Moerland	Dean, Arts and Sciences
Gary M. Padak	Dean, Undergraduate Studies
Mark W. Weber	Dean, Libraries and Media Services
Donald R. Williams	Dean, Honors

Graduate Council (orange name cards)

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Nancy E. Barbour	Associate Dean, Education, Health and Human Services
Karen W. Budd	Associate Dean, Nursing
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LuEtt J. Hanson	Associate Dean, Communication and Information
Ralph Lorenz	Associate Dean (Interim), The Arts
Evelyn S. Goldsmith	Dean (Interim), Graduate Studies
Isaac R. Nettey	Associate Dean, Technology
Frederick R. Schroath	Associate Dean, Graduate School of Management
Barbara F. Schloman	Associate Dean, Libraries and Media Services
John R. Stalvey	Associate Dean, Arts and Sciences

Faculty Senate-Appointed Representatives

Undergraduate Council (yellow name cards)

Paul P. Abraham	Mathematics / Arts and Sciences, Stark
Min He	Mathematical Sciences / Arts and Sciences, Trumbull
Barbara J. Hipsman -Springer	Journalism/Mass Communication /Communication and Information
Mandy Munro-Stasiuk*	Geography / Arts and Sciences
Lowell S. Zurbuch	Technology

Graduate Council (orange name cards)

Paul Farrell	Computer Science / Arts and Sciences
Donald (Mack) Hassler	English / Arts and Sciences
Erica B. Lilly*	Libraries and Media Services
Fred T. Smith*	Art / The Arts
James A. Tyner	Geography / Arts and Sciences

* Non Senator

VOTING MEMBERS *continued*

Faculty Senate-Appointed Alternates (yellow ororange name cards depending on meeting)

Daniel J. Fuller*	English / Arts and Sciences, Tuscarawas
Sanda S. Katila*	Visual and Communication Design / Communication and Information
Susan J. Roxburgh	Sociology / Arts and Sciences

* Non Senator

College Curriculum Committee Representatives

Undergraduate Council (yellow name cards)

E. Thomas Dowd	Arts and Sciences
David A. Dumpe	Business Administration
Diana L. Fleming	Nursing
Bruce J. Gunning	Technology
Charles L. Harker	Architecture and Environmental Design
John W. Hawks	Education, Health and Human Services
Shawn Simmons	Communication and Information
Stephen M. Zapytowski	The Arts

Graduate Council (orange name cards)

John Duncan,	Technology
Nichole Egbert	Communication and Information
Ann Jacobson	Nursing
Yuko Kurahashi	The Arts
Alison Smith	Arts and Sciences
Greg Stroh	Architecture and Environmental Design
John Thornton	Graduate School of Management
John West	Education, Health and Human Services

NON-VOTING OBSERVERS AND CONSULTANTS

Observers

Undergraduate Council (green name cards)

Sean Mostov	Undergraduate Student Government

Graduate Council (green name cards)

Aron Massey	Graduate Student Senate

Consultants (green name cards)

Joanne Arhar	Education, Health and Human Services
Stephane E. Booth	Provost
Timothy J. Chandler	Provost
Glenn Davis	Registrar
Lisa N.H. Delaney	Provost
Nancy J.	Admissions
Mary Ann Haley	Arts and Sciences
Geraldine Hayes Nelson	Undergraduate Studies
Nancy E. Mitchell	The Arts
Diane G. Munson	Undergraduate Studies
Elizabeth A. Sinclair-Colando	Business Administration
Yvonne M. Smith	Nursing
Therese E. Tillett	Provost
John L. West	Research

KENT STATE UNIVERSITY

OFFICE OF THE PROVOST

TO: Educational Policies Council

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

SUBJECT: Agenda for Monday, 18 August 2008
Kent Student Center, Ballroom Balcony, 3rd floor
3:20 p.m.

DATE: 11 August 2008

In the event that any of the hyperlinked proposals require corrections or 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, 15 August, to ensure that the materials are available at the meeting for review.

ACTION ITEMS

1. Approval of minutes of 19 May 2008.
   Attachment 1

University Requirements Curriculum Committee

2. Establishment of Liberal Education Requirements status for BSCI 10003 Laboratory Experience in Biology (1).
   Effective Fall 2009 ***URCC Chair Donald R. Williams***
   Attachment 2

3. Establishment of Writing-Intensive Course status for NURS 40005 Professional Nursing Development (3).
   Effective Fall 2009 ***URCC Chair Donald R. Williams***
   Attachment 3: WIC proposal | Basic Data Sheet and Syllabus

Office of the Provost

4. Revision of the name and administrative oversight of the College of Continuing Studies. The name changes to the Office of Continuing and Distance Education. The office administrator's title is amended from dean to executive director.
   Effective Fall 2008 **Senior Vice President and Provost**
   Attachment 4 **Robert G. Frank**

College and Graduate School of Education, Health and Human Services

School of Family and Consumer Studies

5. Establishment of a Human Services Technology [HST] concentration in the Human Development and Family Studies [HDFS] major within the Bachelor of Science [BS] degree program. Proposal includes credit decrease of major electives and revision of the Case Management for Individuals and Families [CMFI] concentration. Total credit hours to program completion are unchanged at 121.
   Effective Fall 2009 ***Dean Daniel F. Mahony***
   Attachment 5: Proposal | Courses | Correspondence

ACTION ITEMS *continued*

College of Nursing

6. Establishment of a BSN for Registered Nurses [RN] concentration in the Nursing [NURS] major within the Bachelor of Science in Nursing [BSN] degree program. Proposal includes establishment of NURS 40075, 43000, 45000, 46000, 47000; and revision of NURS 40085, 41000, 42000, 44000. Total credit hours to program completion are unchanged at 122-123.
Effective Fall 2009 ***Dean Laura Cox Dzurec***
Attachment 6: Proposal | Courses | Ohio Nursing Articulation Model

INFORMATION ITEMS

Office of the Provost

1. Extension of the Exploratory [EXPL] major to the Regional Campuses. Currently, the major is attached to Undergraduate Studies only. In Banner, the new codes will read:
AC-XX-EXPL GC-XX-EXPL ST-XX-EXPL TU-XX-EXPL
EC-XX-EXPL SA-XX-EXPL TR-XX-EXPL
Effective Fall 2008
Attachment 7

2. Revision of the EPC deadlines for undergraduate and graduate program, policy and course proposals and other catalog changes.
Effective Fall 2008
Attachment 8

Regional Campuses

3. Extension of the following certificate programs to the Ashtabula campus:
Accounting Technology [C201]
Advanced Internet [C101]
Business Management Technology [C102]
Child and Family Advocacy [C122]
College Prep/Bridge [C120]
CAD/Design Technician [C103]
Desktop Publishing [C104]
Entrepreneurship [C105]
Manufacturing Management Technology [C111]
Microcomputer Applications [C110]
Plastics Manufacturing Engineering [C113]
Radiation and Polymer Engineering [C121]
Computer Forensics/Information Security [C137]
Effective Fall 2008
Attachment 9

LESSER ACTION ITEMS

College of Communication and Information

School of Visual Communication Design

~~1. Revision of the program requirements for the Photo Illustration [PHOI] major within the Bachelor of Science [BS] degree program. New courses VCD 20001, VCD 30008 and VCD 30892 replace VCD 20009, VCD 30009 and VCD 40092, respectively. Total credit hours to program completion are unchanged at 128.~~
~~**Effective Fall 2009**~~

2. Revision of the program requirements for the Visual Communication Design [VCD] major within the Bachelor of Arts [BA] and Bachelor of Fine Arts [BFA] degree programs. New course VCD 20010 replaces 3 credits of electives. Total credit hours to program completion are unchanged at 129 for the BA, 137 for the BFA.
Effective Fall 2009

LESSER ACTION ITEMS *continued*

College and Graduate School of Education, Health and Human Services

School of Exercise, Leisure and Sport

3. Revision of the program requirements for the Athletic Training [ATTR] major within the Bachelor of Science [BS] degree program. New course ATTR 35040 replaces 1 credit of electives. Total credit hours to program completion are unchanged at 123-124.
Effective Fall 2009

WITHDRAWN

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 Summer 2009

US 10096 Individual Investigation (3) ..... New

Course Changes Effective Fall 2009

BSCI 10003 Laboratory Experience in Biology (1) ..... New L
FIN 36040 Me and My Money (3) ..... New
HDFS 44035 Assessment and Strategies in Case Management (3) ..... New
HDFS 44036 General Cases Management Methods (3) ..... New
HDFS 44192 Internship in Human Development and Family Studies-Case Management I (3-6) New
HDFS 44292 Internship in Human Development and Family Studies-Case Management II (3-6) New
HIED 66492 Internship in Higher Education Administration (3-6) ..... New
HIED 66595 Special Topics in Higher Education Administration (3) ..... New
HIED 66596 Individual Investigation in Higher Education Administration (2-4) ..... New
HIED 66598 Research in Higher Education Administration (2-8) ..... New
HIED 66655 Case Studies in Higher Education Administration (3) ..... P
HIED 66658 The Community College (3) ..... P
HIED 66660 Faculty Roles and Responsibilities (3) ..... P
HIED 66662 Politics and Power in Organizations (3) ..... P
HIED 66666 Financial Management in Higher Education (3) ..... P
HIED 66667 Business Administration in Higher Education (3) ..... P
HIED 76492 Internship in Higher Education Administration (3-6) ..... New
HIED 76595 Special Topics in Higher Education Administration (3) ..... New
HIED 76596 Individual Investigation in Higher Education Administration (2-4) ..... New

Course Changes Effective Fall 2009 *continued*

HIED	76598	Research in Higher Education Administration (2-8)	New
HIED	76655	Case Studies in Higher Education Administration (3)	P
HIED	76658	The Community College (3)	P
HIED	76660	Faculty Roles and Responsibilities (3)	P
HIED	76662	Politics and Power in Organizations (3)	P
HIED	76666	Financial Management in Higher Education (3)	P
HIED	76667	Business Administration in Higher Education (3)	P
HIED	80199	Dissertation I (15)	New
HIED	80299	Dissertation II (15)	New
HIED	80080	Dissertation Preparation Seminar (3)	New
LIS	60631	Introduction to Digital Preservation (3)	New
LIS	60632	Technologies for Digital Preservation and Web Archiving (3)	New
LIS	60633	Digital Curation (3)	New
MIS	44062	Supply Chain Management (3)	P
NURS	40005	Professional Nursing Development (3)	W
NURS	40075	Information and Patient Care Technology for Professional Nursing Practice (3)	New
NURS	40085	Introduction to Nursing Inquiry and Research (3) to: Inquiry and Research for Professional Nursing Practice (3)	TaPT
NURS	41000	Nursing Concepts and Professional Nursing Role Development (5) to: Concepts and Issues for Professional Nursing Practice (5)	HPD sG
NURS	42000	Leadership and Management for the Professional Nurse (5) to: Leadership and Management for Professional Nursing Practice (3)	TaHP Ds
NURS	43000	Health Promotion for Professional Nursing Practice (3)	New
NURS	44000	Community-Oriented Nursing Practice (5) to: Population-based Nursing for Professional Nursing Practice (3)	TaHPD
NURS	45000	Health Maintenance and Restoration for Professional Nursing Practice (3)	New
NURS	46000	Health Care Policy (3)	New
NURS	47000	Capstone Clinical for Professional Nursing Practice (3)	New
VCD	20001	Sophomore Entrance Examination/Portfolio Review-Photo Illustration (1)	New
VCD	20010	Introduction to Design Research (3)	New
VCD	30008	Junior Portfolio Review-Photo Illustration (1)	New
~~VCD~~	~~38092~~	~~Internship I-Photo Illustration (1)~~	~~New~~

Correction to May 2008 EPC Agenda

VCD 45000 Graphic Design Perspectives, a newly approved writing-intensive course, was inadvertently listed as VCD 44010.

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

KENT STATE UNIVERSITY

EDUCATIONAL POLICIES COUNCIL
Minutes of the Meeting
Monday, 19 May 2008

Ex-Officio Members present: Senior Vice President and Provost Robert G. Frank; Vice President John L. West; Deans Donald L. Bubenzer, Timothy J. Chandler, Aminur R. (Raj) Chowdhury, James E. Dalton, James L. Gaudino, Evelyn S. Goldsmith, Timothy S. Moerland, Gary M. Padak, Denise A. Seachrist, George E. Stevens, Mark W. Weber; dean representative Yvonne M. Smith for Laura Cox Dzurec

Ex-Officio Members not present: Executive Dean Shirley J. Barton; Vice Provost Steve O. Michael; Dean Donald R. Williams

Faculty Senate-Appointed Representatives present: Cheryl A. Casper, Thomas Janson, Erica B. Lilly, John A. Marino, Susan J. Roxburgh, James A. Tyner

Faculty Senate-Appointed Representatives not present: Donald (Mack) Hassler, Barbara J. Hipsman-Springer, Françoise Massardier-Kenney, Mandy J. Munro-Stasiuk, Vilma Seeberg, Roberto Uribe-Rendon, Robin S. Vande Zande

College Curriculum Committee Representatives present: Bruce J. Gunning, Sanda S. Katila, Alexa L. Sandmann, Linda L. Williams, Stephen M. Zapytowski

College Curriculum Committee Representatives not present: Margaret (Peggy) Doheny, David A. Dumpe, Kathryn E. Strand

Observers present: Thomas P. Wakefield

Observers not present: Kali Price

Consultants and Guests present: Diedre L. Badejo, Kamal F. Bichara, Robert (Mike) Blake, James L. Blank, Gregory M. Blase, Stephane E. Booth, Kenneth J. Burhanna, Mark W. Colvin, Lisa N.H. Delaney, Mary M. Dellman-Jenkins, Peter G. Dorff, Jerry D. Feezel, Daniel J. Flannery, Roger B. Gregory, Mary Ann Haley, LuEtt J. Hanson, Debra M. Hoplight, David L. Hussey, Joan E. Inderhees, John R. Jewell, E. Gay Lindsay, Mel Anthony May, E. Timothy Moore, Gayle L. Ormiston, Renate W. Prescott, Pamela L. Ramey, Elizabeth A. Rhodes, Richard E. Rubin, Barbara M. Scheule, Barbara F. Schloman, Richard T. Serpe, Elizabeth A. Sinclair-Colando, Robert G. Sines, John R. Stalvey, Therese E. Tillett, Edward F. Villella, Stanley T. Wearden, John D. West

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Senior Vice President and Provost Robert G. Frank called to order the Educational Policies Council at 3:20 p.m., on Monday, 19 May 2008, in room 204 of the Kent Student Center.

Action Item 1: Approval of minutes of 28 April 2008.

Senator John A. Marino moved for approval, seconded by Dean George E. Stevens. With no corrections or comments, the motion passed unanimously.

Action Item 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.

Action Item 3: Removal of Writing-Intensive Course status for CACM 49091 Seminar in Conflict Management.

Associate Professor Sara J. Newman, co-chair of the University Requirements Curriculum Committee, announced that ARCH 32000 had been withdrawn from the agenda. She said CACM 42020 replaces CACM 49091 as the program's writing-intensive course because 49091 no longer satisfies the requirement. She moved for approval of these two items, seconded by Associate Professor Linda L. Williams. An EPC member referred to page 28 of the proposal describing assignments and encouraged the program directors to have the course instructor work with the Library's resources. The motion to approve CACM 42020 and 49091 passed unanimously.

Regarding VCD 44010, Associate Professor Newman said its establishment was a need since the Visual Communication Design program does not currently have a writing-intensive course requirement. Her motion for approval of the course was seconded by Dean Timothy S. Moerland and passed unanimously.

Action Item 4: Establishment of Diversity (global) status for the following courses: CACM 22020 International Conflict Resolution and CACM 41010 Reconciliation Versus Revenge: Transitional Justice.

Associate Professor Newman said the courses were a result of a faculty hire and seemed perfectly obvious to be given the diversity status. Professor Stephen M. Zapytowski seconded her motion for approval, and it passed unanimously.

Action Item 5: Revision of the freshman admissions policy for all programs in the School of Fashion Design and Merchandising 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.

Dean Timothy J. Chandler explained that data analysis shows that students with lower ACT/SAT scores move through the curriculum at the same rate as students who scored higher, and that high school GPA is a better indicator of student success than test scores. He then moved the item for approval, which was seconded by Assistant Professor Bruce J. Gunning and passed unanimously.

Action Item 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.

Dean Moerland made a motion for approval, seconded by Dean Evelyn S. Goldsmith. The item passed unanimously.

Action Item 7: Establishment of a Chinese [CHIN] minor. Total credit hours to program completion are 26.

Action Item 8: Establishment of a Japanese [JAPN] minor. Total credit hours to program completion are 26.

Dean Moerland moved both items for approval, seconded by Dean Aminur R. (Raj) Chowdhury. A member inquired if 26 credits is typical for a minor, which Chair Gregory M. Shreve of the Department of Modern and Classical Language Studies replied in the negative. These languages, he explained, take longer to comprehend, and some courses are 5 credits. Associate Professor Williams added that the total credits do not include the first two years of language requirements, which are considered prerequisites for the minor. Another member requested confirmation that the two languages are not related. Chair Shreve complied, saying they are significantly different. The item passed unanimously.

Action Item 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.

Dean Moerland's motion for approval was seconded by Assistant Professor Gunning. A member asked if the University of Akron was doing the same thing since Kent State and Akron have a dual-enrollment agreement in this degree program. Chair Richard T. Serpe of the Department of Sociology replied that the two universities do not have joint admissions with this dual-enrollment program, and his understanding is that Akron already has this policy. The item passed unanimously.

Action Item 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 in the proposal is establishment of seven courses. Total credit hours to program completion are 32.

Dean Donald L. Bubenzer made a motion for approval of the item, seconded by Senator Marino. With no questions or comments, it passed unanimously.

Action Item 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.

Dean Bubenzer introduced the program, which will be housed in the Department of Adult, Counseling, Health and Vocational Education (ACHVE) in the College of Education, Health and Human Services. He noted the program has been several years in the making and has come before the EPC in the past. It is a response to adult learner needs and to the charge made by the chancellor and governor to offer education in rural areas. An outside consultant was hired to shape the curriculum. Dean Bubenzer then moved the item for approval, seconded by Dean Denise A. Seachrist.

A concern was raised by several members about the administrative oversight of the program. Assistant Professor Gunning made a motion to table the proposal, seconded by Associate Professor Williams, until the Regional Campuses finishes its administrative restructuring. A vote by show of hands showed nine members in favor of tabling, 13 members against. The motion to table failed.

Opponents of the program said it was an encroachment on the existing Bachelor of General Studies (BGS) and the articulating, 2+2 programs in the College of Technology. There is not enough advising, marketing and faculty to propel successfully another similar program without hurting existing programs. Some of the courses in the program are taught rarely on some of the Regional Campuses. By just being handed a curriculum (without self-designing it like the BGS), students will have a hard time explaining to prospective employers why this is not a BA or BS degree.

Proponents of the program saw no conflict with existing programs; students who opt for the BACS are from a different population than those who choose any of the others. The BACS is a realistic option for exploratory or older students who want a structured curriculum. The Regional Campuses deans support the program and agree to offer the courses on their campuses. A curriculum coordinator from the ACHVE Department will work with Regional Campuses advisors. Faculty will come from ACHVE, Libraries and Media Services and the School of Library and Information Science. The program is structured around 10 competency skills, which students will be able to communicate to employers.

In response to a request for an example of a similar program at another university, Dean Seachrist named the Bachelor of Technical and Applied Studies at Ohio University, which she described as an inverted baccalaureate program.

The motion to approve went to a vote by show of hands, with 14 in favor of the program and eight against. The item passed.

Action Item 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.

Dean Seachrist described the proposal as a degree-completion plan for students who have four years of study in an apprenticeship or similar training. The program is much like the existing ATS in Emergency Medical Service Technology. The university has already been approached by the Davey Tree Expert Company for its journeymen who are looking for managerial skills. Her motion to approve was seconded by Senator Marino, who called the program well thought out, with a full-time faculty member on the Trumbull campus to advise students. The item passed unanimously.

Information Item 1: there were no questions or comments.

Information Item 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.

There was discussion on whether the proposal had been approved by Technology's College Curriculum Committee, if it also had gone to the CCC engineering subcommittee and how rigorous and proven is the exam. Academic Program Director Kamal F. Bichara from the Tuscarawas campus replied that the proposal was approved by the Applied Science division and the College Curriculum Committee. The testing used is standard: 70 percent on the National Certification Process for participating schools and minimum B grade on courses for participating students. Approximately 2,000 schools participate and many universities have an articulation agreement with PLTW; it can be described as similar to the Advanced Placement program. Dean Chowdhury added that this initiative is happening nationwide and is part of the government-sponsored STEM (Science, Technology, Engineering and Mathematics) education coalition.

Information Item 3: Program Development Plan to establish an Applied Social and Behavioral Research major within the Master of Science [MS] degree program. The program will be interdisciplinary and affiliated with the Institute for the Study and Prevention of Violence.

Associate Professor Williams disclosed that the Arts and Sciences College Curriculum Committee did not vote on the item since it was not yet a formal proposal. However, the committee had strong reservations: It felt it was the wrong model, too narrow in scope to warrant creation of a new department and may encroach upon the college's sociology and psychology programs. Chair Mark W. Colvin of the Department of Justice Studies responded that after the CCC convened, he met with the College Advisory Committee, which endorsed the plan, and contacted both sociology and psychology departments to discuss concerns.

There were questions about creation of a new academic unit to house this program, and why the program proposal was brought forth first. Senior Vice President and Provost Frank replied that establishment of a degree program is more time consuming than establishment of a new unit. A proposal for a new unit will be coming soon. Faculty Senate Chair Cheryl A. Casper requested and received assurance that the minutes will reflect that the EPC gave no approval at this meeting to establish a new academic unit.

With no other requests to discuss or to elevate a lesser action item, Senior Vice President and Provost Frank adjourned the meeting at 4:20 p.m.

Respectfully submitted,

Therese E. Tillett

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

Kent State University

Memo

To: Don Williams, Dean, Honor's College

From: James Blank, Professor and Chair, BSCI

CC:

Date: July 1, 2008

Re: BSCI LER lab proposal

Thank you for your feedback regarding our BSCI LER lab proposal (BSCI 10003). For consideration by the URCC, I have attached:

- A revised certification of curriculum proposal
- A revised basic data sheet
- A revised version of the LER questionnaire
- A syllabus for the course

Thanks for your attention to this matter and I look forward to your response.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **1-Jul-08** Curriculum Bulletin _____

Effective Date **Fall 2009** Approved by EPC _____

Department	**BSCI**
College	**AS - Arts and Sciences**
Proposal	**Establish Course**
Course Subject	**BSCI** Course Number **10003**
Course Title	**Laboratory Experience in Biology**
Minimum Credits	**01** Maximum Credits **01**

Checked items are new or revised

- ☒ Subject
- ☒ Number
- ☒ Title
- ☒ Title Abbreviation
- ☒ Credit Hours
- ☒ Prerequisites
- ☒ Description
- ☒ Schedule Type
- ☒ Cross-Listed / Slash
- ☒ Grade Rule
- ☒ Credit by Exam
- ☐ Course Fee
- ☒ Liberal Education Requirements (LER)
- ☐ Writing-Intensive (WIC)
- ☐ Diversity
- ☐ 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):
will give students an additional option to fulfill the LER lab requirement

Units consulted (other departments, programs or campuses affected by this proposal):
None

REQUIRED ENDORSEMENTS

_____ 7/1/08
Department Chair / School Director / Campus Dean

_____ ___/___/___
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 **1-Jul-08** Requested Effective Term **Fall 2009**

Course Subject **BSCI** Course Number **10003**

Course Title **Laboratory Experience in Biology**

Title Abbreviation **Lab Experience In Biology**
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 **01** ☒ to ☐ or Maximum Credit **01** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)

Contact Hours Per Week
☐ Lecture Minimum Hours ☐ to ☐ or Maximum Hours
☒ 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) **LBS - LER/Basic Sciences**

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

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite Course(s) **Pre- or co-requisite BSCI 10001 or 10002**
NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s)

Corequisite(s) **Pre- or co-requisite BSCI 10001 or 10002**

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 **Introductory college-level laboratory in biology for non-majors. Two hours of laboratory per week.**

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	**The Scientific Method and Modern Instrumentation** **Labs 1 and 2 will illustrate the scientific method for hypothesis generation and testing in cell/molecular biology, physiology and ecology. Students will receive hands-on instruction in basic techniques used in the scientific setting with an emphasis on understanding what can be measured and how this affects the formulation of specific and testable hypotheses**
4.00	**The Cell** **Labs 3 and 4 will provide a survey of the basic structure and function of the cell in plants and animals. The primary method used to provide this survey will be modern microscopic and imaging technologies to provide students with an understanding of cellular processes and their relationship to life.**
4.00	**Genetics:** **Labs 5 and 6 will provide an historical and modern presentation of the basic tenets of genetics that connect the concepts of genotype and phenotype. These labs will use both computer simulations and laboratory experiences to demonstrate the genetic basis of life.**
6.00	**The Organism** **Labs 7, 8, and 9 will provide an illustration of the whole organism as a functional unit based on the functions of the cells, tissues and organs that make them up. The laboratory experience will, for example, illustrate how an organism's activity influences its use of energy at a cell level or how interactive activities with students (based on reflex responses) illustrate the workings of the nervous system.**
4.00	**Evolution** **Labs 10 and 11 will illustrate the basic concepts of evolution using computer simulations and microbiological cultures.**
6.00	**Biodiversity** **Labs 12, 13 and 14 will focus on biodiversity on earth, stressing the importance of habitat: organism relationships. Labs will provide a mixture of measurement of preserved specimens and hands-on experience measuring diversity in biological settings, such as nearby field sites like the Kent State prairie.**
2.00	**Ecology** **Lab 15 will illustrate the basic principles of competition and predation using computer simulation, surrogate populations, or plants to illustrate these important principles for biology.**
15.00	**out of lab preparation and write-up**

45.00 Total Contact Hours

Textbook(s) Used in this Course	**Black, Moore, and Haugen: Biology labs that work**
Writing Expectations	**laboratory reports**
Instructor(s) Expected To Teach	**Carlson, Kline**
Instructor(s) Contributing to Content	**Blank, Leff, Carlson**

REQUIRED ENDORSEMENT

Department Chair / School Director / Campus Dean

7 / 1 / 08

LER Course Proposal Questionnaire

Date July 1, 2008

Dept./School BSCI Course Number 10003

Course Title Laboratory Experience in Biology

Credit Hours 1 LER Category

V

Prerequisite Pre or co-requisite: BSCI 10001 or 10002

1. Explain how the courses emphasizes

(g) concepts central to the subject area,

We will perform hands-on experiments and lab activities on themes relevant to our two 10000-level LERs, Human Biology (BSCI 10001) and Ecology, Evolution, and Society (BSCI 10002). Experiments are planned to deal with some of the major themes of biology including DNA fingerprinting, genetics, human physiology, biological diversity, and evolution

(h) ethical views and moral dilemmas central to the subject area,

Some of the experiments deal with subjects that will initiate discussion on topics such as stem cell research, reproductive rights, animal rights, genetic engineering, DNA fingerprinting, and evolution.

(i) important alternative perspectives employed by scholars in the field, and

Biology is constantly being affected by different perspectives as to what is important to study and what are the best methods to do those studies. Students will be exposed to methods and points of view related to several of these perspectives. For example, for many years debate has occurred regarding even the most gross levels of classification of living organisms. Specifically, some scientists feel that there are prokaryotes should be divided into two distinct taxonomic groups called Domains (a level of organization above even a kingdom). In this strategy, all other forms of life (plants, animals, fungi, protozoa, etc.) are all grouped into a single Domain. This debate provides an excellent example of how science changes and the different points of view that scientists have on the same phenomenon.

(j) the contributions of the subject area to an understanding of diversity issues

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

This course exposes non-biology students to the methods of a field that is increasingly dominating their attention, whether through genetic engineering, ecological destruction, or the clash of the teaching of evolution with their religious beliefs. Since diversity is ultimately a biological question, questions of origins of diversity may arise, although we have no plans to specifically address it in this laboratory.

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.)*

N/A

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.*

Biological Sciences is a broad, diverse area of science that includes many subdisciplines (cell biology, ecology, evolution, molecular biology, physiology and bioinformatics, just to name a few). The laboratories chosen for this course reflect the breadth and depth of some the most critical areas of biological sciences today. The content provides a hands-on focus to some of the material covered in our two LER lecture courses. Students who are taking or who have previously taken either of these two courses will have the appropriate context and information to make the lab a meaningful and informative experience.

4. *Are adequate resources available for this course (faculty, classroom space, equipment, library holdings)?*

The resources, laboratory space, faculty, supplies and equipment, are being diverted from other courses into this one. We will base the number of laboratory sections offered on the resources available and the demand at a particular campus.

5. How will teaching and learning be evaluated? How will the effectiveness of the course be assessed?

Peer and student evaluations will be used to assess the effectiveness of the course. In the laboratory, students will be required to write detailed laboratory reports that will be graded by TAs and faculty assigned to the course. Specifically, all TAs

and faculty assigned to the course on a particular campus will meet at least once a week to work on course related topics and grade materials following a "teaching circle" format; whereby the faculty member is on hand to direct and participate in grading activities. For sections taught by faculty members (for example, at a regional campus), faculty members will grade the items and provide feedback directly to the students. Quizzes will be given to evaluate the student's comprehension.

6. Has this course been offered previously?

Yes. This laboratory was part of the BSCI curriculum until it was no longer offered in the late 1980s. We have modernized the course content to provide an up to date biological experience to non-majors who must meet the Ohio requirement that all undergraduate students enroll in a science lab course.

BSCI 10003 Laboratory Experience in Biology

Introduction

This science lab course serves as part of the Basic Science Liberal Education Requirements (LER). The course is not required for Biology Majors nor does it substitute for any introductory course required for Biology majors. Students in this course should be currently enrolled in **OR** have previously taken either BSCI 10001 **or** 10002.

Required Readings

A laboratory manual and any required readings are provided on WebCT. Any assigned readings will be covered on quizzes/exams in classes. It will be expected that you have read the material assigned before coming to class. You are required to provide or have access to

1. A **3-ring notebook** capable of holding both materials that are handed out and data and write-ups of laboratory exercises.
2. A **calculator**
3. A **computer with Microsoft Word, Excel, and PowerPoint**
4. A **stapler**; *all* submissions must be stapled together

Attendance

Attendance is required.
A note from the health service or a doctor, or prior notification of an absence for a university-sponsored activity is required for an absence to be excused. University policy on attendances and absences are in the University Policy Register (http://imagine.kent.edu/policyreg), Chapter 4.

If you have more than two unexcused absences, your final grade will be reduced by one letter grade for each unexcused absence. All missed laboratories must be made up. If you leave early from the laboratory, expecting another student to finish the work, it will be treated as an unexcused absence unless approved by the instructor.

Quizzes and Examinations

Laboratory Reports will be assigned for the laboratory exercises. Assignments are *due at the beginning of the laboratory period* of the date given. Fifty percent of the grade will be deducted if they are turned in late, but within 24 hours. A grade of zero will automatically be given if the assignment is not turned in within 24 hours.

Quizzes will be given on WebCT throughout the course. The material on the quizzes will be drawn largely from the assigned readings accompanying each laboratory. A quiz may be taken any number of times, and your grade will be the ***highest*** score that you achieve. There is a stated **deadline** for the completion of the quiz; if you miss the deadline, you will receive a zero for the quiz. **These quizzes are important**; they constitute 20% of your final grade.

Examinations are comprehensive and **will** contain material from previously-examined material. The material will be taken from lecture notes, assigned readings, from quizzes, and from the laboratory experience itself.

Absence from Examinations: You cannot miss and then make-up examinations unless the absence is excused. An excused absence requires a note from the health service or a doctor or prior notification of an absence because of a university-sponsored activity. Make-up exams can be taken on a single date later in the semester.

Grading

There will be a final examination in this course. Your scores on quizzes will be added together and divided by the total possible quiz points; this fraction will be multiplied by 25 to determine your final quiz value. The total number of possible points to be earned during the semester will be 100.

		Final Grades	
Class assignments	15 Points		
Final Exam	20 Points	100-90 points	A
Quizzes	20 Points	80-89 points	B
Laboratory Reports	45 Points	70-79 points	C
		60-69 points	D
Total	**100 Points**	Less than 60	F

Regarding Students with Disabilities
(Revised 6/01/07)

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 www.kent.edu/sas for more information on registration procedures).

Plagiarism and Cheating

The Department of Biological Sciences holds strongly to the University's Policy on cheating and plagiarism. The University affirms that acts of cheating and plagiarism by students constitute a subversion of the goals of the institution, have no place in the university and are serious offenses to academic goals and objectives, as well as to the rights of fellow students. The University's policy on cheating and plagiarism is fully explained in the Digest of Rules and Regulations in the Kent State University Phone Directory. Additional rules and policies are in the University Policy Register (http://imagine.kent.edu/policyreg), Chapter 4.

Cheating is defined, in part, as intentionally "to misrepresent the source, nature, or other conditions of academic work so as to accrue undeserved credit, or to cooperate with someone else in such misrepresentation". "Work" includes, for example, exams, papers, reports, projects, assignments, and presentations. Falsifying experimental data or information is cheating. **Cooperating with another person to do any of the above is defined as cheating.**

Plagiarism means "to take and present as one's own ideas or words of another person" and includes "the copying of words, sentences, or paragraphs directly form the work of another person without proper credit" or "the copying of illustrations, figures, photographs, drawings, models, or other visual and nonverbal materials without proper credit"

In this course, cheating would include having someone else take an online exam for you or to copy answers or unauthorized material during an examination. If there is any evidence that work was copied from another, **both** persons will receive a zero grade for the work or examination. Further disciplinary action by the University is possible. **Repeat offenses may result in dismissal from the university.**

Using WebCT

Class assignments and reading materials for the course are available on the Web. **You are expected to visit this site regularly throughout the course.** You may log in to WebCT through **Flashline** (http://flashline.kent.edu). To access WebCT Vista through Flashline, click the **My Courses** tab and click the **Vista link in the left column. To access WebCT, you Must Know Your Flashline ID and Password.** If you do not know them, see http://www.kent.edu/flashline for help or call 672-HELP and select option 2 for the password change hotline. **If you have problems accessing either Flashline or WebCT, contact the Helpdesk (330-672-HELP or 330-672-2031).** You may also need additional "plugin" software to access some of the material, such as Adobe Reader (http://www.adobe.com/products/acrobat/readstep2.html).

Items on the WebCT Homepage:

Syllabus	This is the instructions and schedule for the course. Any changes made in the schedule that you receive on the first day of the course will be posted here.
Instructions	This contains the basic information about the course
Calendar	All dates of importance to the course will be marked here.
Laboratory Modules	Each module will contain copies of all the lectures, links to all required and optional reading assignments, and quizzes.
Bulletin Board	You can post messages to all of the class here.
Private Mail	Mail allows you to send mail to others in the class, including the instructor.
Quizes	There will be examinations that you can take on material in the book or from homework assignments
My Grades	Your grades for the class will be posted here

Trouble with getting to the quizzes on WebCT? It may be you have a pop-up guard on your computer. Try holding the Control key down when clicking on the Take Test button or remove the pop-up restrictions.

Schedule (SAMPLE ONLY)

Spring 2009

Tuesday, Thursday **02:15 PM-05:00 PM**

Professor: Dr. Robert Carlson
Office: Room 43, Cunningham Hall
Telephone: 672-3992
E-mail: Contact via WebCT
or rcarlson@kent.edu

Office Hours:
Tuesday: 12:00 -1:30; 3:30-5:00
Thursday: 12:00-1:30, & after clas

Other times by appointment

Week	Date	Topic	Laboratory
1	Jan 18	Science Methods I	Doing science: The nature of the experimental method
2	25	Science Methods II	Doing science: Analyzing and reporting results
3	Feb 1	The Cell I	The biochemistry of the cell
4	8	The Cell II	Structure and cellular anatomy
5	15	Genetics I	Mendelian genetics
6	22	Genetics II	Modern molecular genetics
7	Mar 1	Organismal Biology I	Cells, tissues and organs
8	8	Organismal Biology II	Organismal-based physiology
9	15	Organismal Biology III	Energy and life
		Spring Break	
10	29	Biodiversity I	Surveying the breadth of life
		Sat, April 3. Last day to withdraw from classes	
11	5	Biodiversity II	Classifying the World
12	12	Biodiversity III	"Scavenger hunt" for life
13	19	Evolution I	The basic tenets of evolution and natural selection
14	26	Evolution II	Inferring Evolution
15	May 3	Ecology	Predation, Competition, and Food Webs
	May 11	***Final Examination*** 12:45 - 3:00 p.m.	**This test will include material from the beginning of the course. You are allowed to bring your notebook for the exam**

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **8-Aug-08** Curriculum Bulletin _____

Effective Date **Fall 2009** Approved by EPC _____

Department	**Nursing**
College	**NU - Nursing**
Proposal	**Revise Course**
Course Subject	**Nursing** Course Number **40005**
Course Title	**Professional Nursing Development**
Minimum Credits	**03** Maximum Credits **03**

Checked items are new or revised

- ☐ Subject
- ☐ Number
- ☐ Title
- ☐ Title Abbreviation
- ☐ Credit Hours
- ☐ Prerequisites
- ☐ Description
- ☐ Schedule Type
- ☐ Cross-Listed / Slash
- ☐ Grade Rule
- ☐ Credit by Exam
- ☐ Course Fee
- ☐ Liberal Education Requirements (LER)
- ☒ Writing-Intensive (WIC)
- ☐ Diversity
- ☐ 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

Laura Cox Dzurec /cp _____ 8/8/08
College Dean

_____ ___/___/___
Executive Dean of Regional Campuses

_____ ___/___/___
Senior Vice President for Academic Affairs and Provost

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: Nursing 40005 **Credit Hours:** 3 **Effective Term:** Fall 2008

Course Title: Professional Nursing Development

__X__ New Proposal _____ Revised proposal

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 state on the syllabus

1. Describe the writing assignments for this course, including the *nature* and *extent* of each assignment. (Guidelines: Items 2, 3, 5)

The new N40005 course (see accompanying syllabus) is a senior-level course taught by a group of faculty on different KSU campuses, who cover many sections of the course. The Kent campus course is largely conducted online, whereas the regional campus courses are taught in a classroom with some web support. Those students on the Kent campus will have extra writing practice on Vista in their weekly seminars, but these writings are not evaluated or graded for technical or content quality.

There are 3 writing assignments offering "guided revision" for all students in this course:

a.) Developing a personal resume: course faculty review resume writing with students (either online or in class), and students are required to use a reference posted on the College of Nursing WIN-R website[1] that gives guidance on how to construct a resume (see Appendix A in this document). Students will hand in their draft resumes, get faculty feedback, and revise; they will be graded on their final product (guided revision) (see syllabus page 11). (5% of course grade)

b.) A cover letter of employment interest to accompany the student resume: Students use a brief WIN-R document on writing formal letters (see Appendix B). Students write the draft cover letter, hand it in, get faculty feedback, and revise; they will be graded on their final product (guided revision) (see syllabus page 11). (5% of course grade)

c.) Intensive Writing Assignment: this is a scholarly paper that students write on a selected topic from the course (i.e. a professional development topic) using guided revision (see syllabus pages 14-21). The paper is 8-10 pages long. After they have the topic approved by their instructor, they research and outline the paper, write an introduction, and hand these materials in to faculty. Students are expected to research the topic by choosing 6-10 scholarly articles from peer reviewed

[1] The WIN-R website, developed by College faculty Ann Jacobson and Susan Taft, stands for "Writing in Nursing – Resources." It is posted for all undergraduate and graduate students, faculty, and staff on the Vista home page. WIN-R has numerous support materials for good writing and presentations. We will attach as appendices those materials used for this course.

journals. Faculty provide written feedback on the outline and introductory paragraph. Subsequently, students submit a paper draft to the faculty. (3% of course grade) Faculty make suggestions for improvement using the rubrics in the syllabus (see syllabus Appendices B & E). Students submit the final paper toward the end of the semester. They receive a grade and written feedback from the faculty, with faculty using the syllabus Appendices C & F to provide written evaluation comments. (final paper is 32% of course grade)

All of the above writing assignments require students to use technically-correct writing styles and follow the American Psychological Association (APA) publication guidelines, with the latter being consistently used in all undergraduate, masters, and doctoral courses at the College as well as generally within the discipline of nursing.

d.) Students also write a summary of their observations from a professional organization meeting (see page 12 in syllabus). This is not a guided revision assignment, but it does give students additional writing experience.

e.) Optional: some students select the option (for extra credit) of writing a summary of a presentation by the President of the American Nurses Association (a KSU graduate) (see page 12 in syllabus). Again, this is extra writing experience but does not provide for guided revision.

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)

Nurses graduating with a BSN typically perform the following writing activities as professional nurses:
a. frequent charting on patient status (note: patient records are used for multiple purposes in addition to tracking patients' conditions and needs, including quality reviews, performance appraisals, accreditation surveys, and as evidence in litigation);
b. writing of reports, policies, peer reviews, and memos;
c. emailing;
d. updating and revising resumes;
e. contributing to articles submitted for publication

Additionally, those BSN-prepared nurses choosing to go to graduate school must be competent to review and critique current research, in writing, write numerous scholarly papers, and post coherent knowledge-based comments in online classes, as well as perform the routine writing tasks outlined above in a.-e. A proportion of masters-level students write articles for publication during or following graduate education.

The writing assignments in the N40005 course are consistent with these future writing competencies required of practicing nurses. The *resume writing* is technically demanding, requiring good organization, spelling, punctuation, spacing, font use, and visual appeal. Similarly, the *cover letter* for the resume requires good organization, technical execution, and a pleasing appearance. In addition, the student must consider the *context* for his/her writing, i.e. who will be reading this and what is their perspective? how well do I present myself in this letter and resume?

The *intensive writing paper* demands good technical execution, critical review of the nursing literature in the student's chosen topic area, use of APA format, and thesis development. It requires the student to put to use all of his/her previous writing instruction (from freshman through junior years), use articles from current nursing journals, critically select information, and develop a topic

coherently in writing. While not so-named, this assignment provides a "capstone" experience in writing. It is also a preview of the type of thinking and writing that nurses must do in graduate school.

In addition to the technical aspects of good writing and scholarship, the writing assignments in this course enforce a discipline on students, i.e. discipline-specific "correct" ways of collecting, critically reviewing, integrating, and disseminating information and one's thinking through professional writing.

The writing assignments span the length of the course, so there is continuing focused writing activity over the semester. Faculty begin writing instruction during week 2 (resume & cover letter assignments), and the various assignments are coming in/going back to students over the entire semester virtually every other week, ending with the submission of the intensive writing assignment around the 11th week.

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)

Students receive direct faculty instruction on all 3 major writing assignments, and in addition to faculty providing students with written feedback, instruction is available throughout the semester for student questions, problems, and developmental activities. These may take the form of one-on-one developmental meetings or generalized faculty comments and instruction on selected points to all students in the class.

4. Which writing assignment(s) provide an opportunity for *revision prior to grading*? (Guidelines: Item 4)

The three writing assignments (resume, cover letter, and intensive paper) all provide individualized faculty critique/feedback and opportunity for student revision prior to grading.

5. Describe the instructions methods that will be used to provide *guided revision* on the draft document(s) *prior to assigning a grade*. (Guidelines: Item 4)

For the resume and cover letter, faculty will review students' drafts and write suggestions for improvements on both the cover letter and resume. Criteria for evaluation of these assignments are included in this proposal in the WIN-R materials (Appendix A, Notes on Resume/CV Writing, and Appendix B, How to Format a Formal Letter).

For the writing intensive paper, we have designed into this course guidelines that faculty will use consistently across course sections and students. The guidelines provide the format for faculty feedback. They are depicted in the syllabus as Appendices (Appendix A, Website Evaluation for references; Appendices B & E, Paper Draft Guidelines on paper content and APA use; Appendix D, General Guidelines for Writing; and Appendices C & F, Final Paper Guidelines on paper content and APA use). In all of these assignments, students may (and likely will) request individual meetings with faculty as needed for one-on-one instruction.

6. What *elements of writing* are included in the *assessment* of the student's writing performance? (Guidelines: Item 5)

As noted in #5 above, we have integrated into this course evaluation criteria for every writing intensive assignment. All include both content and formatting considerations. In the case of the writing intensive paper, student writing is assessed according to 5 major content criteria (development of the paper abstract, introduction, body/discussion, conclusion, and technical writing) and by conformity with APA guidelines.

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 writing assignments include:

-Developing a resume (5% of course grade)
-Writing a letter of interest/cover letter to accompany the resume (5% of course grade)
-Writing intensive paper (submission of complete draft, 3%, and final paper, 32%)
- Summary of professional meeting (10% of course grade)

Total required writing: 55% of total grade.

In addition, there is one optional writing assignment (writing a summary of a presentation by the President of the American Nurses Association) worth 2% in extra credit.

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)

Our College of Nursing Dean and Associate Dean have assured faculty that section sizes will be 25 or fewer 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?

This is perhaps the most complex issue associated with the N40005 course (or with any course taught by multiple faculty)! Communications of expectations is more easily addressed than is maintenance of standards.

This course has been developed by faculty for faculty. Those working on the new course included several individuals who have taught in the old N40000 course (now replaced by N40005), which was also a writing intensive course and covered many similar topics. The new course, however, significantly raises expectations about the clarity and consistency of faculty feedback and guidance to students on writing. With the inclusion of new syllabus guidelines/rubrics, and greater assignment specificity in the syllabus, the methods are explicitly specified for assessing writing assignments and providing students with guided revisions. The N40005 course coordinator has participated in the syllabus revision and has obtained feedback at points from the other N40005 faculty. They are aware of the changes needed for this course, and will receive the syllabus 6

weeks in advance of the fall semester. If there are new faculty teaching the course, the course coordinator is responsible for orienting them to expectations and teaching methods, and they are then "folded into" the course group. Faculty teaching multiple sections of a course have scheduled meetings several times each semester, including during the week preceding the inception of the fall or spring semester. We anticipate that the implementation of the course, including communications with faculty, will be as effective as they are with any new course or any course taught by multiple faculty, which is to say, quite smooth but probably not perfect. Within a short time, perhaps 6 months, faculty familiarity and comfort with the course should be soundly established.

The issue of maintaining standards is less easily addressed. As with any academic unit on campus, members of the Nursing College face limitations in the information available to faculty to assess either individual or collective faculty performance in a course or curriculum, including in writing intensive courses. We are dependent on the expertise, competence, and integrity of the faculty and course leaders to maintain standards. In this regard, faculty groups meet and talk as needed to align grading expectations and meet standards, and we recommend doing reliability checks on their respective grading activities. The former – faculty talking to align grading - is commonly practiced in the College of Nursing, but actual peer review or inter-rater reliability checks on written assignments are infrequent. To better adhere to internal and external standards, the Baccalaureate Curriculum Committee and the College Deans are aware of the need to evaluate curriculum and course delivery more thoroughly than we do currently. As of this writing, the official standards of education for the College are high, but the consistency of adherence to standards across faculty is not fully guaranteed. The Baccalaureate Curriculum Committee will be addressing improvements in this area in AY 2008-9.

URCC Use Only

*Date Received by URCC*_____ *Date Approved by EPC*_____

*Date Approved by URCC*_____ *Date Removed as WIC*_____

Appendix A
Notes on Résumé /CV Writing
Susan Taft, PhD, RN, Kent State University College of Nursing

Finding the right job is like selling a product – you. You are selling your education, experience, talents and skills, competencies, and character to the organization that can offer you the best opportunity. Your résumé provides a CLEAR, CONCISE, and CONSISTENT synopsis of your accomplishments. The goal of developing a résumé is to convince a prospective employer that you have the abilities and motivation to become a valuable employee. Probably the worst mistake you can make with your résumé is to leave your reader feeling it is "confusing." Before sending a résumé, be clear about what your interests and capabilities are, including your strengths and weaknesses.

In most cases, your résumé will be the first impression you make on a recruiter – usually, a stranger. A résumé should be an exercise in active empathy, i.e. it should show sensitivity to the person(s) receiving and reading it. It must be legible, logical, and easy to read and not leave the reader with questions about your qualifications or the reasons you might be applying for their job posting. This means that you are probably not serving your own interests well when you have one generic résumé that you send to everyone. Each résumé sent to an organization that has a job you are interested in should reflect some degree of customization – how <u>you</u> fit with <u>their</u> opening. Thus you may highlight or organize your résumé differently depending on the recipient's interests. You need to know how to market your skills and present yourself in a way that will make your reader want to consider you for their position.

When recruiters receive many résumés for a posted position, their strategy often is to narrow down the "keepers" through the process of elimination. Your résumé will be the best tool the reader has to show why you might be the right person for the job. You may have all the necessary skills and experiences wanted for a particular position, but the way you present yourself through your résumé can tell your reader more or less, or just the right amount, about you. If poorly constructed, your résumé may tell the recipient that you are sloppy, a poor writer, dash things off without proofreading them or caring how they look, inappropriate for the position, or that you are simply an "average" applicant.

Résumés vs. curriculum vitae (C.V.'s): Résumés differ from CV's primarily by the former reflecting a newer/younger employee not long out of school from an older, experienced job candidate. A résumé is a "summing up," a summary of experience submitted with a job application; it should demonstrate your suitability for work in specific areas of interest to an employer. A C.V. is a more comprehensive review of one's career and professional life, showcasing one's professional qualifications and activities. It has no restrictions on length, unlike a résumé which tends to be shorter, at 2-4 pages. Résumés and C.V.'s use similar formats and structures.

Résumés are organized by sections (in bold or large font). The suggested organization is:

Top of Résumé, in bold or larger font:

Your Name
Address
Phone number(s)
Email address

Date of availability (if relevant)
Licensure information (give license number and state, or when you will take exam)
Certification information (certifying agency & date)

Education section, organized by most recent first:

Year	Degree Received (Indicate if honors, may include gpa if high) Include major or specialty	Educational Institution Address Phone number of School or Dept.

If you have not yet received a degree, indicate "expected graduation date" in month and year

Include all college/university education and professional training (e.g. Gestalt Institute of Cleveland)

Work experience section, organized by most recent first:

Dates	Position held (job title)	Work Institution & address May include bullet points of main job responsibilities; as relevant, add quantities, number of beds, dollar values, etc. to enhance descriptions Indicate any leadership activities (e.g. committees chaired)
Dates	Previous position held	Work Institution & address, etc.

Distinguish between full-time and part-time work
Use separate headings for entries such as military service

Publications section or **research**, if relevant, most recent first:

Date of publication (or research) and dollar award of research	Give full citation of publication/research, using APA, including correct author & order format information; make sure your role in joint efforts is clear

Next publication/research project, etc.

Presentations section:

Date of presentation Next presentation, etc.	Give description of presentation, including title, any co-presenters involved, location and occasion, audience
Honors, awards, or any significant accomplishments that don't fit in other sections; give date and clear information on type and nature of award (e.g. induction into Sigma Theta Tau):	
References section (if relevant): Identify references name, address, phone number, email address; use only professional references (no personal refs.)	
Significant **professional or community memberships and activities**, e.g. ONA/ANA member, treasurer of local church board, volunteer or civic activities of note; note offices held & dates; keep memberships and offices current and dated	
Personal information: optional May include family status, special interests, physical limitations, travel/work experience in other countries, languages spoken, preceptorships, creative projects Add date of résumé update at bottom left corner, last page	

*Note: sections above are denoted by separating lines; lines are not needed on actual résumé.

Avoid double entries or mixing chronological order. Keep style consistent. Always have a friend or colleague (or two) proofread and critique your résumé. If they don't understand it, revise it to make it more clear.

Each résumé mailed to a prospective employer should contain a cover letter indicating your interest in a particular position(s), the attachment of your résumé, when you are available, and when you will be in contact with the recipient. Note any particular reasons why you would be a good candidate. Be sure to spell the contact person's name right and use his/her proper title. Explain how and where you can be contacted. But don't put the full burden of contact on the recruiter – indicate when you will call in your cover letter, and follow-through yourself. Sign your letter "sincerely," and write your signature. Use both your address and date on the top, and the inside address.

PROOFREAD PROOFREAD PROOFREAD both the résumé and the contact letter!

Common recipients' pet peeves about résumés:

1. Résumés sent out that have clearly not been proofread (example: wrap-text that doesn't wrap correctly and has big line breaks; new sections that start at the very end of a page)
2. Spelling errors, typos, punctuation errors, and poor grammar; apostrophe misuse is especially common
3. Missing dates, inaccurate dates, or long unexplained absences from the work force
4. Frequent job changes that are not explained

5. Poor or unprofessional font choice or style
6. Poor, hard-to-follow formatting - boxes, templates, tables, use of headers and footers, etc.
7. Missing or inaccurate contact info
8. Functional résumés as opposed to chronological résumés (use reverse chronological order)
9. Long, dense paragraphs instead of bullet points
10. Use of passive verbs
11. Too-fancy binders
12. Unqualified candidacy - candidates who apply for positions for which they are not qualified
13. Info not relevant to the job (e.g. continuing education programs attended)
14. Lies or misleading information (e.g. statement of certification when you have only attended a workshop in a specific area)
15. Pictures, graphics or URL links that no recruiter will bother to call up; a CD rather than a paper copy of résumé (unless requested)
16. Résumés sent as attached files without the offer to follow-through with a hard copy
17. Buried or out-of-place important info in the résumé
18. Excessive white space, or crowded small-font density of words

In conjunction with sending a résumé to an interested organization, consider seriously the value of networking to help you land a position. Do you know people at that organization? Can someone put in a good word for you? Are there work and professional experiences that might set you apart from other applicants and that someone in the organization has worked on with you? Are there things about that organization that you should find out about before you go in for an interview? (If the answer to this last question is no, then you are simply not thinking carefully!)

More detailed insight on résumé development and job interviewing can be found at:
http://www.resumedoctor.com/ResourceCenter.htm

Appendix B: How to Format a Formal Letter, by Dr. Susan Taft

Always type a formal letter
Center it on the page, and use 1 inch margins all 4 sides

Your return address
and date
either here, or ...

... your return address
and date here

(skip 1-2 lines)

Name, Credentials of person to whom you're writing (e.g. PhD, RN, JD)
Title
Organization (Single space this section and above)
Address

(skip 2-3 lines)

Dear Mr./Ms./Dr./Senator/Congressperson [last name]:

(skip 2 lines)

First paragraph should indicate who you are (but not your name, which is below), why you're writing (one sentence), and what important idea(s) you'd like to convey (one sentence). Be clear about your purpose. Double space.

Text of letter should be divided into paragraphs with each paragraph having a topic sentence.

(skip 2-3 lines)

Sincerely, or Sincerely yours,

(skip 5-6 line lines for signature)

(Single space signature section) Your typed name
Your position, if relevant, including:
Freshman/ Sophomore/ Jr./ Sr./ Graduate Nursing Student, Kent State Univ.

cc: note here names, positions of persons to whom you have sent copies (if any)

Look the letter over to make sure it looks good. Then read it to make sure it reads well. Ask a friend or family member to read it for clarity. If one or both of these conditions are not met -- and you care if you made a good impression -- do it over.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **6-Sep-07** Curriculum Bulletin 184
Effective Date **Fall 2008** Approved by EPC 22-Oct-07

Department	**Nursing**
College	**NU - Nursing**
Proposal	**Establish Course**
Course Subject	~~Nursing~~ NURS Course Number ~~0000~~ 40005
Course Title	**Professional Nursing Development**
Minimum Credits	**03** Maximum Credits **03**

Checked items are new or revised

☐ Subject	☐ Cross-Listed / Slash
☒ Number	☒ Grade Rule
☒ Title	☒ Credit by Exam
☒ Title Abbreviation	☐ Course Fee
☒ Credit Hours	☐ Liberal Education Requirements (LER)
☒ Prerequisites	☐ Writing-Intensive
☒ Description	☐ Diversity
☒ Schedule Type	☐ Other

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

The changes we propose will primarily affect the College of Nursing, but there may be minor effects on other units offering health care education through the addition of an elective (N2xxxx) that non-nursing students can take.

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

None

REQUIRED ENDORSEMENTS

Department Chair / School Director / Campus Dean	/ /
College Dean	9/21/07
Executive Dean of Regional Campuses	/ /
Therese E. Tillett Senior Vice President for Academic Affairs and Provost	10/22/07

BASIC DATA SHEET

All data entered below should reflect revised information.

Preparation Date	**6-Sep-07**	Requested Effective Term	**Fall 2008**
Course Subject	**NURS**	Course Number	~~00000~~ 40005
Course Title	**Professional Nursing Development**		
Title Abbreviation	Professional Nursing Develpmnt 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	3 ☒ to ☐ or	Maximum Credit 3	(e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
Contact Hours Per Week	☒ Lecture	Minimum Hours	☐ to ☐ or Maximum Hours
	☐ 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): NURS 20010 and NURS 30010 and NURS 30030 ~~Unchanged from N20000 and N40000~~
NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s): and NURS 30040 and NURS 30050 and NURS 30060 – all with minimum grade of C.

Corequisite(s):

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

prereq. per Susan Taft 28-Sep-07

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	71
OBR Subsidy Code	09
OBR Course Level	3
CIP Code	511601

Catalog Description ~~Professional Nursing Development (N4XXXX):~~

~~Required for all nursing undergraduate students. This~~ Course focuses on professional development and the transition from student to graduate nurse, including interviewing techniques ~~&~~ and resume preparation. Classes explore health care economics and policy, political activism, cultural competence, nursing theory, leadership of meetings ~~&~~ and managing group dynamics, the future of nursing and health care, nursing practice opportunities, role development, professional nursing organizations, graduate education, and specialty certification. Professional skill development continues from ~~the earlier course, N2XXXX.~~ NURS 20010 Students ~~will~~ have the opportunity to attend a professional nursing organization meeting. ~~Writing intensive.~~

Content Outline (include contact hours for each section)

Contact Hours	Outline
2.00	**Introduction to course, course expectations, portfolios**
3.00	**Nursing role development: nursing roles**
3.00	**Professional nursing organizations**
	Attendance at a professional organizational meeting
3.00	**Cultural competence**
3.00	**Nursing theory**
5.00	**Health care economics and policy (domestic); global health, political activism**
5.00	**Leading meetings & managing group dynamics**
2.00	**Accountability; peer review**
10.00	**Student presentations and facilitating group discussion**
3.00	**Interviewing skills, resume preparation, cover letters**
3.00	**Transitioning to the role of a practicing nurse**
3.00	**Future of nursing and health care**

45.00 Total Contact Hours

Textbook(s) Used in this Course

Writing Expectations — 9 ~~**Writing intensive course**~~ **with a major paper assignment**

Instructor(s) Expected To Teach — **Susan Taft and other CON faculty, dependent on availabity**

Instructor(s) Contributing to Content — **Susan Taft, PhD, Associate Professor**

REQUIRED ENDORSEMENT

Department Chair / School Director / Campus Dean — 9/4/07

KENT STATE UNIVERSITY
COLLEGE OF NURSING

PROFESSIONAL NURSING DEVELOPMENT
N40005

Fall 2008 and Spring 2009

PREREQUISITES: N20000 & 30000, or N20010; N30000; N30010; N30020; N30030; N30040; N30050; N30060

Kent State University College of Nursing
N40005 Schedule, Fall 2008

Date	Topic	Speaker
8/29/08	Introduction to Course Guidelines for Assignments Seminar Group Formation	Faculty/Students
9/5/08	Resume Development/Cover letter Interviewing	Faculty/Students
9/12/08	Intensive Writing Assignment Discuss Topics Review Outlines and Sources	Faculty/Student(s)
9/19/08	Nursing Issue Seminar *Cover letter and resume due*	Faculty/Students
9/26/08	Nursing Issue Seminar	Student(s)
10/3/08	Nursing Issue Seminar *Outline of Intensive Writing Paper due*	Student(s)
10/10/08	Nursing Issue Seminar	Student(s)
10/17/08	Nursing Issue Seminar	Student(s)
10/24/08	Nursing Issue Seminar *Intensive Writing Paper (Draft) Due*	Student(s)
10/31/08	Nursing Issue Seminar	Student(s)
11/7/08	ANA President Becky Patton	CON Room 201
11/14/08	Nursing Issue Seminar	Student(s)
11/21/08	Nursing Issue Seminar *Intensive Writing Paper due*	Student(s)
11/28/08	*Thanksgiving Break*	
12/5/08	Nursing Issue Seminar	Student(s)
12/12/08	Summary Discussion Course Evaluation	Faculty and Students

Kent State University College of Nursing
N40005 Schedule, Spring, 2009

Date	Topic	Speaker
1/23/09	Introduction to Course Guidelines for Assignments Seminar Group Formation	Faculty/Students
1/30/09	Resume Development/Cover letter Interviewing	Faculty/Students
2/06/09	Intensive Writing Assignment Discuss Topics Review Outlines and Sources	Faculty /Students
2/13/09	Nursing Issue Seminar *Resume/Cover Letter Due*	Faculty/Students
2/20/09	Nursing Issue Seminar	Student(s)
2/27/09	Nursing Issue Seminar *Outline of Intensive Writing Paper due*	Student(s)
3/06/009	Nursing Issue Seminar	Student(s)
3/13/09	Nursing Issue Seminar	Student(s)
3/20/09	Nursing Issue Seminar *Intensive Writing Paper (Draft) Due*	Student(s)
03/23/09 To 03/29/09	*S P R I N G B R E A K - N O C L A S S*	
4/03/09	Nursing Issue Seminar	Student(s)
4/10/09	ANA President Becky Patton	Room 201 CON
4/17/09	Nursing Issue Seminar *Intensive Writing Paper due*	Student
4/24/09	Nursing Issue Seminar	Student(s)
5/01/09	Nursing Issue Seminar	Student(s)
05/08/09	Summary Discussion Course Evaluation	Faculty and Students

Course Number and Title: N40005, PROFESSIONAL NURSING DEVELOPMENT

Credits: Three Semester Credit Hours **Theory Hours:** 3

Placement: Fall, Spring and Summer Semesters

Prerequisites: N20000 & 30000, or N20010; N30000, N30010, N30020, N30030, N30040, N30050, N30060

Instructors: Carol Beltz, MSN, RN (Course Coordinator) Office: Rm. 332
Work Phone: (330) 672-8774 E mail: cbeltz@kent.edu
Connie Stopper Office #: 313 Ph # (330) 672-3779 Email cstopper@kent.edu
Chris Cook Office #: 343 Ph # (330) 672-2825 Email:cbcook@kent.edu
Sue Hritz Office #: 323 Ph # (330) 672-8743 Email:shritz@kent.edu
Kay Gurtz Geauga Ph# (440) 834-3758 Email: kgurtz@kent.edu
Mary Beth Lukach Trumbull Ph# (330) 847-0571 Email: mlukach2@kent.edu
Karen Zapko Salem Ph# (330) 332-0361 Email: kzapko@kent.edu

COURSE DESCRIPTION

Focuses on career development and preparation for assuming initial professional nursing role. Students will analyze and synthesize issues influencing and influenced by professional nurses. Students will further develop interviewing, speaking/presentation, and writing skills. This is a writing intensive course.

COURSE OBJECTIVES

Students will:

1. Critically examine selected issues and trends as they relate to the development of the professional nurse
2. Identify the developmental progression of professional growth from novice to expert
3. Relate the development and use of theory to the discipline of nursing
4. Prepare for employment as a professional nurse, including developing interviewing skills and creating a letter of interest and resume
5. Define and describe elements necessary for effective meetings, including both leader and participant behavior
6. Further refine professional speaking/presentation skills
7. Further refine professional writing skills

REQUIRED TEXTBOOK, READINGS, AND WEB RESOURCES

Bradford, L.P. (1976). *Making meeting work*: *A guide for leaders and group members*. Ch. 4, Characteristics of the mature group, Ch. 5, Task functions, Ch. 6, Maintenance functions, Ch. 7, Dysfunctional behavior of group members, & Ch. 8, the effective leader in action (pp. 29-65). La Jolla, Calif: University Associates.

Benner, P. (1982). From novice to expert. *American Journal of Nursing, 82*(3), 402-407.

DeJanasz, S., Dowd, K.O., & Schneider, B.Z. (2009).). *Interpersonal skills in organizations* (3rd ed.). Ch. 10, Building teams and work groups (pp. 200-223); Ch. 13, Facilitating team success (pp. 263-284); & Ch. 12, Achieving business results through effective meetings (pp. 244-262). Boston, Mass: McGraw-Hill.

Hult, C.A. & Huckin, T.N. (2007). *The new century handbook* (4th ed.). Boston, Mass: Allyn & Bacon.

Huston, C, J. (2006). *Professional issues in nursing: Challenges and opportunities*. Philadelphia: Lippincott, Williams & Wilkins.

Shi,L., & Singh,D.A. (2008). *Delivering health care in America: A systems approach.* Chapter 1, A distinctive system of healthcare delivery (pp 1-32). Boston: Jones and Bartlett.

Taft, S. (1997). A history of the U.S. healthcare system. Kent, OH: Kent State University. Available at: http://stream.kent.edu:8800/nursing/taft/ ushelathcaredeliverysystem.wmv >> (See note[1])

Taft, S. & Lanier, J. (2007). A conversation with Jan Lanier, about ONA's role in health policy. Kent, OH: Kent State University. Available at: http://stream.kent.edu:8800/nursing/ONAJaniceLanier4-18-07.wmv

Taylor, S.G., Renpenning, K. M., &Young, A. (2001). C*onnections: Nursing research theory and practice.* Chapter 1, Developing the discipline of nursing through modeling (pp. 1-15). St. Louis Mo: Mosby.

Instructional Strategies

Student presentations, guest speakers, videos, discussion, classroom activities, lecture, reading assignments, and Vista are used to meet course objectives.

Course Grade

Students earn course grades as follows:

Participation/Attendance (in class or online)	15 points
Resume	5 points
Letter of Interest	5 points
Seminar	
Planning	5 points
Presentation	10 points
Facilitation	10 points
Self-Evaluation	3 points
Peer evaluations	2 points
Intensive Writing Assignment: Submission of paper outline, using correct outline format	
Intensive Writing Assignment: Completion of full, correctly-formatted draft	3 points
Intensive Writing Assignment – Final paper	32 points
Professional Organization Meeting Activity Paper	10 points
	100 Total

Points

The grading scale is as follows:

90-100 points	A
89-80 points	B
79-70 points	C
69-60 points	D
below 60	F

[1] Note that the misspelling of health as "helath" is correct because it is how the web technician named the file. Also, this lecture was taped in 1997 for a different class, so just ignore the assignment given in the first 5 minutes.

All assignments, including outline and draft, must be submitted in order to earn a passing grade. Course assignments are not optional.
Students are expected to evaluate Web resources. Refer to criteria for evaluation of Web resources (see Appendix A).
All writing assignments require adherence to technical writing and APA rules. Refer to the appendices in the syllabus for guidelines.

Extra Credit
Those attending ANA presentation and submitting a written summary will receive 2 extra credit points. The summary must address: items a, c, d, e, h, i & j of the Guidelines for Professional Organization Meeting Activity.

Participation
Students are expected to participate in each class activity and seminar. This includes completing assignments and contributing meaningful comments, questions, and interpretations to class discussion.

Conduct Policy
The student responsibility guidelines/expectations can be found in the student directory under *Digest of Rules and Regulations*, or on the Kent website under *Policy Register*. Please review these rules regarding student conduct.

Attendance
Attendance at all class sessions is required. In the event of illness or emergency, the student is responsible for notifying the faculty of an absence **before class begins.** Make up work is assigned at the discretion of the faculty. Students must attend the entire class period to receive attendance credit.

Registration Policy
Students who are not officially registered for a course by the published deadlines are not eligible to attend class or receive credit or a grade for the course.
Students who do not have a status of ENROLLED are not eligible to attend, receive credit or a grade for the course.

Accessibility Services
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 www.kent.edu/sas for more information on registration procedures.

Website Disclaimer
The websites included in this syllabus are provided only as a reference and/or resource and do not imply, directly or indirectly, Kent State University's endorsement, sponsorship or approval of these websites. Kent State University does not assume responsibility and/or liability for the accuracy or reliability of the information contained in the websites.

This statement has been approved by Gayle Ormiston, Associate Provost.

Kent State University College of Nursing
Position/policy on student plagiarism *

Faculty and students in the College of Nursing support and endorse the Student Cheating and Plagiarism Policy #42-3-07 of Kent State University which states that:

Standard "Students enrolled in the university, at all its campuses, are to perform their academic work according to standards set by faculty members, departments, schools and colleges of the university; cheating and plagiarism constitute fraudulent misrepresentation for which no credit can be given and for which appropriate sanctions are warranted and will be applied". Please refer to this policy (#42-3-07) for a more inclusive description of definitions and academic sanctions.

KSU CON Addition to Standard In addition to Policy 42-3-07, the faculty in the College of Nursing define plagiarism as: the deliberate and intentional use of someone else's writing, ideas or other original work without directly crediting and acknowledging that person/institution/agency, etc. As such, this definition applies to all published work in professional and popular journals, newspapers, texts, theses and dissertations and all internet sites where information may be obtained. It also applies to work in progress or completed by other students, medical or nursing clinical reports, laboratory data, visual or audio data or other materials indicative of the creative endeavors of others. It includes allowing another person/student to alter or revise previously completed work of a different student and to submit it as original. Students may discuss assignments among themselves or with an instructor but when the actual work is done, it must be done by the student, and the student alone, unless the course faculty member clearly specifies that two or more students may submit a paper and place all of their names on this one paper/work.

Student-Faculty Consultation All academic work, written or otherwise, submitted by students to their instructors is expected to be the result of their own ideas or research, or creativity. In cases where students feel unsure about a question of plagiarism involving their work, they are *obliged to consult their* instructors on the matter *before submission* of their work.

Acknowledgements of Sources When a student's assignment involves using research from outside sources of information, the student must carefully acknowledge exactly where they got the information from, i.e. the source. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes to an original document or someone else's work while leaving the organization, content and/or phraseology intact is considered plagiarism. Students must acknowledge such organization, content or phraseology by citing sources in the document. If a student is unclear how to proceed, consult with the faculty member before submitting the work.

Consequences If plagiarism is suspected, (As per #42-3-07) a faculty member in the College of Nursing may:

1. assign a grade of "F" or zero for the submitted work
2. assign a grade of "F" for the course in which the plagiarism took place
3. recommend to the Department Chair or Dean that further action be taken
4. refer to the Department Chair and Dean to determine whether or not further sanctions should be invoked(42-3-07; D 2).

See specific policy (#42-3-07) for further procedural details.

** This document was compiled from the Kent State University Student Cheating and Plagiarism Policy #42-3-07 as well as the Purdue University Online Source (http://owl.english.purdue.edu)

SEMINAR

Objectives: Students will plan, present, facilitate, and evaluate a professional seminar using a topic related to current issues for the nursing profession. Seminars may be presented on campus or online. To prepare, use WIN-R website on Vista for information on giving presentations.

Seminar Topics
The following issues and trends as they relate to the development of professional nursing are required seminars:

-Preparing for and transitioning to the role of a practicing nurse
-Nursing roles and careers, scope of practice; professionalism and life-long learning; mentoring; advanced education; certification; Benner's theory "from novice to expert"
-Accountability; peer review
-Professional nursing organizations
-Leading and participating in meetings, managing group dynamics
-Health care policy, politics, costs, economics; insurers and payers
-Political activism
-International/global health perspectives; cultural competence
-The future of nursing and health care

Other issues and trends related to professional nursing which may be selected for seminars[2] are:
-Diversity in nursing, including ethnicity, race, religion, foreign graduates, gender, licensed vs. unlicensed staff, levels of nursing education (ADN, BSN, MSN, PhD)
-The nursing shortage; nursing errors; ethics, the "code of silence," whistle-blowing
-Avoiding burnout
-Unions and collective bargaining
-Violence in nursing/healthcare settings – horizontal, vertical, external
-The chemically-impaired nurse/health professional
-Other topics at the discretion of the faculty

Part I: Planning (5 points)
1. Develop knowledge of a selected seminar topic using a literature search.
2. Meet with faculty online or on campus to discuss content, outline, discussion questions, and facilitation of your seminar.
3. Submit an APA style reference list, topical outline, behavioral objectives, and class assignment to instructor 2 weeks prior to your seminar.
4 Submit the outline and class assignment to class members 1 week prior to your seminar. A reading assignment from the textbook is included in each seminar. Use of additional scholarly sources is recommended but not required.

Part II: Presentation (10 Points)
1. Present a professional appearance and attitude in person or online.
2. Use appropriate audiovisuals.
3. Present content clearly and concisely. State the author of your sources (using APA format), not just a website or journal name.
4. Content is relevant to the profession of nursing.
5. Content is well organized.
6. Presenter displays knowledge of content
7. Seminar objectives are achieved

[2] Areas of focus for N40005 will change over time with new and emerging issues.

8. Presentation demonstrates creativity

Part III: Facilitation (10 Points)

1 Uses strategies to facilitate discussion and critical thinking about the topic (e.g. case activities, reflection, questioning, affirmation, etc.).
2. Conducts discussion and achieves active class participation. Responds to student comments and questions online or in the classroom setting.
3. Helps students to draw concepts from anecdotes.
4. Summarizes the topic content for the week resulting from the discussion, incorporating all points of view. For on-campus classes, summarize main points at the end of the seminar. For online classes, summarize the topic content for the week on Vista.
5. Online presenters equally contributed to the discussion board over the week. (All presenters are required to read all postings throughout the week.)

Part IV: Self-evaluation (3 points)

Submit a written evaluation of your personal contribution to planning, presenting and facilitating the seminar in the week after the seminar. You will be evaluated on how well you evaluated your strengths and areas for improvement. For on-campus classes, submit your self-evaluation to your instructor. For online classes, submit to your instructor via the web link.

Part V: Peer Evaluation (2 Points)

1. The type of peer evaluation is left to the discretion of the faculty.
2. Evaluations identify the strengths and areas for improvement of seminar presenters.

PARTICIPATION GRADING FOR SEMINARS

Online presentations:
For the week you are the presenter, you must post the seminar and discussion questions on the due date by 1:00 p.m. One presenter must respond to the conversation each day. You may split up which days are covered by each presenter, but every presenter must participate in responding to the discussion board in order to receive full credit.

For each seminar, every student who is not the presenter must post substantive and thoughtful comments to each of the discussion questions at least once. Then, later in the week, you will post two more substantive comments responding to classmates or any of the questions. You do not need to post to each question twice.

For on-campus seminars:
On campus presenters will actively engage all class participants in discussion. For each seminar, every student who is not the presenter is expected to comment or respond to questions provided by the presenters. The instructor will keep a record of participation by individual students.

Peer evaluation will be at the discretion of the faculty.

NOTE for Online Classes: Web Vista reports how many posts are read and how many posts each student has completed for each presentation. It also tells how much time you spent viewing the presentation. To earn 15 participation points, students must complete the weekly reading assignment, post as described above with comments that display knowledge of the chapter read, and read other students' comments.

N 40005, PROFESSIONAL NURSING DEVELOPMENT
PEER REVIEW FORM

Complete a form for each class presentation. List presenter names in the column to the left. In the middle two columns fill in a number from 1 to 5 indicating the quality of the content presented and the quality of the interaction of presenting students with class members. Five (5) is the highest number of points and 1 is the lowest for a category. Add additional reflective comments in the last column.

Each student not presenting on a particular week must evaluate each of the presenters in an objective manner.

Presenter Name	**Quality of Content Presented**	**Quality of the inter-action of presenting students with class members**		**Comments**
	(Low) 1 2 3 4 5 (High)	**(Low) 1 2 3 4 5 (High)**		
1.				
2.				
3.				
4.				

RESUME AND COVER LETTER

Cover Letter
Objective: Students will develop a cover letter of interest to accompany the resume for employment applications. Appropriate content and professional design will be presented in class for discussion.

Resume
Objective: Students will develop a resume appropriate for an entry-level BSN position. Appropriate elements and design will be presented in class for discussion.
Students will submit a draft of the cover letter and resume and receive feedback from faculty before submitting the final assignment.

Resources:
Websites for resume writing and interviewing

- College of Nursing-Writing in Nursing Resources (WIN-R) website on Vista for information on formatting a letter and developing a resume, and
- the Writing Center at Kent State University - http://dept.kent.edu/english/WritingCent/

INTERVIEW PROCESS

Objective: Students will develop skills in preparing for a professional interview for an entry-level BSN position. Appropriate content and exercises will be presented in class for discussion.

GUIDELINES FOR PROFESSIONAL ORGANIZATION MEETING ACTIVITY

Students will submit a written summary addressing the guidelines for the professional organization meeting activity, and will be graded on completing the following guidelines and utilization of appropriate APA format.

1. Attend a professional nursing organization meeting.

   A professional organization is one that any nurse may join regardless of employment status. The meeting should contain a business discussion and may offer an educational speaker. These are not hospital committees or seminars. Examples of professional organizations are ONA (or local district of ONA), Sigma Theta Tau, nursing specialty organizations, American Association of Critical Care Nurses (AACN), etc.

2. Write a summary of the meeting including the following:
   a. Name, history, mission, and membership of the group
   b. Explain why you selected this group
   c. What topic was the focus of the meeting?
   d. Identify nursing issues or trends that were discussed in the meeting
   e. Identify social, political, cultural, ethical, and/or economic perspectives of the topic
   f. Engage a member in discussion. Why are they a member, how do they contribute, and what benefits do they receive?
   g. What activities/events make this a professional gathering?
   h. Using readings/discussion from the course, describe how the meeting was conducted, participation, use of diverse points of view, etc.
   i. What did you learn?
   j. How did attending this meeting influence you professionally?

3. Obtain a signature to verify attendance from the group leader, using the form provided on the next page.

This activity will be evaluated in the following manner:

Paper addressed each item	8 points
APA format, sentence structure, grammar	2 points

Extra Credit

Those attending the ANA presentation and submitting a written summary will receive 2 extra credit points. The summary must address items a, c, d, e, h, i, & j.

VERIFICATION OF ATTENDANCE AT
PROFESSIONAL NURSING ORGANIZATION MEETING

Date:

This is to verify that: _____**(KSU Student)**

has attended the meeting: _____**(Org. Name)**

held on: _____**, 2008-2009**

at: _____

_____
Signature of Person Verifying Attendance

_____
Title

_____
Telephone

Student is to complete above information except for signature *prior to attending the meeting.*

INTENSIVE WRITING ASSIGNMENT

Getting Started:

Identify major issues of interest and/or concern to you as you transition into a graduate professional nurse. Use topics/issues covered in this course, but a different topic than you covered in your seminar. All topics must be approved by your instructor. If you are interested in a role transition topic not covered in this course, discuss with and get permission from your instructor. Begin a literature search. After reviewing the literature, refine your topic. For example, Disaster Nursing: you may want to research what the nurse's role is and how s/he has been utilized in past disasters. Please submit the topic to your faculty for approval before writing the paper.

Choose 6-10 scholarly articles from peer reviewed journals. These should be nursing journals that include expert opinion and conceptual framework articles, and at least 2 research articles. You cannot use the same references as used in seminar topics.

The paper length is 8-10 pages, not including the title page, abstract, and references.

Beginning the paper:

After critiquing the journal articles, organize the information in a logical progression. You may have conflicting information that you are reporting on. Construct a detailed outline for your paper. Write an introduction that describes what the paper is about. The goal of the introduction is to interest the reader to continue reading.

The body of the paper should include information from all journals used. Do not cite the same one or two articles repeatedly. Make sure the body of this paper is related to the introduction and makes sense.

Write a conclusion that tells what you learned. Include all content that was given in the introduction.

Check spelling, sentence and paragraph structure. You may need to visit the Writing Center for assistance with grammar. Be sure your paper is in APA format. Refer to Appendices B, C, D, E & F for writing guidelines.

The Outline and Draft:

An outline and a draft of the paper are submitted to faculty for feedback. A draft is a complete paper. Faculty will not rewrite your paper; they will make suggestions for changes that should be done by you before the final copy is submitted. Submission of outline and draft is mandatory. This is a developmental assignment and students will receive detailed feedback. The guidelines in Appendices B, C, E, & F will be used by faculty to provide written comments to students. Hand in Appendices B & E with your paper draft, and Appendices C & F with your final paper. Three points are awarded for a completed draft. The scheduled due dates of the outline and draft are posted in the syllabus schedule.

The final paper:

Use the guidelines included as Appendices in this syllabus for your paper.

Late papers: Points will be deducted at the discretion of the faculty

Appendix A: Website Evaluation
from Barbara Schloman, KSU CON Librarian

Criteria for Evaluating Web Resources are available at: http://www.library.kent.edu/webeval, which is accompanied by the Website Evaluation Form, if needed.

Criteria for Evaluating Web Sites:

Web Site Title:
Web URL:
Date Visited:
Brief description of the contents of the site:

Criteria and types of evidence	How the Web site being evaluated met criteria	Rating				
		1 (low)	2	3	4	5 (high)
1. Authority with regard to topic—who is responsible for the site?: • Author of site (individual/ institutional affiliation, organization) • Credentials, expertise, experience • Contact information (name, e-mail, postal address) • URL type suggest reputable affiliation (.edu=educational institution; .org=non-profit organization; .com=commercial enterprise; .net=internet service provider; .gov=governmental body; .mil=military)						
2. Objectivity—is the purpose of the site clear, including any particular viewpoint? • Statement of purpose/scope • Intended audience • Information presented as factual or opinion, primary or secondary in origin • Criteria for inclusion of information • Disclosure of sponsorship or underwriting						

Criteria and types of evidence	How the Web site being evaluated met criteria	Rating				
		1 (low)	2	3	**4**	5 (high)
3. Accuracy—is the information accurate? • Facts documented or well-researched • Facts compare to related print or other online sources • Links provided to quality Web resources						
4. Currency—is the information current? • Evidence of current content • Pages date-stamped with latest update						

Appendix B: Guidelines for the Draft of the Writing Intensive Paper

		Instructor comments
1. Abstract: Concisely summarizes paper in one paragraph; distills information down to essential points.		
2. Introduction: Completely defines topic, states importance of topic to own development as a professional nurse; defines key terms; tells the reader what the paper will cover.		
3. Discussion: Discussion of all facets of the professional issues raised by topic; logical; shows critical thinking in integration of information from references; discussion shows a variety of points of view.		
4. Conclusion: Summarizes discussion, tells the reader what you wrote about; conclusion reached is logical, and supported by references and discussion.		
5. APA Format: Consistent use of APA formatting with: title page, abstract, paper body, citations and references. (See Appendix E.)		
6. Technical Writing: Proper spelling, grammar, punctuation (commas, colons, semi-colons, apostrophes, etc.); sentence structure; use of topic sentences and coherent paragraphs. Paper is clear, coherent, and readable.		

Appendix C: Guidelines for the Final Writing Intensive Paper

	Possible Points	Your points	Instructor comments
1. Abstract: Concisely summarizes paper in one paragraph; distills information down to essential points.	2 points		
2. Introduction: Completely defines topic, states importance of topic to own development as a professional nurse; defines key terms; tells the reader what the paper will cover.	5 points		
3. Discussion: Discussion of all facets of the professional issues raised by topic; logical; shows critical thinking in integration of information from references; discussion shows a variety of points of view.	12 points		
4. Conclusion: Summarizes discussion, tells the reader what you wrote about; conclusion reached is logical, and supported by references and discussion.	5 points		
5. APA Format: Consistent use of APA formatting with: title page, paper body, abstract, citations and references. (See Appendix F.)	4 points		
6. Technical Writing: Proper spelling, grammar, punctuation (commas, colons, semi-colons, apostrophes, etc.); sentence structure; use of topic sentences and coherent paragraphs. Paper is clear, coherent, and readable.	4 points		
Total:	32		

Appendix D: GENERAL GUIDELINES FOR WRITING

Some writing reminders:

- Use direct quotes only if they are extremely compelling; otherwise, paraphrase. Limit to one or two per paper.
- Use the third person. Do not use personal anecdotal information.
- Never use "I feel," "I think," "I believe" unless you support why you think or believe something.
- Read each sentence to see if it can stand separately and still make sense.
- Use APA format for headings/subheadings to identify the sections of your paper.
- Use topic sentences for paragraphs.
- Do not use slang, informal English, or imprecise language (e.g. "things," "the right stuff," "a lot of …")
- Do not use clichés. (e.g. "In this day and age . . . ")
- Do not use rhetorical questions to make a point.
- Write in the past tense when referencing information. For example: Jones (2001) reported that 16% of nurses at inner city sites prefer day shift.
- Do not state the names of articles or journals in text; you are citing an author's work, not the journal.
- Check APA manual or APA online for reference list, citing in text, and headings/subheadings.
- Develop an abstract and put it on page 2 of your paper.

Contact the campus Writing Center for further assistance with your paper.

Kent State University Writing Center
318 Satterfield Hall
Kent, OH
(330) 672-1787
writing@kent.edu

Access the KSU College of Nursing writing website on Vista—Writing in Nursing Resources (WIN-R). It provides valuable information on writing, APA format, and presenting before a group.

Appendix E: APA and Writing Guidelines To Be Used with Every Paper Assignment
Faculty will use this form to provide feedback on your draft writing intensive paper

PAPER ELEMENTS	**Satisfactory**	**Unsatisfactory**
GENERAL REQUIREMENTS		
1" MARGINS		
FONT SIZE & CHOICE		
DOUBLE SPACING		
TITLE PAGE		
TITLE CENTERED & CORRECT INFO		
RUNNING HEAD CORRECTLY FORMATTED		
MANUSCRIPT PAGE HEADER & PAGINATION		
PAGE 1 OF PAPER		
ABSTRACT PAGE 2 Use title at top		
BODY OF PAPER begins on page 3		
MANUSCRIPT TITLE		
ORGANIZATION		
THESIS DEVELOPMENT		
HEADING & SUBHEADING FORMATTING		
GRAMMAR		
SPELLING		
PUNCTUATION		
SENTENCE STRUCTURE		
TOPIC SENTENCES		
STRUCTURE OF PARAGRAPHS		
CITATIONS - CORRECT INFO & PUNCTUATION		
DIRECT QUOTES OR PARAPHRASING		
BLOCK QUOTATIONS		
REFERENCES LISTED CORRECTLY		
ELECTRONIC		
JOURNAL		
BOOK		
EDITED BOOK		
OTHER		
REFERENCE PAGE		
ALPHABETICAL		
DOUBLE SPACING & HANGING INDENTATION		
ALL REFERENCES CITED IN BODY OF PAPER		
Comments:		

Appendix F: APA and Writing Guidelines To Be Used with Every Paper Assignment
Faculty will use this form to provide feedback on your final writing intensive paper

PAPER ELEMENTS	**Satisfactory**	**Unsatisfactory**
GENERAL REQUIREMENTS		
1" MARGINS		
FONT SIZE & CHOICE		
DOUBLE SPACING		
TITLE PAGE		
TITLE CENTERED & CORRECT INFO		
RUNNING HEAD CORRECTLY FORMATTED		
MANUSCRIPT PAGE HEADER & PAGINATION		
PAGE 1 OF PAPER		
ABSTRACT PAGE 2 Use title at top		
BODY OF PAPER begins on page 3		
MANUSCRIPT TITLE		
ORGANIZATION		
THESIS DEVELOPMENT		
HEADING & SUBHEADING FORMATTING		
GRAMMAR		
SPELLING		
PUNCTUATION		
SENTENCE STRUCTURE		
TOPIC SENTENCES		
STRUCTURE OF PARAGRAPHS		
CITATIONS – CORRECT INFO & PUNCTUATION		
DIRECT QUOTES OR PARAPHRASING		
BLOCK QUOTATIONS		
REFERENCES LISTED CORRECTLY		
ELECTRONIC		
JOURNAL		
BOOK		
EDITED BOOK		
OTHER		
REFERENCE PAGE		
ALPHABETICAL		
DOUBLE SPACING & HANGING INDENTATION		
ALL REFERENCES CITED IN BODY OF PAPER		
Comments:		

INTEROFFICE MEMORANDUM

TO: GAYLE ORMISTON, ASSOCIATE PROVOST

FROM: MARILYN BOKRASS, COLLEGE OF CONTINUING STUDIES

SUBJECT: PROPOSED NAME CHANGE: COLLEGE OF CONTINUING STUDIES

DATE: 8/11/2008

Proposal to change The College of Continuing Studies (CCS) to The Office of Continuing and Distance Education (OCDE)

As Continuing Studies at the Kent campus assumes a heightened focus on providing support to the university community, we recommend adopting a name that better reflects an expanded range of services and greater degree of flexibility. We suggest the unit be called: *The Office of Continuing and Distance Education (OCDE).* Because Continuing Education has no faculty of its own, it is not a college in the full sense. Rather, its focus is service-based with a primary mission of assisting academic units in disseminating their programs to a wider audience—particularly the nontraditional or adult learner.

The OCDE will be housed in Academic Affairs and report directly to the Provost's Office. Its expanded mission will include serving as the focal point for all distance learning (dl) initiatives. As such, it will provide administrative and logistical services; coordinate the work of educational technologists; act as liaison with corporate partners such as Compass Knowledge Systems and Embanet; maintain the dl web site; respond to/redirect preliminary inquiries regarding Kent State's dl offerings; etc. The unit will also assume responsibility for coordinating all Kent State academic conferences.

To support this expanded focus on program development and service to academic units, the unit will be led by an Executive Director rather than a Dean. The newly appointed Executive Director's charge will include: expeditiously creating the infrastructure necessary to support and market distance learning programs; expanding outreach efforts to nontraditional students; identifying new programming opportunities and new audiences for Kent State programs. The Executive Director, relieved of dean-level institutional responsibilities, will be better able to concentrate on the substantial demands of the position.

Finally, a more descriptive name like *Office of Continuing and Distance Education* will make it easier for the community-at-large to more readily access program information. And, the name change will better align the unit with CE organizations nationally, including: Ohio State (Office of Continuing Education); Penn State (Continuing and Professional Education); University of Georgia (Center for Continuing Education); University of Florida (Division of Continuing Education); Harvard University (Division of Continuing Education), among others.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 22-Apr-08 Curriculum Bulletin _____
Effective Date Fall 2009 Approved by EPC _____

Department	Family and Consumer Studies
College	EH - Education, Health and Human Services
Degree	BS - Bachelor of Science
Program Name	**Human Development and Family Studies** Program Code **HDFS**
Concentration(s) Technology	Case Management, Family Life Education, Youth Development, Human Services Concentration(s) Code(s) CMFI, FLE, YDEV, HST
Proposal	Revise Program Establishment of Concentration Human Services Technology (HST)

Description of proposal:
Revise the HDFS curriculum to strengthen the Human Development and Family Studies concentrition and streamline the transition for students from the AAS Human Services Technology degree to the BS in HDFS, in order to better meet the needs of students working in a variety of changing human services fields.

Does proposed revision change program's total credit hours? ☐ Yes ☒ No
Current total credit hours: 121 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 anticipated

Units consulted (other departments, programs or campuses affected by this proposal):
Psychology, Special Education, Sociology, Salem Campus, Ashtabula Campus

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REQUIRED ENDORSEMENTS

H. Dellmann-Jenkins 4/25/08
Department Chair / School Director / Campus Dean

Joanne Arhar 5/28/08
College Dean

___/___/___
Executive Dean of Regional Campuses

___/___/___
Senior Vice President for Academic Affairs and Provost

KENT STATE
UNIVERSITY

To: **EPC**
From: **Joanne Arhar, Associate Dean, EHHS**
Re: **Curriculum Proposals for EHHS**
Date: **May 16, 2008**

FCS

Proposals to revise the Associate of Applied Science in Human Services Technology degree (AAS HST).

Proposal to revise the Bachelor of Science degree, Human Development and Family Studies, Human Development and Family Studies Concentration (HDFS).

These proposals have been approved by the following curricular/consultative bodies: Program faculty, Family and Consumer Studies Curriculum Committee, Family and Consumer Studies Faculty Advisory Committee, Salem and Ashtabula Human Service Degree program/director/coordinator and the Psychology, Special Education and Sociology Departments.

These proposals were reviewed by the undergraduate council on May 2, 2008 and approved by the council by electronic vote on May 9, 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

TRANSMITTAL MEMO
COLLEGE OF EDUCATION, HEALTH, AND HUMAN SERVICES
KENT STATE UNIVERSITY

DATE: April 25, 2008

TO: Joanne Arhar, Associate Dean
College of Education, Health, and Human Services

FROM: Mary Dellmann-Jenkins, Director M. Dellmann-Jenkins
School of Family and Consumer Studies

RE: Proposals for Bachelor of Science: Human Development and Family Studies & Associate of Applied Science degree (Human Services Technology)

The School of Family and Consumer Studies has a B.S. degree in Human Development and Family Studies with a concentrations ~~in Human Development and Family Studies (HDFS) and~~ in Gerontology. Within the HDFS ~~Concentration~~ major, three Options exist (Case Management, Family Life Education, and Youth Development). FCS is also the Kent campus home for the Associate of Applied Science (AAS) degree (Human Services Technology).

These two curriculum proposals include:

1. Revising the Case Management Option within the Human Development and Family Studies ~~Concentration~~. major

2. Creating a new Option within the Human Development and Family Studies major ~~Concentration~~ for graduates of the Associate Degree in Human Services Technology from a Regional Campus of Kent State.

3. Adding an existing course (HDFS 34031 Cultural Diversity: Implication for the Helping Professions-3 credits) to the Major Core Requirements of the Human Development and Family Studies ~~Concentration~~ major; and adding HDFS 44031 Intergenerational Family Caregiving and HDFS 44019 Intergenerational Experiences to the "*Choose from the following*" section in *IV. Concentration Requirements.*

4. Making changes in the AAS degree program in Human Service Technology.

These actions have been approved by the following curricular/consultative bodies:

- Human Development and Family Studies program faculty
- Family and Consumer Studies Curriculum Committee
- Family and Consumer Studies Faculty Advisory Committee
- Salem and Ashtabula Human Service Degree program director/coordinator
- Departments: Psychology, Special Education, and Sociology

Attached are: Curriculum proposals; Catalog copy; CCP and BDS for new and revised courses.

Proposal Summary

Title: Course and Curricular Changes for Human Development and Family Studies

Subject Specification: Make revisions to the Bachelor of Science degree, Human Development and Family Studies, Human Development and Family Studies Concentration (Major Code: HDFS).

Background Information: The School of Family and Consumer Studies has a Bachelor of Science degree in Human Development and Family Studies with Concentrations in Human Development and Family Studies and in Gerontology. Within the Human Development and Family Studies Concentration, three Options exist (Case Management, Family Life Education, and Youth Development). The proposed curriculum changes include:

- Revising the Case Management Option within the Human Development and Family Studies Concentration. Revisions will result in a change in the required credits for this option, from 29 to 23-29.
- Adding an existing course (HDFS 34031 Cultural Diversity: Implication for the Helping Professions-3 credits) to the Major Core Requirements of the Human Development and Family Studies Concentration, and thereby increasing the concentration requirements from 38 to 41 and decreasing the general electives from 7-15 to 4-13.
- Adding HDFS 44031 Intergenerational Family Caregiving and HDFS 44019 Intergenerational Experiences to the "*Choose from the following*" section in *IV. Concentration Requirements.*
- Creating a new Option within the Human Development and Family Studies Concentration for graduates of the Associate Degree in Human Services Technology from a Regional Campus of Kent State.

Alternatives and Consequences: The alternative is to leave the program as is: however, a more desirable option is to strengthen the Human Development and Family Studies Concentration while simultaneously streamlining the transition for students from the Associate of Applied Science degree (Human Services Technology) to the Bachelor's degree in Human Development and Family Studies while providing flexibility for future changes to both degree programs.

Specific Recommendation and Justification:

Rationale for Modification of Curriculum:

The Case Management option within the Human Development and Family Studies Concentration has provided a pathway for Associate of Applied Science Degree graduates in Human Services Technology to pursue a Bachelor's degree in Human Development and Family Studies. However, inclusion of the large number of Human Services Technology degree courses within the Option has limited the flexibility to make improvements to the Case Management Option curriculum. In addition, Case Management Option students often must take additional coursework to meet the 39 upper-division hour requirement for graduation since the majority of the courses are lower-level.

The proposed changes will strengthen the Case Management Option and provide a more efficient pathway to graduation for both the Case Management Option and Human Services Technology Option students. The addition of HED 32530 Drug Use and Misuse course to the Option will help to prepare case managers to work more effectively with the increasing prevalence of cases involving alcohol and other drugs in many human service areas. Providing a choice of three courses addressing atypical behavior will provide students with an opportunity to increase their knowledge in a more specialized case management area.

Students who are enrolled in the Associate of Applied Science HST degree will have a clear articulated path toward a Bachelor of Science in HDFS. Although the new Human Services Technology option has an increase in lower-division hours over the former Case Management option, it advantages students because it utilitzes almost all of the technical courses from the associate degree, and incorporates the related and general studies courses, thus students require only 60 additional hours to complete the baccalaureate degree.

The need for a basic understanding and appreciation of cultural diversity is essential to all graduates within the Human Development and Family Studies Concentration. Removing HDFS 34031 from the Case Management Option and making it a Major Core Requirement for all Options will help to fulfill that need as well as bring the number of hours within the Case Management Option closer to the hours required within the other Options.

The addition of HDFS 44031 and HDFS 44091 will provide students with an opportunity to increase their knowledge and skills in working with multiple generations.

<u>Specific Proposed Modifications:</u>

1) Remove courses from Case Management Option:
    a) HDFS 34031 Cultural Diversity: Implications for the Helping Professions
    b) HED 11590 Community Health
    c) HED 21050 Health Behavior and Advocacy
    d) HST 21001 Assessment of Client Needs
    e) HST 21002 Client Advocacy and Case Management
    f) HST 21092 Internship I in HST
    g) HST 21192 Internship II in HST

2) Create new courses and add to Case Management Option:
    a) Add new undergraduate course HDFS 44035 Assessment and Strategies in Case Management. Co-requisite: HDFS 44192 Internship in Human Development and Family Studies-Case Management I.
    b) Add new course HDFS 44036 Generalist Case Management ~~Strategies~~ Methods. Prerequisite: HDFS 44035 Assessment and Strategies in Case Mgmt; corequisite: HDFS 44292 Internship in HDFS-Case Management II.

c) Add new undergraduate course HDFS 44192 Internship in Human Development and Family Studies-Case Management I. Co-requisite: HDFS 44035 Assessment and Strategies in Case Management.

d) Add new undergraduate course HDFS 44292 Internship in Human Development and Family Studies–Case Management II. Prerequisite: HDFS 44192 Internship in HDFS-Case Mgmt II; corequisite: HDFS 44036 Generalist Case Management Strategies.

3) Add HED 32530 Drug Use and Misuse to the Case Management Option

4) Add alternative courses pertaining to atypical behavior (in addition to SOC 32762 Deviant Behavior) for inclusion in the Case Management Option. Specifically, make SOC 32762 Deviant Behavior one of three courses students may take to fulfill this requirement. The other two courses are PSYC 40111 Abnormal Psychology and SPED 23000 Introduction to Exceptionalities. - Select 3 of 9 hours.

5) Move HDFS 34031 Cultural Diversity: Implications for the Helping Professions from an elective to a concentration requirements in the Human Development and Family Studies Concentration.

6) Add HDFS 44031 Intergenerational Family Caregiving and HDFS 44019 Intergenerational Experiences to the "*Choose from the following*" section in *IV. Concentration Requirements*.

7) Create a Human Services Technology Option within the Human Development and Family Studies Concentration, available for HST students/graduates only. This will include adding 23 hours of coursework from the Human Services Technology Associate of Applied Science Degree:
   i. HED 11590 Community Health (3)
   ii. HST 11001 Group Process (2)
   iii. HST 21000 Dynamics of the Helping Relationship (3)
   iv. HST 21001 Assessment of Client Needs (3)
   v. HST 21002 Client Advocacy & Case Management (3)
   vi. HST 21092 Internship I (3)
   vii. HST 21192 Internship II (3)
   viii. SOC 32762 Deviant Behavior (3), or PSYC 40111 Abnormal Psychology (3)

   In order to meet the 39 upper-division hour requirements, students enrolled in the Human Services Technology option must select electives from upper-division courses.

<u>Effect on the Program and Fiscal Impact:</u>
These actions will help to promote a smoother transition from the Associate of Applied Science Degree in Human Services Technology to the Bachelor of Science in Human Development and Family Studies Degree (promoting both enrollment and retention) and provide flexibility for future curriculum changes for both the Human Services Technology and Human Development and Family Studies programs to better meet the needs of students working in a variety of changing human services fields.

The proposed addition and removal of courses will have no significant impact upon course scheduling, faculty load, or fiscal impact for the Human Development and Family Studies program. However, making the HDFS 34031 a Core Requirement of the Human Development and Family Studies concentration will likely increase the number of students in the class.

Please see endorsement letters from: Psychology, Special Education, and Sociology.

Timetable and Actions Required: The proposal was approved by the Human Development and Family Studies program faculty on April 18, 2008 and by both Family and Consumer Studies Curriculum Committee and Faculty Advisory Committee on April 25, 2008. The proposal will be reviewed by the EHHS Undergraduate Council and the Educational Policies Committee in May, 2008. If approved, the changes would be effective Fall 2009 semester.

I. **General College or University Requirements** 1
US 10097 First Year Colloquium 1

II. **Liberal Education Requirements** 36-37
A complete list of Liberal Education Requirements (LER) courses is on Pages 85-87.

Composition
ENG 11011 College Writing I 3
21011 College Writing II 3

Mathematics and Critical Reasoning 3

Humanities and Fine Arts 9
Minimum one course from humanities category and minimum one course from fine arts category.

Social Sciences
PSYC 11762 General Psychology 3
SOC * 12050 Introduction to Sociology 3

Basic Sciences
Must include one laboratory course.
BSCI 10001 Human Biology 3
Basic sciences LER course and laboratory 3-4

Additional LER Courses
Must be selected from two categories.
PSYC 21211 Psychology of Adjustment 3
Choose from the following: 3
LER course from above categories (3)
COMM 15000 Introduction to Human Communication (3)
PHIL 11009 Principles of Thinking (3)

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. The domestic-focus course is fulfilled in this major with LER social sciences SOC 12050. 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 GERO 44030. A complete list of writing-intensive courses is on Pages 93-95.

IV. **~~Concentration~~ Requirements** Major ..... ~~38~~ 41
GERO**44030 Adult Development and Aging 3
HDFS 14027 Introduction to Human Development and Family Studies 2
24011 Interpersonal Relationships and Families 3
24012 Child Development 3
25512 Management of Family Resources 3
44018 Professional Development in Human Development and Family Studies 3
44020 Adolescent Development 3
44023 Building Family Strengths 3
44028 Parent/Child Relationships 3
44029 Family Policy 3

HDFS 34031 Cultural Diversity: Implication for the Helping Professions 3

B.S. in Human Development and Family Studies

This program leads to a Bachelor of Science in Human Development and Family Studies with options in youth development, family life education, ~~and~~ case management for individuals and families, and human services technology.

HDFS 44019 Intergenerational Experiences (3)
44031 Intergenerational Family Caregiving (2)

HED 32530 Drug Use and Misuse 3
HDFS 44035 Assessment and Strategies in Case Management 3
HDFS 44036 Generalist Case Management Strategies..... 3
HDFS 44192 Internship in Human Development and Family Studies-Case Management I 3-6
HDFS 44292 Internship in Human Development and Family Studies-Case Management II 3-6

NUTR 23511 Nutrition Related to Health 3
Choose from the following***: 6
GERO* 14029 Introduction to Gerontology (3)
HDFS 24013 Early Adolescence (3)
24095 Special Topics (3)
~~34031 Cultural Diversity: Implications for the Helping Professions (3)~~
41093 Workshop in Human Development and Family Studies (1-3)
41095 Special Topics: Human Development and Family Studies (1-4)
41096 Individual Investigation (1-3)
44021 Family Intervention Across the Lifespan (3)
44022 Changing Roles of Men and Women (3)
44092 Practicum in Human Development and Family Studies (3-10)

Choose from the following.....3

V. General Requirements 7
SOC 32210 Researching Society 3
32220 Data Analysis 3
32221 Data Analysis Laboratory 1

VI. Electives ..... ~~7-15~~ 4-13
Number of elective hours vary with option chosen.

VII. Select one option: ..... ~~24-31~~ 23-31

Youth Development Option
ENG 32002 Literature for Young Adults 3
HDFS***24013 Early Adolescence 3
HED 32530 Drug Use and Misuse 3
32544 Human Sexuality 3
JUS 12000 Introduction to Justice Studies 3
34311 Youth and the Justice System 3
RPTM 16000 Foundations of Recreation and Leisure 3
26030 Recreation Group Leadership 3
36075 Program Design and Evaluation 3
27

Family Life Education Option
COMM 20001 Interpersonal Communication 3
HDFS***44021 Family Intervention Across the Lifespan 3
*** 44022 Changing Roles of Men and Women 3
44030 Family Life Education Methodology 3
44092 Practicum in Human Development and Family Studies 3-10
HED 32544 Human Sexuality 3
JUS 12000 Introduction to Justice Studies 3
28003 Family Law and Procedure 3
24-31

Case Management for Individuals and Families Option
~~*In order to meet the 39 upper-division hour requirements, a minimum of 6 additional upper-division credit hours are needed for this option. HDFS 44021 Family Intervention Across the Life-span is highly recommended in addition to at least another 3 upper-division credit hours.*~~
HED ~~11590 Community Health .....3~~
~~21050 Health Behavior .....3~~
34060 Small Group Processes 2
HDFS***~~34031 Cultural Diversity: Implications for the Helping Professions .....3~~
HST 21000 Dynamics of Helping Relationship 3
~~21001 Assessment of Client Needs .....3~~
~~21002 Client Advocacy and Case Management .....3~~
~~21092 Internship I: Human Services Technology .....3~~
~~21192 Internship II: Human Services Technology .....3~~
SOC 32762 Deviant Behavior (3) ~~.....3~~
SPED 23000 Introduction to Exceptionalities (3) ~~29~~ 23-29
PSYC 40111 Abnormal Psychology (3)
TOTAL 121

*Course fulfills diversity requirement.
**Course fulfills writing-intensive requirement.
***These courses are part of the option and will not count as part of the 6-credit-hour HDFS elective category.

Human Services Technology Option
Available only for Associate Degree students.
Note: Students enrolled in this option must select electives from upper division courses.

HST 21000 Dynamics of the Helping Relationship 3
21001 Assessment of Client Needs 3
21092 HST Internship I 3
21002 Client Advocacy and Case Management 3
21192 HST Internship II 3
11001 Group Process 2
HED 11590 Community Health 3
SOC 32762 Deviant Behavior OR
PSYC 40111 Abnormal Psychology..... 3
23

2009-2010
Bachelor of Science

Name _____
Student # _____

SCHOOL OF FAMILY AND CONSUMER STUDIES
HUMAN DEVELOPMENT AND FAMILY STUDIES
ADMISSION REQUIREMENTS – EFFECTIVE FALL 2001

Pre-Major in Human Development and Family Studies

Effective Fall 2001, students must declare a pre-major in Human Development and Family Studies until they have earned a cumulative GPA of 2.5 or higher in the requirements outlined below. The purpose of this requirement is to ensure that majors have the adequate preparation necessary to successfully complete upper-division HD&FS courses, including a senior-level practicum (HDFS 44092), which provides students with valuable professional training in the field of human/social services.

ENG 11011, 21011	College Writing I, II	6
PSYC 11762	General Psychology	3
SOC 12050	Introduction to Sociology	3
*HDFS 14027	Introduction to Human Development and Family Studies	2
*HDFS 24011	Interpersonal Relationships and Families	3
*HDFS 24012	Child Development	3
	Total	**20**

*Students must receive a **cumulative GPA of 3.0** or higher in the **three HDFS courses**.

1. Pre-majors in Human Development and Family Studies who do not earn a cumulative GPA of 2.5 or higher in the above listing of courses, with a cumulative GPA of 3.0 or higher in the three HDFS courses must meet with their academic advisor to determine which required course(s) will be retaken. Students for whom it appears a career in the human and family services is not a practical choice will be counseled to pursue an alternative goal related to their interests.

2. Students who have completed the pre-major in Human Development and Family Studies courses with a cumulative GPA of 2.5 or higher, including a cumulative GPA of 3.0 or higher in HDFS 14027, 24011, and 24012 are eligible to apply for admission to the HDFS major. The student must initiate a "Request for Change of Undergraduate Program" form at the Office of Undergraduate Student Services, 304 White Hall. Students must be admitted into the Human Development and Family Studies major prior to enrollment in junior-level HDFS coursework.

3. Human Development and Family Studies faculty will answer questions about the pre-major in HDFS, and can be reached at 330-672-2197.

School of Family & Consumer Studies
BS Human Development & Family Studies
2009-2010

1. **Orientation** US 10097-First Year Experience-Flash Point 1 _____

2. **Composition (6 hours)**
ENG 11011-College Writing I 3 _____
21011-College Writing II 3 _____

3. **Math and Critical Reasoning (3 hours)**
LER _____ 3 _____

4. **Humanities and Fine Arts (9 hours)**
At least 3 hours should be taken in Arts and Sciences, and at least 3 hours in Fine Arts.
A&S LER _____ 3 _____
FINE ARTS LER_____ 3 _____
LER _____ 3 _____

5. **Social Sciences (6 hours)**
PSYC 11762-General Psychology 3 _____
SOC 12050-D-Intro to Sociology 3 _____

6. **Basic Sciences (7 hours)**
BSCI 10001-Human Biology 3 _____
At Least 1 hour Basic Sciences Lab 1 _____
LER _____ 3 _____

7. ***Additional* (6 hours)**
PSYC 21211-Psychology of Adjustment 3 _____
Select 3 hours from: categories 3, 4, or 6; PHIL 11009 Princ of Thinking; *or* COMM 15000 Intro to Human Comm 3 _____

8. **Major Requirements**
A. *Core Requirements* (41 hours)
HDFS 14027-Intro to HDFS 2 _____
24011-D-Interpersonal Relationships & Families 3 _____
24012-Child Development 3 _____
25512-Management of Family Resources 3 _____
34031-Cultural Diversity 3 _____
44018-Professional Development 3 _____
44020-Adolescent Development 3 _____
44023-Building Family Strengths 3 _____
44028-Parent-Child Relationships 3 _____
44029-Family Policy 3 _____
GERO +44030-Adult Development & Aging 3 _____
NUTR 23511-Science of Human Nutrition 3 _____

B. *Major Electives* (6 hours) *Select 6 hours from:*
GERO 14029-Intro to Gerontology 3 _____
HDFS 24013-Early Adolescence 3 _____
24095-Special Topics in HDFS 1-4 _____
34031-Cultural Diversity 3 _____

	41093-Workshop in HDFS	1-3	_____
	41095-Special Topics in HDFS	1-4	_____
	41096-Individual Investigation	1-3	_____
	44019-Intergenerational Experiences	3	_____
	44021-Family Intervention	3	_____
	44022-Changing Roles of Men & Women	3	_____
	44031-Intergenerational Family Caregiving	3	_____
	44092-Practicum in HDFS	3-10	_____

C. *Select one option* (23-31 hours)

Option 1: **Youth Development** (27 hours)

HDFS	*24013-Early Adolescence	3	_____
JUS	12000- Intro to Justice Studies	3	_____
	34311- Youth & the Justice System	3	_____
HED	32530-Drug Use and Misuse	3	_____
	32544-Human Sexuality	3	_____
RPTM	16000-Foundations of Recreation & Leisure	3	_____
	26030-Recreation Group Leadership	3	_____
	36075-Prog. Planning for Leisure Services	3	_____
ENG	32002-Literature for Young Adults	3	_____

Option 2: **Family Life Education** (24-31 hours)

COMM	20001-Interpersonal Communication	3	_____
JUS	12000-Intro to Justice Studies	3	_____
	28003-Family Law & Procedure	3	_____
HED	32544-Human Sexuality	3	_____
HDFS	*44021-Family Intervention	3	_____
	*44022-Changing Roles of Men & Women	3	_____
	44030-Fam. Life Education Methodology	3	_____
	44092-Practicum in HDFS	3-10	_____

Option 3: **Case Management for Individuals & Families** (23-29 hours)

HDFS	~~34031-Cultural Diversity~~	~~3~~	~~_____~~
	44035-Assessment & Strategies	3	_____
	44036-Genralist Case Mgmt. Strategies	3	_____
	44192-Internship in HDFS-Case Mgmt I	3-6	_____
	44192-Internship in HDFS-Case Mgmt II	3-6	_____
HED	~~11590-Community Health~~	~~3~~	~~_____~~
	~~21050-Health Behavior and Advocacy~~	~~3~~	~~_____~~
	34060-Small Group Processes	2	_____
HST	21000-Dynamics of Helping Relationship	3	_____
	~~21001-Assessment of Client Needs~~	~~3~~	~~_____~~
	~~21002-Client Advocacy and Case Mgmt.~~	~~3~~	~~_____~~
	~~21092-Internship I in HST~~	~~3~~	~~_____~~
	~~21192-Internship II in HST~~	~~3~~	~~_____~~

Choose from the following (3 hours):

SOC	32762-Deviant Behavior	3	_____
SPED	23000-Introduction to Exceptionalities	3	_____
PSYC	40111-Abnormal Psychology	3	_____

Option 4: **Human Services Technology** (23 hours)
Available only for Associate Degree students.

HST	11001-Group Process	2	_____
	21000-Dynamics of the Helping Relationship	3	_____
	21001-Assessment of Client Needs	3	_____
	21002-Client Advocacy and Case Mgmt	3	_____
	21092-HST Internship I	3	_____
	21192-HST Internship II	3	_____
HED	11590-Community Health	3	_____
SOC	32762-Deviant Behavior ***OR***		
PSYC	40111-Abnormal Psychology	3	_____

9. **Other (7 hours)**

SOC	32210-Researching Society	3	_____
	32220-Data Analysis	3	_____
	32221-Data Analysis Lab	1	_____

10. ****General Electives (4-13 credits)**

_____
_____
_____

NOTES:

Students are admitted as a Pre-Major in Human Development & Family Studies.
A minimum of 39 upper division hours is required for graduation.
A minimum of 121 semester hours is required for graduation.
ONLY General Electives coursework may be taken pass/fail.
No more than 12 hours of coursework may be taken pass/fail.
A minimum of 2.00 overall GPA is required.
A minimum of 2.25 major and minor GPA is required. Major GPA: Includes all HDFS courses and NUTR 23511 and HST 21092.
At least one course must be taken from the Writing Intensive course list in the catalog.
+ Indicates courses that fulfills the Writing Intensive Requirement.
D Indicates courses that fulfill the Diversity Requirement.
* These courses are part of the option and will not count as part of the 3 hour HDFS elective category
** Number of General Elective hours depends on option selected.

For Further information, please contact any of the following Human Development/Family Studies faculty:

Dr. Maureen Blankemeyer	118 Nixson	330-672-9397 / 330-672-2197
Dr. Dale Curry	136 Nixson	330-672-2998 / 330-672-2197
Dr. Rhonda Richardson	140 Nixson	330-672-2026 / 330-672-2197
Dr. Kathy Walker	134 Nixson	330-672-7312 / 330-672-2197

Updated 4/23/08

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **17-Apr-08** Curriculum Bulletin _____
Effective Date **Fall 2009** Approved by EPC _____

Department	**Family and Consumer Studies**
College	**EH - Education, Health and Human Services**
Proposal	**Establish Course**
Course Subject	**HDFS** Course Number **44035**
Course Title	**Assessment and Strategies in Case Management**
Minimum Credits	**03** Maximum Credits **03**

Checked items are new or revised

- ☒ Subject
- ☒ Number
- ☒ Title
- ☒ Title Abbreviation
- ☒ Credit Hours
- ☒ Prerequisites
- ☒ Description
- ☒ Schedule Type
- ☐ Cross-Listed / Slash
- ☒ Grade Rule
- ☒ Credit by Exam
- ☐ Course Fee
- ☐ Liberal Education Requirements (LER)
- ☐ Writing-Intensive (WIC)
- ☐ Diversity
- ☐ 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

H. Dellmann-Jenkins — 4/25/08
Department Chair / School Director / Campus Dean

Joanne Arhar — 5/28/08
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 **17-Apr-08** Requested Effective Term ~~Spring~~ **2009** Fall

Course Subject **HDFS** Course Number **44035**

Course Title **Assessment and Strategies in Case Management**

Title Abbreviation ~~**Assess and Strat In Case Mgmt**~~ Assessment Stratgies Case 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 / / 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 Per Week
☒ Lecture Minimum Hours **03.00** ☒ to ☐ or Maximum Hours **03.00**
☐ 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) **HDFS 44192**

COMPLETED BY CURRICULUM SERVICES
OBR Program Code 61
OBR Subsidy Code 07
OBR Course Level 3
CIP Code 190401

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

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

Catalog Description **An examination of the evaluation of client needs and assessment of client condition. Course emphasizes interviewing as a major assessment strategy.** ~~**Must be junior level or above. Corequisite: Internship in HDFS--Case Management I.**~~

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
6.00	**I. Panel Discussions with internship Site Supervisors**
2.00	**II. Review NASW Code of Ethics**
6.00	**III. Assessments: Constraints, Ideas, and Processes**
6.00	**IV. Assessments: Applicability, Classification Systems, Ecosystems Perspective**
6.00	**V. The Interview as Communication and Listening Skills**
3.00	**VI. Sequential Phases of Interviewing:**
3.00	**a) Problem Exploration**
3.00	**b) Problem Solving**
3.00	**c) Techniques (Termination and Documentation)**
3.00	**VII. Non-Verbal Communication**
4.00	**VIII. Cross-Cultural Competence: World View**

45.00 Total Contact Hours

Textbook(s) Used in this Course	**Kadushin, A., & Kadushin, G. (1997). *The Social Work Interview: A Guide for Service Professionals* (4th ed.). New York: Columbia University Press.**
Writing Expectations	
Instructor(s) Expected To Teach	**Dale Curry**
Instructor(s) Contributing to Content	**Dale Curry, Mary Dellmann-Jenkins**

REQUIRED ENDORSEMENT

M. Dellmann-Jenkins 4/25/08

Department Chair / School Director / Campus Dean

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **17-Apr-08** Curriculum Bulletin _____

Effective Date **Fall 2009** Approved by EPC _____

Department	**Family and Consumer Studies**
College	**EH - Education, Health and Human Services**
Proposal	**Establish Course**
Course Subject	**HDFS** Course Number **44036**
Course Title	**General Case Management Methods**
Minimum Credits	**03** Maximum Credits **03**

Checked items are new or revised

☒ Subject	☐ Cross-Listed / Slash
☒ Number	☒ Grade Rule
☒ Title	☒ Credit by Exam
☒ Title Abbreviation	☐ Course Fee
☒ Credit Hours	☐ Liberal Education Requirements (LER)
☒ Prerequisites	☐ Writing-Intensive (WIC)
☒ Description	☐ Diversity
☒ Schedule Type	☐ 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

H. Dellmann-Jenkins 4/25/08
Department Chair / School Director / Campus Dean

Joanne Arhar 5/28/08
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 **17-Apr-08** Requested Effective Term **Fall 2009**

Course Subject **HDFS** Course Number **44036**

Course Title **General Case Management Methods**

Title Abbreviation ~~**Gen Case Mgmt Meth**~~ general case managemnt methods
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 Per Week
☒ Lecture Minimum Hours **03.00** ☒ to ☐ or Maximum Hours **03.00**
☐ 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) **HDFS 44035**
NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s)

Corequisite(s) **HDFS 44292**

COMPLETED BY CURRICULUM SERVICES
OBR Program Code 61
OBR Subsidy Code 07
OBR Course Level 3
CIP Code 190401

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

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

Catalog Description **Examination of case management processes and strategies, with focus on community resources to meet client needs in the human service setting.** ~~**Must be junior level or above. Prerequisite: HDFS 44035 Assessment and Strategies in Case Management; corequisite: HDFS 44292 Internship in HDFS Case Management II.**~~

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
6.00	**I. Historical Origins and Recent Developments**
6.00	**II. Philosophy of Case Management: Values and Ideals**
6.00	**III. Goals and Objectives of Case Management Services**
	IV. The Eight Essential Functions of Case Management:
3.00	**a) Client identification and Outreach**
3.00	**b) Individual Assessment and Diagnosis**
3.00	**c) Service Planning and Resource Identification**
3.00	**d) Direct Service Delivery**
3.00	**e) Indirect Service Delivery**
3.00	**f) Monitoring Service Delivery**
3.00	**g) Advocacy**
3.00	**h) Evaluation of Service Delivery**
3.00	**V. Cooperative Learning**

45.00 Total Contact Hours

Textbook(s) Used in this Course	**Woodside, M. & McClam, T. (2006). *Generalist case management: A method of human service delivery* (3rd ed.). Belmont, CA : Thomson Brooks/Cole.**
Writing Expectations	
Instructor(s) Expected To Teach	**Dale Curry**
Instructor(s) Contributing to Content	**Dale Curry, Mary Dellmann-Jenkins**

REQUIRED ENDORSEMENT

M. Dellmann-Jenkins 4/25/08

Department Chair / School Director / Campus Dean

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **17-Apr-08** Curriculum Bulletin _____
Effective Date **Fall 2009** Approved by EPC _____

Department	**Family and Consumer Studies**
College	**EH - Education, Health and Human Services**
Proposal	**Establish Course**
Course Subject	**HDFS** Course Number **44192**
Course Title	**Internship in Human Development and Family Studies-Case Management I**
Minimum Credits	**03** Maximum Credits **06**

Checked items are new or revised

- ☒ Subject
- ☒ Number
- ☒ Title
- ☒ Title Abbreviation
- ☒ Credit Hours
- ☒ Prerequisites
- ☒ Description
- ☒ Schedule Type
- ☐ Cross-Listed / Slash
- ☒ Grade Rule
- ☒ Credit by Exam
- ☐ Course Fee
- ☐ Liberal Education Requirements (LER)
- ☐ Writing-Intensive (WIC)
- ☐ Diversity
- ☐ 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

H. Dellmann-Jenkins — 4/25/08
Department Chair / School Director / Campus Dean

Joanne Arbur — 5/28/08
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 **17-Apr-08** Requested Effective Term **Fall 2009**

Course Subject **HDFS** Course Number **44192**

Course Title **Internship in Human Development and Family Studies-Case Management I**

Title Abbreviation ~~**Intern HDFS-Case Mgmt I**~~ Internship HDFS Case Mangmnt 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 **03** ☒ to ☐ or Maximum Credit **06** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)

Contact Hours Per Week
☐ Lecture Minimum Hours ☐ to ☐ or Maximum Hours
☐ Laboratory Minimum Hours ☐ to ☐ or Maximum Hours
☒ Other Minimum Hours **09.00** ☒ to ☐ or Maximum Hours **18.00**
NOTE: Contact hours should be per week.

per OBR guidelines 1 credit = 7 contact hours per week for internship
3-6 cr = 21-42 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) **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) **None**
NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s)

Corequisite(s) **HDFS 44035**

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

Restrict Registration **Junior level and above**
(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 07
OBR Course Level 3
CIP Code 190401

Catalog Description **Supervised field experience in a human service agency. Joint university-agency supervision.** ~~**Must be junior level or above. Corequisite: HDFS 44035 Assessment and Strategies in Case 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
	Participation in human services activities of selected agency or organization. This may include paid or unpaid work experience. **Supervision, consultation, educational planning, evaluation.**

315-630

1 Total Contact Hours

Textbook(s) Used in this Course	**None**
Writing Expectations	**Students will be expected to submit progress reports and a final summary to supervising faculty.**
Instructor(s) Expected To Teach	**Dale Curry**
Instructor(s) Contributing to Content	**Dale Curry, Mary Dellmann-Jenkins**

REQUIRED ENDORSEMENT

M. Dellmann-Jenkins 4/25/08

Department Chair / School Director / Campus Dean

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **17-Apr-08** Curriculum Bulletin _____
Effective Date **Fall 2009** Approved by EPC _____

Department	**Family and Consumer Studies**
College	**EH - Education, Health and Human Services**
Proposal	**Establish Course**
Course Subject	**HDFS** Course Number **44292**
Course Title	**Internship in Human Development and Family Studies-Case Management II**
Minimum Credits	**03** Maximum Credits **06**

Checked items are new or revised

- ☒ Subject
- ☒ Number
- ☒ Title
- ☒ Title Abbreviation
- ☒ Credit Hours
- ☒ Prerequisites
- ☒ Description
- ☒ Schedule Type
- ☐ Cross-Listed / Slash
- ☒ Grade Rule
- ☒ Credit by Exam
- ☐ Course Fee
- ☐ Liberal Education Requirements (LER)
- ☐ Writing-Intensive (WIC)
- ☐ Diversity
- ☐ 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

H. Dellmann-Jenkins — 4/25/08
Department Chair / School Director / Campus Dean

Joanne Arhar — 5/28/08
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 **17-Apr-08** Requested Effective Term **Fall 2009**

Course Subject **HDFS** Course Number **44292**

Course Title **Internship in Human Development and Family Studies-Case Management II**

Title Abbreviation ~~**Intern-HDFS-Case Mgmt II**~~ Internship HDFS Case Mangmt 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 6/8 NOTE: To be completed by Curriculum Services.

Minimum Credit **03** ☒ to ☐ or Maximum Credit **06** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)

Contact Hours Per Week
☐ Lecture Minimum Hours ☐ to ☐ or Maximum Hours
☐ Laboratory Minimum Hours ☐ to ☐ or Maximum Hours
☒ Other Minimum Hours **09.00** ☒ to ☐ or Maximum Hours **18.00**
NOTE: Contact hours should be per week.

Repeat Status **NR - Course may not be repeated**
If repeats, course limit OR maximum hours

per OBR guidelines:
1 credit = 7 contact hours/week in internship
3-6 cr = 21-42 contact week

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) **HDFS 44192**
NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s)

Corequisite(s) **HDFS 44036**

COMPLETED BY CURRICULUM SERVICES
OBR Program Code 61
OBR Subsidy Code 07
OBR Course Level 3
CIP Code 190401

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

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

Catalog Description **Continued supervised field experience in a human service agency. Joint university-agency supervision.** ~~**Must be junior level or above. Prerequisite: HDFS 44192 Internship in HDFS-Case Management I; Corequisite: HDFS 44036 General Case Management Methods.**~~

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
	Participation in human services activities of selected agency or organization. This may include paid or unpaid work experience. **Supervision, consultation, educational planning, evaluation.**

315 - 630

Total Contact Hours

Textbook(s) Used in this Course	**None**
Writing Expectations	**Students will be expected to submit progress reports and a final summary to supervising faculty.**
Instructor(s) Expected To Teach	**Dale Curry**
Instructor(s) Contributing to Content	**Dale Curry, Mary Dellmann-Jenkins**

REQUIRED ENDORSEMENT

M. Dellmann-Jenkins 4/25/08

Department Chair / School Director / Campus Dean

April 17, 2008

Dr. Richard Serpe, Chair, Sociology Department

Dear Richard,

Human Development & Family Studies faculty members are revising their undergraduate curriculum; specifically, the Case Management option. Please consider endorsing the request that SOC 32762 Deviant Behavior be added to the "Options Electives" section (see below).

Option 3 - Case Management
HED 32530 Drug Use and Misuse 3
HED 34060 Small Group Processes 2
HST 21000 Dynamics of the Helping Relationship 3
HDFS 44035 Assessment and Strategies in Case Management 3
HDFS 44036 General Case Management Methods 3
HDFS 44192 Internship in Human Services I 3-6
HDFS 44292 Internship in Human Services II 3-6

Option Electives: choose from the following 3
PSYCH 40111 Abnormal Psychology
SOC 32762 Deviant Behavior
SPED 23000 Introduction to Exceptionalities

TOTAL 23-29

I have included the below sign-off sheet in order to expedite this process. Please complete and fax to me by April 23rd (2-2194).

Thank you very much,
Mary Dellmann-Jenkins, Director School of Family and Consumer Studies

---

PLEASE FAX (2-2194)
To: Mary Dellmann-Jenkins

✓ I have no concerns with your request that SOC 32762 Deviant Behavior be added to the "Options Electives" section of Option 3 – Case Management in the Human Development & Family Studies major. Therefore, I support your request.

_____ I have concerns/problems with your request that SOC 32762 Deviant Behavior be added to the "Options Electives" section of Option 3 – Case Management in the Human Development & Family Studies major. Therefore, I do not support your request.

Comments: Thanks for including our courses

Richard

May 6, 2008

Dr. Diane Kerr, Coordinator, Health Education

Dear Diane,

Human Development & Family Studies faculty members are revising their undergraduate curriculum; specifically, the Case Management option. Please consider endorsing the request that HED 32530 Drug Use and Misuse to the revised option (see below). Also, please note that when reworking this option the following HED courses are no longer required: 11590 Community Health and 21050 Health Behavior

Option 3 - Case Management
HED 32530 Drug Use and Misuse 3
HED 34060 Small Group Processes 2
HST 21000 Dynamics of the Helping Relationship 3
HDFS 44035 Assessment and Strategies in Case Management 3
HDFS 44036 General Case Management Methods 3
HDFS 44192 Internship in Human Services I 3-6
HDFS 44292 Internship in Human Services II 3-6

Option Electives: choose from the following 3
PSYCH 40111 Abnormal Psychology
SOC 32762 Deviant Behavior
SPED 23000 Introduction to Exceptionalities

TOTAL 23-29

I have included the below sign-off sheet in order to expedite this process. Please complete and fax to me (2-2194).

Thank you very much,
Mary Dellmann-Jenkins, Director School of Family and Consumer Studies

---

PLEASE FAX (2-2194)
To: Mary Dellmann-Jenkins

_X_ I have no concerns with your request that HED 32530 Drug Use and Misuse be added to Option 3 – Case Management in the Human Development & Family Studies major. Therefore, I support your request.

_____ I have concerns/problems with your request that HED 32530 Drug Use and Misuse be added to Option 3 – Case Management in the Human Development & Family Studies major. Therefore, I do not support your request.

April 17, 2008

Dr. Jill Folk, Undergraduate Coordinator, Psychology Department

Dear Jill,

Human Development & Family Studies faculty members are revising their undergraduate curriculum; specifically, the Case Management option. Please consider endorsing the request that PSYCH 40111 Abnormal Psychology be added to the "Options Electives" section (see below).

Option 3 - Case Management
HED 32530 Drug Use and Misuse 3
HED 34060 Small Group Processes 2
HST 21000 Dynamics of the Helping Relationship 3
HDFS 44035 Assessment and Strategies in Case Management 3
HDFS 44036 General Case Management Methods 3
HDFS 44192 Internship in Human Services I 3-6
HDFS 44292 Internship in Human Services II 3-6

Option Electives: choose from the following 3
PSYCH 40111 Abnormal Psychology
SOC 32762 Deviant Behavior
SPED 23000 Introduction to Exceptionalities

TOTAL 23-29

I have included the below sign-off sheet in order to expedite this process. Please complete and fax to me by April 23rd (2-2194).

Thank you very much,
Mary Dellmann-Jenkins, Director School of Family and Consumer Studies

---

PLEASE FAX (2-2194)
To: Mary Dellmann-Jenkins

_X_ I have no concerns with your request that PSYCH 40111 Abnormal Psychology be added to the "Options Electives" section of Option 3 – Case Management in the Human Development & Family Studies major. Therefore, I support your request.

_____ I have concerns/problems with your request that PSYCH 40111 Abnormal Psychology be added to the "Options Electives" section of Option 3 – Case Management in the Human Development & Family Studies major. Therefore, I do not support your request.

Comments:

From: KIBLER, MARCIA
Sent: Monday, April 28, 2008 11:46 AM
To: Dellman-Jenkins, Mary
Cc: TANKERSLEY, MELODY
Subject: RE: Curriculum Request
Importance: High

Hi Mary,

I have spoken with Melody Tankersley and she advised that it would be fine to add Intro to Exceptionalities to the HDFS undergraduate curriculum. She sends a very sincere apology for the delay. SO MUCH TO DO....SO LITTLE TIME!!!

This has been approved and you can submit the request to the Curriculum Committee!

Thanks!

Marcia
Marcia Kibler, Administrative Clerk
Kent State University
Educational Foundations and Special Services
405 White Hall
P. O. Box 5190
Kent, OH 44242-0001
Phone: 330-672-0574
Fax: 330-672-2512

From: Dellman-Jenkins, Mary
Sent: Thursday, April 17, 2008 5:07 PM
To: TANKERSLEY, MELODY
Cc: Dellman-Jenkins, Mary
Subject: Curriculum Request

Hi, Melody,

Please see attachment request that SPED 23000 be added to our HDFS undergraduate curriculum.

Thank you, Mary

April 17, 2008

Dr. Melody Tankersley, Special Education

Dear Melody,

Human Development & Family Studies faculty members are revising their undergraduate curriculum; specifically, the Case Management option. Please consider endorsing the request that SPED 23000 Introduction to Exceptionalities be added to the "Options Electives" section (see below).

Option 3 - Case Management
HED 32530 Drug Use and Misuse 3
HED 34060 Small Group Processes 2
HST 21000 Dynamics of the Helping Relationship 3
HDFS 44035 Assessment and Strategies in Case Management 3
HDFS 44036 General Case Management Methods 3
HDFS 44192 Internship in Human Services I 3-6
HDFS 44292 Internship in Human Services II 3-6

Option Electives: choose from the following 3
PSYCH 40111 Abnormal Psychology
SOC 32762 Deviant Behavior
SPED 23000 Introduction to Exceptionalities

TOTAL 23-29

I have included the below sign-off sheet in order to expedite this process. Please complete and fax to me by April 23rd (2-2194).

Thank you very much,
Mary Dellmann-Jenkins, Director School of Family and Consumer Studies

---

PLEASE FAX (2-2194)
To: Mary Dellmann-Jenkins

_____ I have no concerns with your request that SPED 23000 Introduction to Exceptionalities be added to the "Options Electives" section of Option 3 – Case Management in the Human Development & Family Studies major. Therefore, I support your request.

_____ I have concerns/problems with your request that SPED 23000 Introduction to Exceptionalities be added to the "Options Electives" section of Option 3 – Case Management in the Human Development & Family Studies major. Therefore, I do not support your request.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 17-Mar-08 Curriculum Bulletin _____

Effective Date Fall 2009 Approved by EPC _____

Department Nursing

College NU - Nursing

Degree BSN - Bachelor of Science in Nursing

Program Name ~~RN/BSN program~~ Nursing Program Code NURS

Concentration(s) ~~RN/BSN~~ Concentration(s) Code(s)

Proposal Establish ~~Program~~ New concentration within Nursing major (BSN) BSN for Registered Nurses

Description of proposal:

The intent of this proposal is to modify the existing RN/BSN curriculum and formalize the new RN/BSN curriculum into a concentration that will allow Registered Nurses (RNs) to earn a Bachelor of Science in Nursing (BSN) degree. In this proposed concentration, RN/BSN students will take the same 40 credits of LERS, and 19 credits of foundational courses required of all BSN students. Once they enter the RN/BSN concentration, students will take 27 credits of nursing courses specially designed for the RN and one 3-credit nursing or health-care elective (traditional BSN students must take three credits of general electives). There are six nursing courses in the current RN/BSN curriculum, ranging from 3 to 5 credits each and totaling 27 credits. The proposed RN/BSN concentration will have nine 3-credit nursing courses, totaling 27 credits.

Currently, once RN/BSN students have completed a minimum of 10 upper division nursing credits, they are awarded up to 32 additional University credits through a process commonly referred to as escrow, or bypass credits, following the Ohio Nursing Articulation Model (ONAM).

ONAM recognizes the previous nursing education of RNs. Once an RN/BSN student has successfully completed a specific course in a BSN program, the student receives a minimum of 45% of the nursing courses required by the BSN program (Ohio Nursing Articulation Model, 2003). The proposed RN/BSN concentration will award up to 33 University credits.

Does proposed revision change program's total credit hours? ☐ Yes ☒ No

Current total credit hours: 122-123 Proposed total credit hours 122-123

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

Since an RN/BSN program has existed at Kent State University College of Nursing for at least 12 years, formalizing the program into a concentration under the nursing major will have a positive effect on the nursing program, students, and staff. This proposed concentration will not be duplicating or encroaching on any other program.

The proposed concentration and changes in nursing courses will facilitate the process for the working RN to obtain a BSN, and make the program more competitive. In turn, this will increase the number of qualified applicants for our master's level programs in nursing. Ultimately, the more master's prepared nurses in practice, the greater the pool of potential nursing faculty. Increased enrollment in undergraduate and graduate programs is also consistent with the Kent State University practice of Responsibility Centered Management.

More faculty will be needed to teach in the new concentration. There is a pool of master's prepared nurses who are willing to teach a web-based course but who are not interested nor have the time to teach a clinical course. Interest for teaching web-based nursing courses has also been expressed by qualified nurses outside of northeast Ohio.

Units consulted (other departments, programs or campuses affected by this proposal):
The RN/BSN concentration has the support of the Associate Degree in Nursing (ADN) Program Directors on the regional campuses, nursing faculty, the College of Nursing Baccalaureate Curriculum Committee, and the Dean of the College of Nursing.

REQUIRED ENDORSEMENTS

_____ ____/____/____
Department Chair / School Director / Campus Dean

_____ ____/____/____
College Dean

_____ ____/____/____
Executive Dean of Regional Campuses

_____ ____/____/____
Senior Vice President for Academic Affairs and Provost

KENT STATE UNIVERSITY

COLLEGE OF NURSING
Henderson Hall

TO: **Dr. Gayle Ormiston, Associate Provost, Faculty Affairs and Curriculum**
Ms. Therese Tillett, Director of Curriculum Services, Office of the Provost

FROM: **Marcy Caplin, MSN, RN, Program Director, RN to BSN Program**

SUBJECT: **Proposal to formalize the RN/BSN program as a concentration within the major of nursing.**

DATE: **July 28, 2008**

On May 15, 2008, the faculty of the College of Nursing approved the establishment of an RN/BSN concentration within the major of nursing. I am requesting that this item be placed on the Educational Policies Council agenda for August 18, 2008.

Enclosed are the following documents:

- Written proposal and rationales
- CCP for establishing a concentration
- CCP and BDS for all new and revised courses within the concentration

Please contact me if you have any questions.

Thank you.

Marcy Caplin

KENT STATE
UNIVERSITY

March 18, 2008

Educational Policies Council
Kent State University
Kent, OH 44642

Dear Educational Policies Council Members,

The RN to BSN program is a vital component of access to higher education for Associate Degree Nursing (ADN) graduates in the regional campuses covering Northeastern Ohio. Nursing graduates from the ADN program are often working and require the baccalaureate degree to stand for promotions in the health care arena. The RN to BSN program is instrumental to bringing higher education to the seven (7) regions of Northeastern Ohio outside of the Kent campus and for providing access for future educators in those regions as well.

The proposed changes, especially the removal of the clinical hours from several nursing courses to the clinical in a capstone course, will be very appealing to prospective students. This change makes our RN to BSN program more competitive with other RN to BSN programs that currently have less clinical time required. The change to make all the nursing courses three (3) credit hours instead of the current five (5) credit hours, enabling students the opportunity to take two (2) courses per semester, will also make the proposed RN to BSN program more competitive.

Thank you for your consideration and support of this proposal.

Sincerely,

Joan Lappin, RN, MSN
Director ADN
Kent State University Tuscarawas

Ann Kavanaugh, RN, MSN
Director ADN
Kent State University Geauga Campus-Twinsburg Center

Carol Drennen, RN, MSN
Director ADN
Kent State University Ashtabula

F. Anne Freitas Ph.D., RNC
Interim Director ADN
Kent State University East Liverpool

College of Nursing
P.O. Box 5190 • Kent, Ohio 44242-0001
Administration: 330-672-7930 • Faculty: 330-672-3686 • Fax: 330-672-2433
E-mail: nursing@kent.edu • http://www.kent.edu/nursing

Kent State University
College of Nursing

DOCUMENTATION TO ESTABLISH A NEW CONCENTRATION : BSN for Registered Nurses

TRANSMITTAL MEMO

Summary statement: The purpose of this proposal is to formalize the RN/BSN program as a concentration within the major of Nursing.

Curricular and consultative bodies that have approved this action: College of Nursing faculty, Baccalaureate Curriculum Committee, Dean of the College of Nursing.

PROPOSAL SUMMARY

Title: Formalizing the RN/BSN program into a concentration within the major of Nursing.

Subject specification: The intent of this proposal is to modify the existing RN/BSN curriculum and formalize the new RN/BSN curriculum into a concentration that will allow Registered Nurses (RNs) to earn a Bachelor of Science in Nursing (BSN) and, for those who choose to continue their education, transition into graduate studies.

Background information: More than 12 years ago, the College of Nursing developed a program in which RNs with a Diploma or Associate Degree in Nursing (ADN) could earn a BSN. The process by which RNs earn a BSN at Kent State University has undergone a series of changes, but the RN/BSN program has not yet been formally recognized by the University.

In the current RN/BSN curriculum, as in the traditional BSN program, students complete 122 credits. They take the same core of 40 credits of liberal education requirements (LERs), 19 credits of foundational coursework, and elective coursework as the traditional BSN students. (see Table 1: *Core BSN Courses*).

The RN/BSN nursing courses are different from the nursing courses taught to traditional BSN nursing students. The content of most nursing courses taken by RNs is at a higher level than nursing courses in the traditional BSN program, since RNs have already passed the same licensure examination that the traditional students will take when they complete the traditional BSN program. Passing the licensure examination validates basic nursing knowledge.

Currently, RN/BSN students take 23 credits of upper division nursing courses and may test out or submit a portfolio to receive 4 credits for NURS 40010, *Nursing of the Critically Ill.* (see Table 2: *Current RN/BSN Curriculum*). Once RN/BSN students have completed NURS 41095, ST: *Advanced Clinical Concepts*, they are awarded up to 32 additional University credits through a process commonly referred to as escrow, or bypass credits, following the Ohio Nursing Articulation Model (ONAM). ONAM recognizes the previous nursing education of RNs. Once an RN/BSN student has successfully completed a specific course in a BSN program, the student

receives a minimum of 45% of the nursing credits required by the BSN program (Ohio Nursing Articulation Model, 2003). Kent State University College of Nursing is a participant in ONAM.

Students in the traditional BSN program are required to take US 10097, *First Year Colloquium,* (1 credit) and NURS 10050, *Introduction to Professional Nursing* (1 credit). RN/BSN students are not required to take US 10097 since they have the 25 or more semester hours required to be exempt from this course. RN/BSN students are also not required to take NURS 10050 since they are already professional nurses.

Students in the traditional BSN program must take a 3 credit elective. In this proposed nursing concentration, RN/BSN students will be required to take an upper division 3 credit health care-related or nursing elective.

In the proposed RN/BSN curriculum, students will receive up to 33 University credits in nursing after completing NURS 41000, *Concepts and Issues for Professional Nursing Practice.* The proposed RN/BSN curriculum includes one additional escrow credit than previously granted so that RN/BSN students will meet the 122 credits required for a BSN. Without this additional escrow credit, RN/BSN students would need to take an additional 1 credit to meet the 122 credits. Recall, that students in the RN/BSN program do not take US 10097, *First Year Colloquium*, or NURS 10050, *Introduction to Professional Nursing.*

Proposal: In this proposed concentration, RN/BSN students will take the same 40 credits of LERS and 19 credits of foundational courses that are required of all BSN students. Once they enter the RN/BSN concentration, students take 27 credits of nursing courses specially designed for the RN and a 3 credit upper division health care or nursing elective (see Table 3: *Proposed RN/BSN Concentration*). There are six nursing courses in the current RN/BSN curriculum, ranging from 3 to 5 credits and totaling 27 credits. The proposed RN/BSN concentration will have nine nursing courses and one nursing or health care elective, totaling 30 credits.

Table 1: Core LER, and Foundational , and Elective Courses in the BSN Program (These courses are taken by ALL BSN students, both traditional and RN/BSN)

LERs

Course Number	Course Name	Credit Hrs.
BSCI 20020	Biological Structure and Function	5
CHEM 10050	Fundamentals of Chemistry	3
CHEM 10052	Introduction to Organic Chemistry	2
ENG 11011	College Writing I	3
ENG 21011	College Writing II	3
PSYC 11762	General Psychology	3
SOC 12050	Introduction to Sociology	3
Humanities electives+		6
Fine arts+		3
Math or critical reasoning		3
Additional humanities+		6
	Total LER credits	**40 credits**

+Must include at least one global diversity course.

Foundational Courses

Course Number	Course Name	Credit Hrs.
BSCI 20021	Basic Microbiology	3
BSCI 30030	Human Physiology	4
BSCI 30050	Human Genetics	3
NUTR 33512	Nutrition	3
MATH 10041, PSYC 21621, or SOC 32220/32221	Statistics, choose one course	3
Upper division PSYCH or SOC		3
	Total Foundational credits	**19 credits**

Electives‡

Course Number	Course Name	Credit Hrs.
	Total Elective credits	**4 credits**

‡Any coursework in any combination to equal 4 credit hours for the RN/BSN student and 3 credit hours for the traditional BEN student

Table 2: Current RN/BSN Nursing Curriculum (In the proposed concentration, these courses will be replaced by those in Table 3).

Course Number	Course Name	Credit Hrs.
NURS 41000	Nursing Concepts and Professional Role Development	5
NURS 41095	ST, Advanced Clinical Concepts	5
NURS 42000	Leadership/Management for the Professional Nurse	5
NURS 44000	Community Oriented Nursing	5
NURS 40085	Inquiry & Research in Nursing	3
NURS 40010**	Nursing of the Critically Ill**	4
	Subtotal nursing course credits	**27 credits**
	Escrow credits*	32
	Total nursing credits	**59 credits**

*Students may test out of this course or submit a portfolio documenting care of the critically ill.
**RN/BSN students will receive credit for up to 32 University semester hours of nursing courses upon completion of N41095.

Table 3: Proposed RN/BSN Concentration

Course Number	Course Name	Credit Hrs.
NURS 40075 (NEW)	Information and Patient Care Technology for Professional Nursing Practice	3
NURS 40085	Inquiry and Research for Professional Nursing Practice	3
NURS 41000	Concepts and Issues for Professional Nursing Practice	3
NURS 42000	Leadership and Management for Professional Nursing Practice	3
NURS 43000 (NEW)	Health Promotion for Professional Nursing Practice	3
NURS 44000	Population-based Nursing for Professional Nursing Practice (clinical course)	3
NURS 45000 (NEW)	Health Maintenance and Restoration for Professional Nursing Practice	3
NURS 46000 (NEW)	Health Care Policy	3
NURS 47000 (NEW)	Capstone Clinical Course for Professional Nursing Practice	3
	Subtotal nursing course credits	**27 credits**
	Upper division nursing or health care elective#	3
	Subtotal	**30 credits**
	Escrow credits##	33
	Total RN/BSN concentration credits	**63 credits**

#Upper division elective may include:

NURS 41095 Nursing in N. Ireland
HED 42041 Health Counseling (3)
SOC 42563 Sociology of Health and Health Care (3)
BSCI 40020 Biology of Aging (3)
SOC 42010 Death and Dying (3)
GERO 44030 Adult Development and Aging
PHIL 40005 Health Care Ethics

Other courses may be taken with permission of Director

##RN/BSN students will receive credit for up to 33 University semester hours of nursing courses upon completion of NURS 41000 Concepts and Issues in Professional Nursing Practice.

Specific recommendation and justification: In 2006, an assessment of needs and outcomes of past, current, and prospective students, graduates, and ADN Program Directors was done by the previous coordinator of the RN/BSN program. Students and faculty identified the web-based format of the nursing courses as a **major strength** of the program, since RNs work rotating shifts covering 24 hours/day, 7 days/week. **Major weaknesses** of the program included the 90 clinical hours required in all of the 5 credit nursing courses. Nurses felt that it was difficult to complete 90 clinical hours while working full-time. Moreover, since they are practicing RNs, they felt the clinical hours were redundant to their level of nursing experience. They also felt that the clinical experiences were redundant between the nursing courses. Additionally, the 5 credits assigned to the nursing courses made it difficult for students to maintain the 6 credits needed to qualify for part-time financial aid. To meet the 6 credit hours, they needed to take an additional 3 credit course, totaling 8 credits, and making it difficult to integrate with full-time work.

In addition to the needs assessment, a review of the literature, a review of 106 other RN/BSN programs, and *The Essentials of Baccalaureate Nursing Education* (1998, and 2008 draft) were also used in the development of this proposal. This analysis revealed that, of the 106 RN/BSN programs reviewed, Kent State University College of Nursing is the only RN/BSN program that requires critical care content. It also showed that Health Care Policy and Informatics were not covered in the current curriculum and that Health Promotion is only covered in the Community setting. Moreover, the content of Community Nursing should be expanded to include Population-based Nursing. All other competencies expected of a graduate nurse in a baccalaureate program are covered in the curriculum.

The nursing courses in the proposed RN/BSN concentration were designed to maximize the strengths and minimize the weaknesses of the current program, as follows:

1. All nursing courses will remain web-based.
2. Redundant clinical hours will be removed and clinical hours will be moved to a capstone course at the end of the program, which will allow students to tie together the content of the previous courses and also allow them to choose a practice site that will enhance their knowledge and career.
3. With all nursing courses being 3 credit hours, students can easily take 6 credits each semester to qualify for part-time financial aid.
4. Students out of northeast Ohio, including overseas, have contacted the RN/BSN Program Director about enrolling in the RN/BSN program. Currently, this is not possible since the 27 nursing credits available online will not satisfy the 30 Kent State University residency credits required for graduation. Under the proposed concentration, there will be 30 credits available online so that students can enroll in the program from outside the northeast Ohio region.
5. For students who wish to study full-time, the proposed nursing concentration can be completed in two semesters after they have fulfilled the LER and foundational requirements.
6. Critical care content has been removed.
7. Health Care Policy and Informatics courses will be included.
8. A Health Promotion course that covers all health care settings will be added.

Conformity of action with mission of sponsoring unit: The proposed RN/BSN concentration is in conformity with the Mission of the College of Nursing which is "...to prepare nurses at the undergraduate, graduate, and doctoral levels who possess the characteristics and capabilities congruent with professional and societal needs." This proposed concentration also conforms to the American Association of Colleges of Nursing's *The Essentials of Baccalaureate Education for Professional Nursing Practice*, which defines the essential elements of baccalaureate education for professional nursing practice.

Evidence of need and sustainability: There is an overwhelming shortage of nurses locally, regionally in northeast Ohio, and nationally, with the greatest need and shortage of nurses being prepared at the BSN level. As healthcare becomes more complex and new knowledge is generated at an ever-increasing rate, it is essential that the College of Nursing at Kent State University provide a way for nurses to complete their BSN degree, and then pursue a Master's degree should they choose. A BSN degree provides the nurse with knowledge of a liberal education, advanced science, and inquiry and research education to make complex clinical judgments, develop social responsibility and advocacy, become culturally competent, and function in an ever-changing and globally-connected world (AACN, 2007).

Moreover, the BSN degree is a prerequisite for graduate studies in nursing. Not only is there a shortage of RNs, but there is concomitant and serious shortage of nursing faculty to prepare students to becomes RNs. This proposed RN/BSN concentration will provide RNs with the education necessary to pursue a Master of Science in Nursing, the minimal level of education necessary to teach in a BSN program.

Effect on current programs, offerings, students, staff: Since an RN/BSN program has existed at Kent State University College of Nursing for at least 12 years, formalizing the program into a concentration under the nursing major will have a positive effect on the nursing program, students, and staff. The RN/BSN concentration has the support of the Associate Degree in Nursing (ADN) Program Directors and faculty on the regional campuses and will have a positive impact on the regional campus students who wish to pursue their BSN degree. (A letter of endorsement by the ADN Program Directors is attached to this document).

Previously, the RN/BSN program had a 9-month coordinator with full teaching responsibilities. In July, 2007, a full-time, 12-month, Academic Program Director was hired to recruit and advise nursing students, providing stability and continuity for the RN/BSN program.

The proposed RN/BSN concentration and changes in nursing courses will facilitate the process for the working RN to obtain a BSN degree, and make the program more competitive. In turn, this will increase the number of qualified applicants for our master's level programs in nursing. Ultimately, the more master's prepared nurses in practice, the greater the pool of potential nursing faculty. Increased enrollment in undergraduate and graduate programs is also consistent with the Kent State University practice of Responsibility Centered Management.

More faculty will be needed to teach in the new concentration. There is a pool of master's prepared nurses who are willing to teach a web-based course but who are not interested nor have

the time to teach a clinical course. Interest for teaching web-based nursing courses has also been expressed by qualified nurses outside of northeast Ohio.

Alternatives and consequences: Once the RN/BSN program is formally recognized as a concentration, we will be able to have a program code to track our students. We will also be able to develop a combined RN/BSN/MSN program to facilitate graduate education for students who wish to pursue a master's degree. If changes are not made to update the curriculum and remove redundant clinical hours, the program will not remain competitive and enrollment is likely to decrease. This may lead to a resultant decrease in potential students for the master's program. Moreover, Kent State University would not be doing its part in relieving the nursing shortage.

Internal memos concerning duplication, encroachment, impact, support: This proposed concentration will not be duplicating or encroaching on any other program. (Attached is a letter of support from the ADN Program Directors).

Timetable and actions required:

Presentation to and approval by:

College of Nursing Baccalaureate Curriculum Committee	April 21, 2008
College of Nursing faculty	May 15, 2008
Education Policy Council	August, 2008

Assessment plan:

1. Student learning goals for the RN/BSN program:
   a. Synthesizes theoretical and empirical knowledge from the liberal arts and sciences with nursing theory and practice.
   b. Applies critically and analytically the nursing process in collaboration with clients and health team members.
   c. Uses therapeutic relationships with individuals, families, and groups experiencing complex psychosocial and physiological situations.
   d. Applies knowledge of communication when interacting with health team members to establish and maintain an informed and cooperative work environment.
   e. Initiates actions to improve performance based on self-evaluation of learning needs and interaction with others.
   f. Initiates ethical decision-making to advocate for client well-being.
   g. Collaborates and directs nursing care to facilitate the implementation of the plan of care.
   h. Collaborates in the management of clinical information in the provision of nursing care in a variety of health care settings.
2. Terminal program objectives:
   a. Uses critical and analytical thinking in the application of the nursing process to provide health care to clients, individuals, families, communities, and groups.
   b. Establishes effective relationships in the delivery of nursing care through the use of interpersonal, written, and electronic means.

   c. Assumes responsibility for one's own personal professional growth and nursing actions.
   d. Participates with the interdisciplinary and intradisciplinary team to facilitate ongoing improvement in the delivery of health care services.
   e. Participates in the use of technology in a wide variety of settings in the provision of health care services.
3. Methods to assess program objectives:
   a. Students will maintain a professional portfolio throughout the program documenting and showcasing how they are meeting the program objectives.
   b. Students will participate in weekly online discussions of course content.
   c. Students will choose a capstone experience that ties content throughout the program with clinical experience.
4. Timeline for implementation of assessment plan: The plan will be assessed annually, beginning May, 2010.

Catalog copy:

Admission to ~~RN/BSN~~ Concentration BSN for Registered Nurses

Registered nurses (RNs) who wish to complete a Bachelor of Science in Nursing (BSN) degree must first meet Kent State University requirements for admissions. Registered nurses must also meet the following criteria:

- Evidence of graduation in good standing from a state-approved Associate Degree or Diploma nursing program.
- A minimum GPA of 2.0 (on a 4.0 scale) for all college course work completed
- A current registered nurse license

Liberal Education Requirements

All students graduating with a baccalaureate degree from Kent State University must have completed 36 semester hours of Liberal Education requirements (LER). These courses reflect Kent State University's LER as they are further specified by the nursing curriculum. The requirements are below.

I. **Composition**.....**6**
ENG 11011 College Writing I.....3
ENG 21011 College Writing II.....3

II. **Mathematics and Critical Reasoning**.....**3**

III. **Humanities and Fine Arts**.....~~6~~ 9
Minimum one course from the humanities section and minimum one course from the fine arts section.

IV. **Social Sciences**.....**6**
PSYC 11762 General Psychology.....3
SOC 12050 Introduction to Sociology.....3

V. **Basic Sciences**.....**10**
BSCI 20020 Biological Structure and Function..~~3~~ 5
CHEM*10050 Fundamentals of Chemistry.....3
CHEM*10052 Introduction to Organic Chemistry.~~3~~ 2

VI. **Additional LER Courses**.....**6**
Courses must be selected from two categories, above. COMM 15000 Introduction to Human Communication and PHIL 11009 Principles of Thinking may also be taken within this category.

VII. **Diversity Course Requirement**
All students must complete a two-course diversity requirement, consisting of one with a domestic (U.S.) focus and one with a global focus. The domestic (U.S.) focus course is fulfilled in this major with the LER social sciences course SOC 12050. A complete list of diversity requirement courses are on pages 89-91.

*Regional campus students may substitute CHEM 10054 General and Elementary Organic Chemistry (5) for CHEM 10050 and 10052.

Writing Intensive Course Requirement
Students must complete a one-course writing intensive requirement and earn a minimum C (2.0) grade. The writing-intensive requirement is fulfilled in the RN/BSN concentration by NURS 40085, *Inquiry and Research for Professional Nursing Practice.*

Foundational Course Requirements
All students graduating with a Bachelor of Science degree in nursing must complete 19 foundational course credits. These foundational requirements are below.

Course Number	Course Name	Credit Hrs
BSCI 20021	Basic Microbiology	3
BSCI 30030	Human Physiology	4
BSCI 30050	Human Genetics	3
NUTR 33512	Nutrition	3
MATH 10041, PSYC 21621, or SOC 32220/32221	Statistics, choose one course	3 - 4
Upper division PSYCH or SOC		3
	Total Foundational credits	**19, credits** to 20

Program of Study for the RN/BSN Concentration
Registered nurse students take the same 40 credits of LERS and 19 credits of foundational courses that are required of all BSN students. Once RN/BSN students enter the RN/BSN concentration, they take 27 credits of nursing courses specially designed for the RN and a 3 credit upper division health care or nursing elective. After successful completion of NURS 41000, *Concepts and Issues for Professional Nursing Practice*, the RN/BSN student receives up to 33 University credits in nursing following the Ohio Nursing Articulation Model. Students must have 122 credits to graduate.

RN/BSN Concentration

Course Number	Course Name	Credit Hrs.
NURS 40075 (NEW)	Information and Patient Care Technology for Professional Nursing Practice	3
NURS 40085	Inquiry and Research for Professional Nursing Practice	3
NURS 41000	Concepts and Issues for Professional Nursing Practice	3
NURS 42000	Leadership and Management for Professional Nursing Practice	3
NURS 43000 (NEW)	Health Promotion for Professional Nursing Practice	3
NURS 44000	Population-based Nursing for Professional Nursing Practice (clinical course)	3
NURS 45000 (NEW)	Health Maintenance and Restoration for Professional Nursing Practice	3
NURS 46000 (NEW)	Health Care Policy	3
NURS 47000 (NEW)	Capstone Clinical Course for Professional Nursing Practice	3
	Subtotal nursing course credits	**27 credits**
	Upper division nursing or health care elective#	3
	Subtotal	**30 credits**
	Escrow credits##	33
	Total RN/BSN concentration credits	**63 credits**

#Upper division elective may include:

NURS 41095 Nursing in N. Ireland
HED 42041 Health Counseling (3)
SOC 42563 Sociology of Health and Health Care (3)
BSCI 40020 Biology of Aging (3)
SOC 42010 Death and Dying (3)
GERO 44030 Adult Development and Aging
PHIL 40005 Health Care Ethics

Other courses may be taken with permission of Director

##RN/BSN students will receive credit for up to 33 University semester hours of nursing courses upon completion of NURS 41000 Concepts and Issues in Professional Nursing Practice.

Progression
The student must complete all nursing courses with a 2.0 or higher. The student may not repeat any clinical course more than one time and no more than two clinical courses may be repeated. Students attaining two failures in clinical nursing courses are automatically dismissed from the nursing program. A grade of C (2.00) must be obtained on repeat to avoid dismissal from the nursing program.

Graduation
The Bachelor of Science in Nursing is granted to registered nurses who complete the planned program of study with a cumulative GPA of at least 2.00 (C) and a minimum of 2.00 in each nursing course. Students also need to meet all other university requirements for graduation and complete a minimum of 30 semester hours at Kent State.

Course Descriptions

NURS 40075
Information and Patient Care Technology for Professional Nursing Practice (3 credit hours)
This course focuses on the use of information management and information systems, technology, and the human/technology interface utilized in professional nursing practice.
Prerequisite: Must be a registered nurse.

NURS 40085
Inquiry and Research for Professional Nursing Practice (3 credit hours)
Introduction to clinical inquiry and research for the professional nurse. Theoretical frameworks appropriate to nursing are used in the development of a nursing research proposal.
Prerequisite: Must be a registered nurse. Corequisite: MATH 10041, PSYC 21621, or SOC 32220/32221.

NURS 41000
Concepts and Issues for Professional Nursing Practice (3 credit hours)
This course focuses on nursing concepts and theory, nursing process, and the history of nursing as it relates to the development of professional nursing and the role of the professional nurse.
Prerequisite: Must be a registered nurse.

NURS 42000
Leadership and Management for Professional Nursing Practice (3 credit hours)
This course allows the registered nurse (RN) to utilize personal and professional knowledge and experiences in the study of leadership and management. Facilitates discovery of how nursing and leadership theories define and enhance practice. Assists the RN in analyzing the relationship between nursing, the professional nurse's leadership/management roles, and the articulation between nursing research and practice.
Prerequisite: Must be a registered nurse.

NURS 43000
Health Promotion for Professional Nursing Practice (3 credit hours)
This course utilizes the nursing process to explore health promotion and disease prevention across the lifespan and health care settings. Theories and models are used to understand health behaviors. The course includes role of the nurse; national health objectives; health literacy, education, and counseling; transcultural considerations; factors affecting health promotion; and specific health promotion strategies.
Prerequisite: Must be a registered nurse. BSCI 20020, BSCI 20021, CHEM 10050, CHEM 10052.

NURS 44000
Population-based Nursing for Professional Nursing Practice (3 credit hours)
Focuses on concepts of population-based nursing practice with emphasis on improving the health of communites and populations.
Prerequisite: Must be a registered nurse. BSCI 20020, BSCI 20021, CHEM 10050, CHEM 10052.

NURS 45000
Health Maintenance and Restoration for Professional Nursing Practice (3 credit hours)
This course focuses on issues related to health maintenance and restoration for indiviudals and families experiencing illness.
Prerequisite: Must be a registered nurse. BSCI 20020, BSCI 20021, CHEM 10050, CHEM 10052.

NURS 46000
Health Care Policy (3 credit hours)
This course examines the organizational and societal context in which health care is delivered in the U.S. Existing health care policy and delivery systems are examined, including historical perspectives, legislation and public policy, professional disciplines, health organizations, forms of care delivery, consumer health needs, and economics and funding. The ability of the current health care system to serve all segments of the U.S. population is examined in depth. Future health care delivery challenges are discussed.
Prerequisite: junior level standing.

NURS 47000
Capstone Clinical Course for Professional Nursing Practice (3 credit hours)
This clinical course allows the registered nurse to apply previously learned nursing theory and clinical knowledge with their baccalaureate education in the identification and implementation of a scholarly nursing project. This project utilizes, but is not limited to, knowledge of leadership skills, principles of teaching/learning, health care policy, change process, group process, team building, collaboration, healthcare policy and delivery systems, quality improvement, evidence-based care, diversity, nursing roles, information technology and systems, population-based care, and ethical/legal issues. It is intended that this course be taken in the student's final semester of the BSN program.
Prerequisite: Must be a registered nurse. Prerequisites: NURS 40075, NURS 41000. Corequisites: NURS 40085, NURS 42000, NURS 43000, NURS 44000, NURS 45000, NURS 46000.

References:

American Association of Colleges of Nursing. (April 14, 2008). Revision of *The Essentials of Baccalaureate Education for Professional Nursing Practice* (draft). Accessed April 22, 2008, at http://www.aacn.nche.edu/Education/pdf/BEdraft.pdf

American Association of Colleges of Nursing. (1998). *The Essentials of Baccalaureate Education for Professional Nursing Practice*. Accessed April 22, 2008, at http://www.aacn.nche.edu/Education/pdf/BaccEssentials98.pdf

Ohio Articulation Model, September 2003-2005. Accessed April 22, 2008, at http://www.ohioleaguefornursing.org/associations/4237/files/HFFinalDocument.pdf

RN/BSN Graduation Requirements

LER / 40 credits

KSU Course/Credits	Course Complete	School (if not KSU)	Completed
BSCI 20020 Stru & Func (5)			
CHEM 10050 Fund (3)			
CHEM 10052 Org chem (2)			
ENG 11011 (3)			
ENG 21011 (3)			
PSY 11762 Gen psych (3)			
SOC 12050 Intro to soc (3)			
Hum Elective (3)			
Hum Elective (3)			
Global diversity			
Fine Arts (Specified) (3)			
Math (3			
Additional course (3)			
Additional course (3)			

Required Foundation Courses / 19 credits

KSU Course/Credits	Course Complete	School (if not KSU)	Completed
BSCI 20021 Micro (3)			
BSCI 30030 Hum Phys (4)			
BSCI 30050 Hum Gen (3)			
NUTR 33512 Nutrition (3)			
U.D. Psych/Soc (3)			
Statistics ~~(3)~~ (3-4)	□Math 10041 □Psyc 21621 □Soc 32220/32221		

RN/BSN Concentration/30 course credits and up to 33 escrow credits

KSU Course/Credits	Course Complete	School (if not KSU)	Completed
N4~~XXXX~~ Information & Pt Care Technology 40075 (3)			
N41000 Concepts & Issues (3)			
N4~~XXXX~~ 43000 Health Promo (3)			
N4~~XXX~~ 45000 Health Maintenance & Restoration (3)			
N40085 Inquiry & Research (3)			
N44000 Population-based Nursing (3)			
N42000 Leadership/ Management (3)			
N4~~XXXX~~ 46000 Health Care Policy (3)			
N4~~XXXX~~ Capstone Clinical Course 47000 (3)			
Upper division nursing or health care elective (3)			
Escrow credits+ (up to 33)			

+RN/BSN students will receive credit for up to 33 University semester hours of nursing courses upon completion of N41000.

NOTE: Students must have 39 upper division credits, a minimum of 30 credits awarded by Kent State University, and 122 total credits to meet BSN graduation requirements.

122-123 total credits

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **19-Mar-08** Curriculum Bulletin _____

Effective Date **Fall 2009** Approved by EPC _____

Department	**NURS**
College	**NU - Nursing**
Proposal	**Establish Course**
Course Subject	**Nurs** Course Number **40075**
Course Title	**Information and Patient Care Technology for Professional Nursing Practice**
Minimum Credits	**03** Maximum Credits **03**

Checked items are new or revised

☒ Subject	☐ Cross-Listed / Slash
☒ Number	☒ Grade Rule
☒ Title	☐ Credit by Exam
☒ Title Abbreviation	☐ Course Fee
☒ Credit Hours	☐ Liberal Education Requirements (LER)
☒ Prerequisites	☐ Writing-Intensive (WIC)
☒ Description	☐ Diversity
☒ Schedule Type	☐ 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 course reflects content from the 2008 draft of The Essentials of Baccalaureate Nursing Education developed by the American Association of Colleges of Nursing. This document identifies information and patient care technology as a competency for graduates of BSN programs. In particular, Essential IV states that "...knowledge and skills in information technology are critical in preparing graduates to deliver quality patient care in a variety of healthcare settings." Currently, there is very little content related to information technology in the RN/BSN program .

Units consulted (other departments, programs or campuses affected by this proposal):
The College of Nursing Baccalaureate Curriculum Committee put together a task force to study the content that should be included in an information and patient care technology course. This course is based on the broad content areas identified by this task force.

REQUIRED ENDORSEMENTS

_____ ___/___/___
Department Chair / School Director / Campus Dean

Mary Ogle for Laura Dzurec 8/4/08
College Dean

_____ ___/___/___
Executive Dean of Regional Campuses

BASIC DATA SHEET

Complete all fields. Data entered below should reflect new/revised information.

Preparation Date **19-Mar-08** Requested Effective Term **Fall 2009**

Course Subject **NURS** Course Number **40075**

Course Title **Information and Patient Care Technology for Professional Nursing Practice**

Title Abbreviation Info and Patient Care Technolo

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

Contact Hours Per Week
- ☒ Lecture Minimum Hours **03.00** ☒ to ☐ or Maximum Hours **03.00**
- ☐ 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) ~~**Must be a registered nurse**~~ e

NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s)

Corequisite(s)

COMPLETED BY CURRICULUM SERVICES
OBR Program Code 71
OBR Subsidy Code 09
OBR Course Level 3
CIP Code 511601

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

Restrict Registration ~~**Admission to the RN/BSN concentration**~~ NURS major
(e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

Catalog Description ~~**This course**~~ **Focuses on the use of information management and information systems, technology, and the human/technology interface utilized in professional nursing practice.** Students taking this course must be registered nurses.

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
1.00	**Orientation**
1.00	**Definitions**
16.00	**Information management, information systems, technology, and patient data systems in patient care**
3.00	**Current and future trends**
6.00	**Patient safety**
6.00	**Ethical/legal issues**
6.00	**Factors that impact technology**
6.00	**Regulation and legislation**

45.00 Total Contact Hours

Textbook(s) Used in this Course	**Hebda, T., Czar, P., Mascara, C. (2005). Hanbook of Informatics for Nurses & Health Care Professionals. Upper Saddle River, New Jersey: Prentice Hall.**
Writing Expectations	**A variety of writing assignments will be utliized.**
Instructor(s) Expected To Teach	**To be determined based on preference and work load.**
Instructor(s) Contributing to Content	**Members of the Nursing Informatics task force: N. Aho, M. Caplin, C. Cook, C. Cramer, P. Doheny, A, Jacobson, R. Ludwick, C. Sedlak, C. Snelson.**

REQUIRED ENDORSEMENT

Marcy Caplin for Laura Dzurec 8/4/08

Department Chair / School Director / Campus Dean

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **9-Apr-08** Curriculum Bulletin _____

Effective Date **Fall 2009** Approved by EPC _____

Department	**Nursing**
College	**NU - Nursing**
Proposal	**Revise Course**
Course Subject	**NURS** Course Number **40085**
Course Title	~~**Inquiry and Research for Professional Nursing Practice**~~ Introduction to Nursing Inquiry and Research
Minimum Credits	**03** Maximum Credits **03**

Checked items are new or revised

- ☐ Subject
- ☐ Number
- ☒ Title
- ☒ Title Abbreviation
- ☐ Credit Hours
- ☒ Prerequisites
- ☐ Description
- ☐ Schedule Type
- ☐ Cross-Listed / Slash
- ☐ Grade Rule
- ☐ Credit by Exam
- ☐ Course Fee
- ☐ Liberal Education Requirements (LER)
- ☐ Writing-Intensive
- ☐ Diversity
- ☐ Other

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

This proposal will not impact any other program, policy, or procedure. This course is currently a requirement in the RN/BSN program and will continue to be a required nursing course in the proposed RN/BSN concentration. The title of this course has been amended to be consistent with the other nursing course titles reflecting "Professional Nursing Practice." This course has been, and will continue to be, a writing intensive course.

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

The faculty teaching in the involved courses, the Academic Program Director of the RN/BSN Program, Assistant Dean of Nursing Operations, and Dean of the College of Nursing have been consulted and agree with this proosed change.

REQUIRED ENDORSEMENTS

_____ ___/___/___

Department Chair / School Director / Campus Dean

Mary Cipelli for Laura Dzurec 8/4/08

College Dean

_____ ___/___/___

Executive Dean of Regional Campuses

BASIC DATA SHEET

All data entered below should reflect revised information.

Preparation Date **10-Apr-08** Requested Effective Term **Fall 2009**

Course Subject **NURS** Course Number **40085**

Course Title **Inquiry and Research for Professional Nursing Practice**

Title Abbreviation Inquiry and Research

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

Contact Hours Per Week

☒ Lecture	Minimum Hours	☐ to ☐ or	Maximum Hours
☐ 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)
NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s) Pre/corequisite: ~~Statistics:~~ **Math 10041, or Psych 21621, or Soc 32220 and 32221**

~~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 ~~**Admission to the RN/BSN concentration**~~ & NURS major
(e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

COMPLETED BY CURRICULUM SERVICES

OBR Program Code	71
OBR Subsidy Code	09
OBR Course Level	3
CIP Code	511601

Catalog Description **Introduction to clinical inquiry and research for the professional nurse. Theoretical frameworks appropriate to nursing are used in the development of a nursing research proposal.** ~~**This course may be used to satisy the writing-intensive course requirements with approval of the major department.**~~

Complete the following only if applicable:
Previous Title Introduction to Nursing Inquiry and Research

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	**Introduction; Evolution of Nursing Research; Problem identification**
3.00	**Nursing theoretical frameworks**
3.00	**Review of the literature (electronic resources, web site critique, library sources)**
3.00	**Hypothesis formation**
3.00	**Design control and validity**
3.00	**Quantitative designs**
3.00	**Qualitative designs**
3.00	**Research ethics**
3.00	**Sampling methods**
3.00	**Project reviews**
3.00	**Data collection**
3.00	**Data quality-Reliability and validity**
3.00	**Data analysis-Descriptive statistics**
3.00	**Data analysis-Inferential statistics**
3.00	**Conclusions and recommendations; Research untilizationSubmit complete project**

45 Total Contact Hours

Textbook(s) Used in this Course	**Polit, D. F., Beck, C.Y. (2004, 7th ed.). Nursing Research: Principles and Methods. Philadelphia: Lippincott.**
Writing Expectations	**Each student will be expected to develop a proposal for a research project based on a clinical problem they have encountered in practice. Each student will be expected to critique research articles to be used as the literature review for the proposal. The proposal will be submitted in sections and each submission will include a revision of the previous submitted work, thus the proposal will be developed over the course of the semester.**
Instructor(s) Expected To Teach	**Dr. Christina Cook**
Instructor(s) Contributing to Content	**Dr. Christina Cook**

REQUIRED ENDORSEMENT

Mary Capli for Laura Dzurec 8/4/08

Department Chair / School Director / Campus Dean

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **20-Mar-08** Curriculum Bulletin _____

Effective Date **Fall 2009** Approved by EPC _____

Department	**Nursing**
College	**NU - Nursing**
Proposal	**Revise Course**
Course Subject	**Nurs** Course Number **41000**
Course Title	~~**Concepts and Issues for Professional Nursing Practice**~~ Nursing Concepts and Professional Nursing Role Development
Minimum Credits	~~03~~ 5 Maximum Credits ~~03~~ 5

Checked items are new or revised

- ☐ Subject
- ☐ Number
- ☒ Title
- ☐ Title Abbreviation
- ☒ Credit Hours
- ☒ Prerequisites
- ☒ Description
- ☒ Schedule Type
- ☐ Cross-Listed / Slash
- ☒ Grade Rule
- ☐ Credit by Exam
- ☐ Course Fee
- ☐ Liberal Education Requirements (LER)
- ☐ Writing-Intensive (WIC)
- ☐ Diversity
- ☐ 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 course is currently being taught in the RN/BSN program as a 5 credit course under the name Nursing Concepts and Professional Nursing Role Development, with a 90 hour clinical component. The revised course will be a 3-hour didactic course, with redundant clincial hours eliminated. As explained in the accompanying documentation to establish an RN/BSN concentration within the nursing major, since students are practicing RNs, the clinical hours are redundant to their level of nursing experience.

Units consulted (other departments, programs or campuses affected by this proposal):
This change has the support of the Directors and faculty of the Associate Degree in Nursing programs on the KSU regional campuses, the College of Nursing Baccalaureate Curriculum Committee, nursing faculty, and the Dean of the College of Nursing.

REQUIRED ENDORSEMENTS

_____ ___/___/___
Department Chair / School Director / Campus Dean

Mary Coplin for Laura Dzuna 8/4/08
College Dean

_____ ___/___/___
Executive Dean of Regional Campuses

_____ ___/___/___

BASIC DATA SHEET

Complete all fields. Data entered below should reflect new/revised information.

Preparation Date **20-Mar-08** Requested Effective Term **Fall 2009**

Course Subject **NURS** Course Number **41000**

Course Title **Concepts and Issues for Professional Nursing Practice**

Title Abbreviation Nurs conc and Prof Role Dev
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 Per Week
☒ Lecture Minimum Hours ☐ to ☐ or Maximum Hours
☐ 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) ~~**Must be a registered nurse**~~
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 ~~**Admission to the RN/BSN concentration**~~ NURS major
(e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

COMPLETED BY CURRICULUM SERVICES
OBR Program Code 71
OBR Subsidy Code 09
OBR Course Level 3
CIP Code 511601

Catalog Description ~~**This course**~~ **Focuses on nursing concepts and theory, nursing process, and the history of nursing as it relates to the development of professional nursing and the role of the professional nurse.** Students taking this course must be ~~registration~~ registered nurses.

Complete the following only if applicable:

Previous Title **Nursing Concepts and Professional Role Development**

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	**Orientation to course**
3.00	**Professionalism and socialization**
2.00	**Historical foundations**
6.00	**Ethical foundations**
3.00	**Legal foundations**
3.00	**Theoretical foundations**
12.00	**Roles of the nurse**
3.00	**Group process**
6.00	**Nursing in a culture of violence; in a spiritually diverse world; in a culturally diverse world**
3.00	**Advanced nursing education and practice**
2.00	**Visions for the future**

45.00 Total Contact Hours

Textbook(s) Used in this Course	**American Psychological Association. (2001). Publication Manual of the American Psychological Association (5th Ed.). Washington, DC: Author.**

Blais, K., Hayes, S., Kozier, B., and Erb, G. (2006). Professional nursing practice: Concepts and perspectives. Upper Saddle River, New Jersey: Prentice Hall.

Writing Expectations	**A variety of writing assignments will be utliized.**
Instructor(s) Expected To Teach	**R. Watson**
Instructor(s) Contributing to Content	**R. Watson, M. Caplin**

REQUIRED ENDORSEMENT

Marcy Caplin for Laura Dzurec 8/4/08
Department Chair / School Director / Campus Dean

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **10-Apr-08** Curriculum Bulletin _____

Effective Date **Fall 2009** Approved by EPC _____

Department	**NURS**
College	**NU - Nursing**
Proposal	**Revise Course**
Course Subject	**NURS** Course Number **42000**
Course Title	**Leadership ~~&~~ and Management for the Professional Nurse ~~Nursing Practice~~**
Minimum Credits	**0~~3~~ 5** Maximum Credits **0~~3~~ 5**

Checked items are new or revised

- ☐ Subject
- ☐ Number
- ☒ Title
- ☒ Title Abbreviation
- ☒ Credit Hours
- ☒ Prerequisites
- ☒ Description
- ☒ Schedule Type
- ☐ Cross-Listed / Slash
- ☐ Grade Rule
- ☐ Credit by Exam
- ☐ Course Fee
- ☐ Liberal Education Requirements (LER)
- ☐ Writing-Intensive (WIC)
- ☐ Diversity
- ☐ 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 course is currently being taught in the RN/BSN program as a 5 credit course under the name Leadership & Management for the Professional Nurse, with a 90 hour clinical component. The revised course will be a 3-hour didactic course, with redundant clincial hours eliminated. As explained in the accompanying documentation to establish an RN/BSN concentration within the nursing major, since students are practicing registered nurses, the clinical hours are redundant to their level of nursing experience.

Units consulted (other departments, programs or campuses affected by this proposal):
This change has the support of the Directors of the Associate Degree in Nursing programs and faculty on the KSU regional campuses, the College of Nursing Baccalaureate Curriculum Committee, nursing faculty, and the Dean of the College of Nursing.

REQUIRED ENDORSEMENTS

_____ ___/___/___
Department Chair / School Director / Campus Dean

Mary Coplin for Laura Dzuna 8/4/08
College Dean

_____ ___/___/___
Executive Dean of Regional Campuses

BASIC DATA SHEET

Complete all fields. Data entered below should reflect new/revised information.

Preparation Date **10-Apr-08** Requested Effective Term **Fall 2009**

Course Subject **NURS** Course Number **42000**

Course Title **Leadership ~~&~~ and Management for Professional Nursing Practice**

Title Abbreviation Leadership and 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 / / 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** ☒ to ☐ or Maximum Credit **03** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)

Contact Hours Per Week
- ☒ Lecture Minimum Hours **03.00** ☒ to ☐ or Maximum Hours **03.00**
- ☐ 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) ~~**Must be a registered nurse.**~~
NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s)

Corequisite(s)

COMPLETED BY CURRICULUM SERVICES
OBR Program Code 71
OBR Subsidy Code 09
OBR Course Level 3
CIP Code 511601

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

Restrict Registration ~~**Admission to the RN/BSN concentration**~~ NURS major
(e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

Catalog Description ~~**This course**~~ **Allows the registered nurse (RN) to utilize personal and professional knowledge and experiences in the study of leadership and management. Facilitates discovery of how nursing and leadership theories define and enhance practice. Assists the RN in analyzing the relationship between nursing, the professional nurse's leadership/management roles, and the articulation between nursing research and practice.** Students taking the course must be registered nurses.

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
1.00	**Orientation**
5.00	**Leadership and management**
5.00	**Ethical, legal, and advocacy issues**
7.00	**Planning**
7.00	**Organizing**
6.00	**Staffing**
7.00	**Directing**
7.00	**Controlling**

45 Total Contact Hours

Textbook(s) Used in this Course	**Blais, K., Hayes, S., Kozier, B., and Erb, G. (2006). Professional nursing practice: Concepts and perspectives. Upper Saddle River, New Jersey: Prentice Hall.**

Marquis, B. L., Huston, C. J. (2006). Leadership roles and management funcitons in nursing: Theory and application. Philadelphia: Lippincott Williams & Wilkins,

Writing Expectations	**Students are expected to write at least one scholarly paper.**
Instructor(s) Expected To Teach	**D. Berkey**
Instructor(s) Contributing to Content	**D. Berkey, M. Caplin**

REQUIRED ENDORSEMENT

Mary Caplin for Laura Dzurec 8/4/08
Department Chair / School Director / Campus Dean

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **21-Feb-08** Curriculum Bulletin _____
Effective Date **Fall 2009** Approved by EPC _____

Department	**Nursing**
College	**NU - Nursing**
Proposal	**Establish Course**
Course Subject	**NURS** Course Number **43000**
Course Title	**Health Promotion for Professional Nursing Practice**
Minimum Credits	**03** Maximum Credits **03**

Checked items are new or revised

☒ Subject	☐ Cross-Listed / Slash
☒ Number	☐ Grade Rule
☒ Title	☐ Credit by Exam
☒ Title Abbreviation	☐ Course Fee
☒ Credit Hours	☐ Liberal Education Requirements (LER)
☒ Prerequisites	☐ Writing-Intensive (WIC)
☒ Description	☐ Diversity
☐ Schedule Type	☐ 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 web-based course in the RN/BSN concentration reflects content from the 2008 draft of The Essentials of Baccalaureate Nursing Education developed by the American Association of Colleges of Nursing. This document identifies Health Promotion as a competency for graduates of BSN programs. In the current RN/BSN program Health Promotion is covered in Nurs 44000, Community-oriented Nursing, and scattered across other courses in the curriculum. This proposal moves Health Promotion content to one course and across all healthcare settings.

Units consulted (other departments, programs or campuses affected by this proposal):
No courses in other departments or programs are affected by this proposal.

REQUIRED ENDORSEMENTS

_____ ___/___/___
Department Chair / School Director / Campus Dean

Mary Cepli for Laura Dzuna 8/4/08
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	**21-Feb-08**	Requested Effective Term	**select one**
Course Subject	**NURS**	Course Number	~~44000~~ 43000
Course Title	**Health Promotion in Professional Nursing Practice**		
Title Abbreviation	Health Promotion 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	☐ to ☐ or	Maximum Credit	(e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
Contact Hours Per Week	☒ Lecture	Minimum Hours **03.00**	☒ to ☐ or Maximum Hours **03.00**
	☐ 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) ~~**Must be a registered nurse**~~. **BSCI 20020** and **BSCI 20021, CHEM 10050, CHEM 10052**
NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s)

Corequisite(s)

COMPLETED BY CURRICULUM SERVICES

OBR Program Code	71
OBR Subsidy Code	09
OBR Course Level	3
CIP Code	511601

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

Restrict Registration ~~**admission to RN/BSN concentration**~~ NURS major
(e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

Catalog Description ~~**This course**~~ **Utilizes the nursing process to explore health promotion and disease prevention across the lifespan and health care settings. Theories and models are used to understand health behaviors.** ~~**The course**~~ **Includes role of the nurse; national health objectives (Healthy People 2010); health literacy, education, and counseling; transcultural considerations; factors affecting health promotion; and specific health promotion strategies.** Students taking this course must be registered Nurses.

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
1.00	**Definitions: health, health promotion, disease prevention (primary, secondary, tertiary)**
3.00	**Theories and models of health promotion and prevention**
3.00	**Healthy People 2010**
10.00	**Factors affecting health promotion and disease prevention (such as culture, genetics, environment, mind-body)**
1.00	**Role of the nurse in health promotion and disease prevention**
6.00	**Health promotion and disease promotion across the lifespan**
6.00	**Health promotion in specific populations**
6.00	**Specific health promotion strategies**
6.00	**Health education, literacy, and counseling**
3.00	**Influences on health promotion and prevention (such as social, political, financial, legal, and ethical influences)**

45.00 Total Contact Hours

Textbook(s) Used in this Course	**Maville, J. A., Huerta, G. C. (2008). Health promotion in nursing. (2nd ed.). Clifton Park, New York: Thompson/Delmar Learning,**
Writing Expectations	**There will be a number of short writing assignments.**
Instructor(s) Expected To Teach	**To be determined.**
Instructor(s) Contributing to Content	**N. Jones, M. Caplin**

REQUIRED ENDORSEMENT

Marcy Caplin for Laura Dzurec 8/4/08

Department Chair / School Director / Campus Dean

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **26-Mar-08** Curriculum Bulletin _____

Effective Date **Fall 2009** Approved by EPC _____

Department	**Nursing**
College	**NU - Nursing**
Proposal	~~**Establish**~~ Revise **Course**
Course Subject	**Nurs** Course Number **44000**
Course Title	~~**Population-based Nursing for Professional Nursing Practice**~~ Community-Oriented Nursing Practice
Minimum Credits	~~03~~ 5 Maximum Credits ~~03~~ 5

Checked items are new or revised

- ☒ Subject
- ☐ Number
- ☒ Title
- ☒ Title Abbreviation
- ☒ Credit Hours
- ☒ Prerequisites
- ☒ Description
- ☐ Schedule Type
- ☐ Cross-Listed / Slash
- ☐ Grade Rule
- ☐ Credit by Exam
- ☐ Course Fee
- ☐ Liberal Education Requirements (LER)
- ☐ Writing-Intensive (WIC)
- ☐ Diversity
- ☐ 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 web-based course in the RN/BSN concentration reflects content from the 2008 draft of The Essentials of Baccalaureate Nursing Education developed by the American Association of Colleges of Nursing. This document identifies Population Health as a competency for graduates of BSN programs. The current content of the Community Health Nursing course in the current RN/BSN program will be expanded to include Population-based Nursing.

Units consulted (other departments, programs or campuses affected by this proposal):
No courses in other departments or programs are affected by this proposal.

REQUIRED ENDORSEMENTS

_____ ___/___/___
Department Chair / School Director / Campus Dean

Marcy Ceplin for Laura Dzurec 8/4/08
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 **26-Mar-08** Requested Effective Term **Fall 2009**

Course Subject **NURS** Course Number **44000**

Course Title **Population-based Nursing for Professional Nursing Practice**

Title Abbreviation Population-based Nursing

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

Contact Hours Per Week
- ☒ Lecture Minimum Hours **02.00** ☒ to ☐ or Maximum Hours **02.00**
- ☐ Laboratory Minimum Hours ☐ to ☐ or Maximum Hours
- ☒ Other Minimum Hours **06.00** ☒ to ☐ or Maximum Hours **06.00**

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** **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) ~~**Must be a registered nurse**~~. **BSCI 20020** and **BSCI 20021** and **CHEM 10050** and **CHEM 10052**

NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s)

Corequisite(s)

COMPLETED BY CURRICULUM SERVICES	
OBR Program Code	71
OBR Subsidy Code	09
OBR Course Level	3
CIP Code	511601

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

Restrict Registration ~~**admission to RN/BSN concentration**~~ NURS major
(e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

Catalog Description **Focuses on concepts of population-based nursing practice with emphasis on improving the health of communites and populations.** Students taking the course must be registered nurses.

Complete the following only if applicable:

Previous Title **Community-Oriented Nursing** Practice

Previous Subject ~~**NURS**~~ Previous Number ~~**44000**~~

Term Start _____ Term End _____ NOTE: To be completed by Curriculum Services.

Content Outline (include contact hours for each section)

Contact Hours	Outline
1.00	**Historical foundations**
2.00	**Theoretical models**
2.00	**Epidemiology**
4.00	**Vulnerable populations**
2.00	**Prevention & health promotion (Healthy People 2010)**
3.00	**Roles, settings, and standards of practice**
2.00	**Global, federal, state, and local health agencies**
3.00	**Family, community, and populations as client**
5.00	**Community and population-based health issues**
2.00	**Evidence-based practice**
2.00	**Ethical issues**
2.00	**Health disparities**

30 lecture
90 clinical
120 total

30.00 Total Contact Hours

Textbook(s) Used in this Course	**Clark, M.J. (2008) Community health nursing: Advocacy for population health (5th ed). New Jerrsey: Pearson.**
Writing Expectations	**A variety of writing experiences based on course outline.**
Instructor(s) Expected To Teach	**Nancy Jones, MSN, RN**
Instructor(s) Contributing to Content	**N. Jones, M. Caplin**

REQUIRED ENDORSEMENT

Nancy Caplin for Laura Dykema 5/4/08
Department Chair / School Director / Campus Dean

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **26-Mar-08** Curriculum Bulletin _____

Effective Date **Fall 2009** Approved by EPC _____

Department	**Nursing**
College	**NU - Nursing**
Proposal	**Establish Course**
Course Subject	**Nurs** Course Number **45000**
Course Title	**Health maintenance ~~&~~ and restoration for professional nursing practice**
Minimum Credits	**03** Maximum Credits **03**

Checked items are new or revised

☒ Subject	☐ Cross-Listed / Slash
☒ Number	☒ Grade Rule
☒ Title	☒ Credit by Exam
☒ Title Abbreviation	☐ Course Fee
☒ Credit Hours	☐ Liberal Education Requirements (LER)
☒ Prerequisites	☐ Writing-Intensive (WIC)
☒ Description	☐ Diversity
☒ Schedule Type	☐ 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 web-based course in the RN/BSN concentration reflects content from the 2008 draft of The Essentials of Baccalaureate Nursing Education developed by the American Association of Colleges of Nursing. This document identifies competencies for graduates of Baccalaureate of Nursing programs. In particular, Essential IX states that "Knowledge acquisition related to...illness, and disease management is core to nursing practice." Currently, there is very little content related to Health Maintenance & Restoration in the RN/BSN program . This course will group Health Maintenance & Restoration content that is scattered in the RN/BSN curriculum into one course and add additional content identified by the Essentials document.

Units consulted (other departments, programs or campuses affected by this proposal):
No courses in other departments or programs are affected by this proposal.

REQUIRED ENDORSEMENTS

_____ ___/___/___
Department Chair / School Director / Campus Dean

Marcy Cepti for Laura Dzurec 8/4/08
College Dean

_____ ___/___/___
Executive Dean of Regional Campuses

BASIC DATA SHEET

Complete all fields. Data entered below should reflect new/revised information.

Preparation Date **26-Mar-08** Requested Effective Term **Fall 2009**

Course Subject **NURS** Course Number **45000**

Course Title **Health maintenance ~~&~~ and restoration for professional nursing practice**

Title Abbreviation Health Maintain and Restoration
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** ☒ to ☐ or Maximum Credit **03** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)

Contact Hours Per Week
☒ Lecture Minimum Hours ☐ to ☐ or Maximum Hours
☐ 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) and **~~Must be a registered nurse~~. BSCI 20020 and BSCI 20021 and CHEM 10050 and CHEM 10052**
NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s)

Corequisite(s)

COMPLETED BY CURRICULUM SERVICES	
OBR Program Code	71
OBR Subsidy Code	09
OBR Course Level	3
CIP Code	511601

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

Restrict Registration **~~admission to RN/BSN concentration~~** Nurs Major
(e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

Catalog Description **~~This course~~ Focuses on issues related to health maintenance and restoration for individuals and families experiencing illness.** Students taking this course must be registered nurses.

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
9.00	**Chronicity; Self-management/maximizing health**
9.00	**Psychosocial and behavioral issues**
5.00	**Aging**
3.00	**Cultural, ethical, and legal aspects**
4.00	**Death and dying**
5.00	**Pain management**
6.00	**Family issues**
4.00	**Rehabilitation**

45.00 Total Contact Hours

Textbook(s) Used in this Course	**Lubkin, I. M., Larsen, P. D. (2006). Chronic illness: Impact and inteventions. Boston: Jones & Bartlett.**
Writing Expectations	**There will be a number of short writing assignments.**
Instructor(s) Expected To Teach	**TBD**
Instructor(s) Contributing to Content	**M. Caplin**

REQUIRED ENDORSEMENT

Mary Caplin for Laura Dyrese 8/4/08

Department Chair / School Director / Campus Dean

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **27-Feb-08** Curriculum Bulletin _____

Effective Date **Fall 2009** Approved by EPC _____

Department	**Nursing**
College	**NU - Nursing**
Proposal	Establish ~~Revise~~ **Course**
Course Subject	**NURS** Course Number **46000**
Course Title	**Health Care Policy**
Minimum Credits	**03** Maximum Credits **03**

Checked items are new or revised

☐ Subject	☐ Cross-Listed / Slash
☒ Number	☐ Grade Rule
☒ Title	☐ Credit by Exam
☒ Title Abbreviation	☐ Course Fee
☒ Credit Hours	☐ Liberal Education Requirements (LER)
☒ Prerequisites	☐ Writing-Intensive
☒ Description	☐ Diversity
☐ Schedule Type	☐ 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 currently being offered as N41095, Special Topics: Health Care Policy & Delivery Systems through the College of Nursing by nursing faculty for students in the Integrated Health Studies program. The course is currently taught in a traditional lecture style to approximately 50 students each spring. Since all the nursing courses in the RN/BSN concentration will be online, a new section of this course would be added in an asynchronous web-based format. Students must be of junior standing to enroll in this course.

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

Melissa Dyer (nursing faculty teaching the current Health Care Policy course), Susan Taft (Associate Professor and faculty for Master's level Health Care Policy course), College of Nursing faculty, Baccalaureate Curriculum Committee, Dean of the College of Nursing

REQUIRED ENDORSEMENTS

_____ ___/___/___

Department Chair / School Director / Campus Dean

Mary Caplin for Laura Dzuiba 8/4/08

College Dean

_____ ___/___/___

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 **27-Feb-08** Requested Effective Term **Fall 2009**

Course Subject **NURS** Course Number **46000**

Course Title **Health Care Policy**

Title Abbreviation Health Care Policy
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 Per Week
☒ Lecture Minimum Hours **03.00** ☒ to ☐ or Maximum Hours **03.00**
☐ 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)
NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s)

Corequisite(s)

COMPLETED BY CURRICULUM SERVICES
OBR Program Code 71
OBR Subsidy Code 09
OBR Course Level 3
CIP Code 511601

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

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

Catalog Description **~~This course~~ Examines the organizational and societal context in which health care is delivered. Existing health care policy and delivery sytems are examined, including historical perspectives, legislation, professional disciplines, organizations, health networks, forms of care delivery, consumer needs, and economics and funding. The ability of the current health care system to serve all segments of the U.S. population is examined in depth as well as future forms of health care delivery. Global perspectives are also studied.**

Complete the following only if applicable:
Previous Title **Special Topics: Health Care Policy & Delivery Systems** cannot be put into Banner

Previous Subject **NURS** Previous Number **41095**

Term Start _____ Term End _____ NOTE: To be completed by Curriculum Services.

Content Outline (include contact hours for each section)

Contact Hours	Outline
4.00	**Introduction and course overview; Overview of health care**
5.00	**Historical perspectives**
6.00	**Health care delivery systems**
5.00	**Healthcare workforce**
6.00	**Public health, public policy, role of government**
5.00	**Financing healthcare**
3.00	**Vulnerable populations**
3.00	**Ethical and legal issues**
5.00	**Healthcare research**
3.00	**Future of healthcare**

45.00 Total Contact Hours

Textbook(s) Used in this Course	**Sultz, H.A., Young, K.M. (2006). Health Care USA: Understanding its Organization and Delivery. (5th ed.). Gaitherburg, MD: Aspen Publishers.**
Writing Expectations	**Several written papers will be completed for this course.**
Instructor(s) Expected To Teach	**Melissa Dyer**
Instructor(s) Contributing to Content	**Melissa Dyer,MSN, MBA, and Susan Taft, PhD**

REQUIRED ENDORSEMENT

Mary Caplin for Laura Dzurec 8/4/08
Department Chair / School Director / Campus Dean

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **1-Apr-08** Curriculum Bulletin _____
Effective Date **Fall 2009** Approved by EPC _____

Department	**Nursing**
College	**NU - Nursing**
Proposal	**Establish Course**
Course Subject	**NURS** Course Number **47000**
Course Title	**Capstone Clinical ~~Course~~ for Professional Nursing Practice**
Minimum Credits	**03** Maximum Credits **03**

Checked items are new or revised

☒ Subject	☐ Cross-Listed / Slash
☒ Number	☐ Grade Rule
☒ Title	☐ Credit by Exam
☒ Title Abbreviation	☐ Course Fee
☒ Credit Hours	☐ Liberal Education Requirements (LER)
☒ Prerequisites	☐ Writing-Intensive (WIC)
☒ Description	☐ Diversity
☒ Schedule Type	☐ 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):
Currently, four of the nursing courses in the RN/BSN program require RNs to complete 90 clinical hours for each course. Since students are practicing RNs, the clinical hours are redundant to their level of nursing experience. Many of the clinical hours between the nursing courses are also repetitive. To reduce duplication, clinical hours will be removed from all courses and moved to this Capstone Clinical Course for Professional Nursing Practice at the end of the RN/BSN concentration. This will allow RNs to tie together the content of their previous nursing, science, and LER courses into an individualized clinical project that will enhance their knowledge and advance their careers.

Units consulted (other departments, programs or campuses affected by this proposal):
This change has the support of the Directors of the Associate Degree in Nursing programs on the regional campuses, the College of Nursing Baccalaureate Curriculum Committee, nursing faculty, and the Dean of the College of Nursing.

REQUIRED ENDORSEMENTS

_____ ___/___/___
Department Chair / School Director / Campus Dean

Mary Ogle for Laura Dzuna 8/4/08
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 **1-Apr-08** Requested Effective Term **Fall 2009**

Course Subject **NURS** Course Number **47000**

Course Title **Capstone Clincial ~~Course~~ for Professional Nursing Practice**

Title Abbreviation Capstone Clinical
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 Per Week
☐ Lecture Minimum Hours ☐ to ☐ or Maximum Hours
☐ Laboratory Minimum Hours ☒ to ☐ or Maximum Hours
☒ Other Minimum Hours **06.00** ☒ to ☐ or Maximum Hours **06.00**
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) **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) ~~**Must be a registered nurse;**~~ **NURS 40075 NURS 41000**
NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s)

~~Corequisite(s)~~ Pre/corequistes: **NURS 40085, NURS 42000; NURS 43000, NURS 44000, NURS 45000; NURS 46000.**

COMPLETED BY CURRICULUM SERVICES
OBR Program Code 71
OBR Subsidy Code 09
OBR Course Level 3
CIP Code 511601

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

Restrict Registration ~~**Admission to the RN/BSN concentration**~~ NURS Majors
(e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

Catalog Description **This clinical course allows RNs to apply previously learned nursing theory and clinical knowledge with their baccalaureate education in the identification and implementation of a scholarly nursing project. This project utilizes, but is not limited to, previously learned knowledge of leadership skills, principles of teaching/learning, health care policy, change process, group process, team building, collaboration, healthcare policy and delivery systems, quality improvement, evidence-based care, diversity, nursing roles, information technology and systems, population-based care, and ethical/legal issues.**
Students taking this course must be registered nurses.

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
	Identify scholarly evidence-based clinical project **Literature review** **Develop plan** **Implement project** **Evaluation** **Presentation of project**

****Time spent in each phase of the project will vary depending on the type and scope of project****

90.00 Total Contact Hours

Textbook(s) Used in this Course	**None**
Writing Expectations	**Students will submit written project in stages following guidelines in syllabus. Weekly journals will be posted in online format.**
Instructor(s) Expected To Teach	**To be determined**
Instructor(s) Contributing to Content	**M. Caplin**

REQUIRED ENDORSEMENT

Marcy Caplin for Laura Dzurec 8/4/08

Department Chair / School Director / Campus Dean

OHIO NURSING ARTICULATION MODEL

September, 2003 - 2005

The Ohio Nursing Articulation Model was developed through funding from the Helene Fuld HealthTrust, HSBC Bank USA

Forward

This statewide nursing articulation model was developed at the recommendation of the Ohio Collaborative Project: Nursing Workforce 2000 (1996-2000), part of the national Robert Wood Johnson funded project Colleagues in Caring, Regional Collaboration for Nursing Workforce Development. The recommendation indicated there was a need for a statewide nursing articulation plan to enable optimal educational mobility for nurses in Ohio.

The Ohio League for Nursing, a member of the Ohio Collaborative, applied for an educational mobility grant from the Helene Fuld Health Trust, HSBC Bank USA and was awarded a two year grant for September 2001 to September 2003, extended to September 2004. The Ohio Nursing Articulation Model (ONAM) was developed by the Ohio Nursing Collaborative for Educational Mobility (ONCEM) which provided for input from all nursing programs in Ohio as well as representatives from nursing practice settings. The goal of these representatives was to provide quality nursing education while protecting and promoting the health of the citizens of Ohio.

The model in existence in northeast Ohio called *ACCESS* (Achieving Continuing Career Education for Success and Satisfaction) developed by the Nursing Education Mobility Action Group (NEMAG) served as the model for development of the Ohio Nursing Articulation Model (ONAM).

Thank you to all who participated in the development of the *ACCESS* model and all who participated in the development of the Ohio Nursing Articulation Model (ONAM).

A special acknowledgement to:
Mary F. Rapson, PHD, RN, FAAN
National Program Director, Colleagues in Caring
Regional Collaboration for Nursing Workforce Development
who was the consultant for both the *ACCESS* model and the Ohio Nursing Articulation Model (ONAM) and inspired all of us.

Jane F. Mahowald, MA, RN
Project Director ONCEM
Executive Director
Ohio League for Nursing
20545 Center Ridge Road, Suite 205
Rocky River OH 44116

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ACKNOWLEDGEMENTS
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Southeast Region (Until 8/2003

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Ohio League for Nursing
Cleveland, Ohio
Project Director

Advisory Committee

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Ohio Board of Regents
Director, K-16 Initiatives
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Cleveland, Ohio

Advisory Committee continued.

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OHIO NURSING ARTICULATION MODEL (ONAM)
Adopted September 26, 2003

Purpose

The Ohio Nursing Articulation Model was developed during a two year project (2001-2003) funded by the Helene Fuld Health Trust, HSBC Bank USA to create a coordinated system of nursing education in Ohio that enables optimal educational mobility for nurses. The Ohio Nursing Collaborative for Educational Mobility (ONCEM), who developed the model, consisted of nurse educators from all types of programs representing all regions of the state.

The statewide articulation model, developed by the Ohio Nursing Collaborative for Educational Mobility (ONCEM), was patterned after the Access in Nursing model developed by the Nursing Education Mobility Action Group (NEMAG) in northeast Ohio. The model provides access to educational opportunities while preserving education standards and the uniqueness of individual Ohio schools.

The Ohio Nursing Articulation Model includes assumptions about nursing articulation, nursing program characteristics, and mechanisms for advanced placement. This model deals exclusively with nursing courses and leaves decisions about the transferability of foundational sciences and general education courses to the discretion of the individual academic educational institution. This model provides for an efficient progression from Licensed Practical Nurse (LPN) to Registered Nurse (RN) and RN to the baccalaureate degree.

OHIO NURSING ARTICULATION MODEL (ONAM)
Adopted September 26, 2003

ASSUMPTIONS

1. Articulation provides a collaborative approach to positively impact nursing education and the nursing workforce.

2. Articulation facilitates educational access and student progression with minimal repetition.

3. Prelicensure nursing programs must meet standards established by the Ohio Board of Nursing and are expected to be congruent with standards of accrediting bodies.

4. Each educational institution establishes standards for admission, progression, and graduation based on its unique mission and goals.

5. Nursing programs participating in this model recognize that articulation students have met course objectives and outcomes of their previous program.

6. Graduates of all types of nursing programs have achieved a common core of knowledge, attitudes, cognitive and psychomotor skills; however, based on educational preparation there are distinct differences in the breadth, depth, complexity, and scope of knowledge and skills.

The Ohio Nursing Articulation Model (ONAM)

Ohio Nursing Articulation Model (ONAM) – 2003*

LPN/LVN Applicants Seeking Advanced Placement in Associate Degree or Diploma in Nursing Programs Must:	RN Applicants Seeking Advanced Placement in Baccalaureate Nursing Degree Programs Must
• Hold a current license to practice as a Licensed Practical/Vocational Nurse in at least one U.S. state or territory. • Meet the specific admission requirements of the receiving academic institution/program.	• Hold a current license to practice as a registered nurse in at least one U.S. state or territory. • Meet the specific admission requirements of the receiving academic institution/program.
ADN/Diploma Programs Participating in the Articulation Model Will:	**BSN Programs Participating in The Articulation Model Will:**
• Participate on a voluntary basis. • Utilize the Transition Course as the advanced placement mechanism for articulation students. • Grant a minimum of 30% of the nursing credits required by the receiving academic institution/program. • Record credit using the format of the receiving academic institution. • Establish graduation requirements for articulation students that do not exceed those of generic students.	• Participate on a voluntary basis. • Utilize the concept of Escrow/Bypass for the advanced placement of articulation students. • Grant a minimum of 45% of the nursing credits required by the receiving academic institution/program. • Record credit using the format of the receiving academic institution. • Establish graduation requirements for articulation students that do not exceed those of generic students.
Mechanism for Advanced Placement: Transition Course	**Mechanism for Advanced Placement: Escrow/Bypass**
The LPN/LVN to RN Transition course in the Ohio Nursing Articulation Model serves both a validation purpose and a transition purpose. The course validates prior learning, updates and enhances student's knowledge, begins the process of role transition, and prepares the student for advanced placement into the RN program. The receiving academic institution grants nursing credit after the student has successfully completed the Transition Course.	Escrow/Bypass is a mechanism that recognizes previous nursing education and awards nursing credits based on the successful completion of the specified nursing course(s) in the curriculum of the receiving academic institution. The receiving academic institution grants nursing credit after the student has successfully completed the specified nursing course(s).

* Model Adapted from NEMAG Model Access (1991-2004)

The Ohio Nursing Articulation Model (ONAM)

Ohio Nursing Articulation Model (Adopted September 26, 2003)
Program Characteristics
(Adapted from the South Carolina, Mississippi, and District of Columbia Articulation Models)

Educational/ Licensure Level> Differentiating Characteristics	PN(LPN/LVN)	ADN/Diploma (RN)	BSN (RN)	MSN/MS (RN)	PhD/DNS/ND (RN)
Mission or Purpose of Program	Prepares a nurse who provides direct care for an individual, in the context of the family, who is generally stable with acute and chronic common, well-defined health problems with predictable outcomes; in a structured setting with appropriate direction; participates in health promotion/ maintenance activities for the individual as a member of the health care team.	Prepares a nurse who provides direct care for individuals, in the context of a family & community, who have acute & chronic well-defined health problems with predictable & unpredictable outcomes in structured settings; participates in health promotion/ maintenance activities for individuals in the context of a family & community as a member of a health care team.	Prepares a nurse who provides & coordinates care for individuals, families, groups, & the community across the health/illness continuum (health promotion/ maintenance to complex health problems) with predictable and unpredictable outcomes in structured & unstructured settings; manages continuity of care across settings as an individual interdisciplinary team member.	Prepares a nurse at the advanced level for practice as an expert clinician who provides care to individuals, families, groups, communities, & populations in comprehensive delivery systems; or for practice as a nurse administrator or nurse educator who uses theory & research to create & modify systems & models of care.	Prepares a nurse for leadership in research, education, practice, or administration, and with the analytical skills to contribute to the development of nursing science.
Average Length of Program	1 academic year	2-3 academic years	4 academic years	1-2 years; 36-51 semester credits	4-6 years

The Ohio Nursing Articulation Model (ONAM)

Educational/ Licensure Level> Differentiating Characteristics	PN(LPN/LVN)	ADN/Diploma (RN)	BSN (RN)	MSN/MS (RN)	PhD/DNS/ND/ (RN)
Focus of Care	Generalist	Generalist	Generalist	Specialist	Specialist: research, education, administration, consultation, and/or entrepreneurship
Client Focus	Individuals in the context of the family and other units within the community	Individuals in the context of the family and community	Individuals, families, groups, communities	Individuals, families, groups, communities, populations	Individuals, families, groups, communities, populations
Principal Settings For Practice	Structured with appropriate direction; unit-based by setting: acute, long-term care, ambulatory	Structured: unit-based by setting: acute, long-term care, ambulatory, community oriented	Structured or unstructured: across units & settings: acute, long-term care, ambulatory, community, entrepreneurial, non-traditional	Structured or unstructured; across units & settings: acute, long-term care, ambulatory, community, entrepreneurial, non-traditional, schools of nursing, independent/collaborative practice	Structured or unstructured; across all units, settings & systems; including schools of nursing and research organizations
Educational Advancement*	Progression to an Associate Degree or Diploma in Nursing	Progression to the Baccalaureate Nursing Degree	Progression to the Masters in Nursing Degree	Progression to the Doctoral Degree	Post-doctoral study in specialty area

* This is the traditional progression, but it is possible to move more than one step at a time through accelerated programs, for example: PN to BSN; AD/Diploma to MSN; BSN to PhD/DNS/ND.

Participating Nursing Programs

Baccalaureate in Nursing Programs

Ashland University, Department of Nursing - Ashland
Capital University School of Nursing - Columbus
Cleveland State University, School of Nursing - Cleveland
College of Mount St. Joseph, BSN Program - Cincinnati
Frances Payne Bolton School of Nursing at Case Western Reserve University - Cleveland
Kent State University College of Nursing - Kent
Kettering College of Medical Arts - Kettering
Lourdes College BSN Program - Sylvania
MedCentral College of Nursing - Mansfield
Medical College of Ohio/University of Toledo and Medical College of Ohio/Bowling Green State University - Toledo
Mercy College of Northwest Ohio - Toledo
Mount Carmel College of Nursing - Columbus
Otterbein College Nursing Program - Westerville
The Ohio State University College of Nursing - Columbus
The University of Akron College of Nursing - Akron
University of Cincinnati, College of Nursing - Cincinnati
University of Phoenix/College of Health Sciences & Nursing – Cleveland
Urbana University BSN Completion Program - Springfield
Ursuline College-The Breen School of Nursing – Pepper Pike
Walsh University Division of Nursing – North Canton
Wright State University – Miami Valley College of Nursing & Health - Dayton
Youngstown State University, BSN Program - Youngstown

Associate Degree Nursing Programs

Cincinnati State Bethesda School of Nursing - Cincinnati
Clark State Community College - Springfield
Cuyahoga Community College - Cleveland
Edison State Community College - Springfield
Good Samaritan College of Nursing & Health Science - Cincinnati
Hocking College School of Health & Nursing - Nelsonville
Kent State University AD Nursing Programs – Ashtabula, East Liverpool, New Philadelphia
Kettering College of Medical Arts, AD Nursing Program - Kettering
Lakeland Community College - Kirtland
Lorain County Community College, AD Nursing Program - Elyria
Mercy College of Northwest Ohio - Toledo
North Central State College - Mansfield
Northwest State Community College, AD Nursing Program - Archbold
Ohio University AD Nursing Program – Zanesville, Chillicothe
Owens Community College – Toledo, Findlay
Southern State Community College - Hillsboro

Participating Nursing Programs, continued.

Diploma Nursing Programs
Aultman Hospital School of Nursing - Canton
The Christ Hospital School of Nursing - Cincinnati
Community Hospital School of Nursing - Springfield
Firelands Regional Medical Center School of Nursing - Sandusky
Huron School of Nursing – East Cleveland

Practical Nursing Programs
Akron School of Practical Nursing - Akron
Apollo School of Practical Nursing - Lima
ATS Institute of Technology, Practical Nursing Program – Highland Heights
Butler Tech Program of Practical Nurse Education - Hamilton
Central School of Practical Nursing - Cleveland
Clark State Community College Practical Nurse Program - Springfield
Columbus School of Practical Nursing - Columbus
Cuyahoga Community College Practical Nurse Program - Cleveland
EHOVE School of Practical Nursing - Milan
Great Oaks School of Practical Nursing - Cincinnati
Hocking College School of Health & Nursing - Nelsonville
Knox County Career County School of Practical Nursing – Mt. Vernon
Lorain County Community College Practical Nursing Program - Elyria
Marymount School of Practical Nursing – Garfield Heights
Miami Valley Career Technology Center - Clayton
The Nancy J. Knight School of Nursing - Bellfontaine
North Central State College, Practical Nursing Program - Mansfield
Northwest State Community College Practical Nursing Program - Archbold
Owens Community College - Toledo
Parma School of Practical Nursing - Brecksville
Pickway-Ross JVSD Practical Nursing Education Program - Chillicothe
Portage Lakes Career Center, W. Howard Nicol School of Practical Nursing - Green
Professional Skills Institute School of Practical Nursing - Toledo
RETS Practical Nursing Program - Centerville
Southern State Community College - Hillsboro
Toledo School of Practical Nursing - Toledo
Tri-Rivers School of Practical Nursing - Marion
Willoughby-Eastlake School of Practical Nursing - Willoughby

Note: Nursing programs that were unable to sign participation agreements at the time of the printing of this document, may sign up later and will be added to the listing of participating schools on the Ohio League for Nursing website www.ohioleaguefornursing.org.

GLOSSARY OF TERMS

Articulation
The process through which nursing programs cooperate to facilitate educational progress of students with minimal repetition of coursework.

Bridge Course
A course which is conducted by the receiving academic institution to orient the student to the context/curriculum model/philosophy of the particular receiving academic institution.

Client
A recipient of nursing care and the focus of care as described in the Program Characteristics.

Escrow/Bypass
Recognizes previous nursing education and posts nursing credit to the transcript based on successful completion of specified nursing course(s) in the curriculum of the receiving institution or by program policy

Transition Course
This course validates prior learning, updates and enhances student's knowledge, begins the process of role transition, and prepares the student for advanced placement into the RN program. The transition course is a standard course in the Ohio Nursing Articulation Model and may be taught by any participating program preparing graduates to take the National Council Licensing Examination (NCLEX).

Description of Transition Course

- Course is designed to enable the student to explore integrative concepts in nursing and assist the student in transition from licensed practical nurse to registered nurse.

- Students will refine and update previous learning in addition to identifying goals for successful transition into the registered nursing program.

- Combined with classroom and nursing laboratory experiences, the student learns through application of concepts.

- The student will demonstrate the ability to solve problems through the use of the nursing process with a focus on client assessment and nurse patient relationship.

The course is 3 Semester Hours (2 credit hours classroom, 1 credit hour laboratory) or 4 Quarter Hours (3 credit hours classroom, 1 credit hour laboratory).

SUMMARY

Project Goal
To create a coordinated system of nursing education that enables optimal educational mobility for nurses in Ohio.

Process
Two series of regional meetings held in each of the five regions of Ohio, northwest, northeast, central, southwest, and southeast, provided the opportunity for representatives from nursing programs in each region to participate. During the first series, held during the first year, representatives shared information about their nursing programs as well as the mechanisms currently being used for advanced placement. At the second series, held in the second year, the representatives discussed and came to agreements about the proposed model developed by the Steering Committee based upon the results of the information gleaned in the first series of meetings.

A statewide conference held at the end of the first year provided an opportunity for sharing concepts of advanced placement and tentative proposals. At the end of the second year a second statewide conference was held and the model, as refined in the second series of regional meetings, was adopted.

Steering Committee
The Steering Committee was composed of four representatives from each region from all types of nursing programs, practical nursing, diploma, associate degree, and baccalaureate. The Steering Committee developed the proposals for a statewide articulation model based upon results of the series of regional meetings as well as the feedback received during the first statewide conference.

Advisory Committee
The Advisory Committee was made up of representatives from the State Consortium of the Ohio Collaborative and provided guidance to the Project Director through electronic messaging.

Implementation
During the third year letters seeking participation from nursing programs were mailed to all nursing programs along with participation agreements.

The ONCEM Steering Committee will develop monitoring mechanisms as the articulation plan is implemented to determine outcomes.

The schedule for the statewide Transition Course will be posted on the website of the Ohio League for Nursing, www.ohioleaguefornursing.org.

NOTES

www.ohioleagueforgnursing.org

(440) 331.2721

From: Padak, Gary
Sent: Wednesday, July 16, 2008 6:00 PM
To: TILLETT, THERESE
Subject: RE: exploratory major on the Regional Campuses

Hi Therese,

After considering this issue since our phone discussion, I have no objection to attaching the exploratory major to each of the regional campuses.

Gary

Gary M. Padak
Dean, Undergraduate Studies
Kent State University
gpadak@kent.edu
330-672-9292 (phone)

From: TILLETT, THERESE
Sent: Wednesday, July 16, 2008 3:19 PM
To: Padak, Gary
Cc: Dellavecchia, Nancy
Subject: exploratory major on the Regional Campuses

Hello, Gary,

As follow-up to our telephone conversation, I just want to confirm that your office has no objection to attaching the exploratory major to each of the Regional Campuses in Banner. Currently, the Regional Campuses use the major attached to Undergraduate Studies to designate a student's (yet undeclared) program.

If Undergraduate Studies sees no issues that may affect advisement, reporting, fiscal implications, etc., please let me know and I will place this item on the EPC agenda for August and make the effective term fall 2008.

The codes to be created will be:

AC-XX-EXPL
EC-XX-EXPL
GC-XX-EXPL
SA-XX-EXPL
ST-XX-EXPL
TR-XX-EXPL
TU-XX-EXPL

The code US-XX-EXPL will remain as is for the Kent Campus.

Nancy, after this codes are added to Banner, do you want them to display in self service for the admissions applications?

Therese E. Tillett | Director of Curriculum Services | Kent State University
Tel: 330-672-8558 | Fax: 330-672-2644 | ttillet1@kent.edu | www.kent.edu

KENT STATE UNIVERSITY

OFFICE OF THE PROVOST

TO: Educational Policies Council

FROM: Therese E. Tillett
Director, Curriculum Services

SUBJECT: Instituting new EPC deadlines for undergraduate and graduate program, policy and course proposals and other catalog changes

DATE: 18 August 2008

The long-standing practice has been two deadlines—October EPC for courses, and November EPC for programs—to be effective the following fall term. These inflexible dates hindered academic units from offering new and revised courses and programs in a timely matter.

With the move to Banner (and more control over course data) and development of an online-only Undergraduate Catalog, I propose to establish new deadlines for undergraduate and graduate program and course proposals:

For program requirements:

Deadline	**Effective**	
January EPC	Fall	(e.g., January 2009 for fall 2009)

For policies and other catalog changes (including faculty listings):

Deadline	**Effective**	
May EPC	Fall	(e.g., May 2009 for fall 2009)

For course proposals:[1]

Deadline	**Effective**	
January EPC	Fall	(e.g., January 2009 for fall 2009)
August EPC	Spring [2]	(e.g., August 2009 for spring 2010)

The course deadlines are determined by the last EPC meeting before publication of the *Schedule of Classes*. (*Schedule of Classes* is published in February for fall term and September for spring term). If the dates for publication change, these deadlines will change accordingly.

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1 **Course sections must be deleted and rebuilt if** the proposal contains revision of course subject and/or number. To avoid this work, colleges should submit these changes to the EPC before the sections are built (October EPC for fall term; March EPC for spring term).

2 **Proposals that cannot be considered effective for spring term** are for courses required in a program that request the following:

- Inactivation
- Revision of subject
- Revision of number
- Revision of prerequisite that impinges upon program requirements (e.g., adding a prerequisite course that is not in the program requirements)
- Revision of title
- Revision of credit hours

KENT STATE UNIVERSITY

OFFICE OF THE PROVOST

TO: Educational Policies Council

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

SUBJECT: AY 2008-09 Meeting Schedule

DATE: 19 May 2008; REVISED 26 June 2008, 11 August 2008

All EPC meetings will begin at **3:20 p.m.** and be held in **Room 204 of the Kent Student Center (KSC)**, except for the 18 August 2008 meeting (Ballroom Balcony).

Deadline for Materials to Provost's Office	**Educational Policies Council Meeting Dates**	**Faculty Senate Meeting Dates**
No May deadline	***No June meeting***	14 July 2008
No June deadline	***No July meeting***	*No August meeting*
28 July 2008	**18 August 2008** ***Meeting in KSC Ballroom Balcony***	8 September 2008
8 September 2008	**29 September 2008**	13 October 2008
29 September 2008	**20 October 2008**	3 November 2008
27 October 2008	**17 November 2008**	8 December 2008
No December deadline	***No December meeting***	*No January meeting*
5 January 2009	**26 January 2009** ***Final meeting for fall 2009 course and program proposals***	9 February 2009
2 February 2009 *Deadline for requests for fall 2009 special course fees*	**23 February 2009**	9 March 2009
9 March 2009	**30 March 2009**	13 April 2009
6 April 2009	**27 April 2009**	11 May 2009
27 April 2009	**18 May 2009** ***Final meeting for fall 2009 policy proposals and other catalog changes***	*No June meeting*

KENT STATE UNIVERSITY ASHTABULA

Interdepartmental Correspondence

TO: Gayle Ormiston, Associate Provost

FROM: Mel Anthony May, Assistant Dean

DATE: June 23, 2008

SUBJECT: Certificate Codes

Per Therese Tillett's instructions, I am writing to formally request that the following existing certificates be extended to the Ashtabula Campus:

Number	Certificate Name
101	Advanced Internet Certificate
102	Business Management Technology
103	Computer-Aided Drafting/Design Technician
104	Desktop Publishing
105	Entrepreneurship
108 7	Hospitality ~~Management~~ and Food Service / already in Banner for AC
110	Microcomputer Applications
111	Manufacturing Management Technology
113	Plastics Manufacturing Engineering
120	College Bridge
121	Radiation Polymer Engineering
122	Child and Family Advocacy
137	Computer Forensics and Information Security
201	Accounting Technology
	Event Based Video Production
	Sound
	Stage Lighting

Need director/dean approval

Creating unique codes for Ashtabula Campus will allow us to better track these students for retention purposes and more accurately portray their academic history at graduation.

:MAM

c: Dr. Barton
Kelly Anthony

effective fall 2008

TILLETT, THERESE

From: TILLETT, THERESE
Sent: Thursday, July 17, 2008 10:32 AM
To: May, Mel
Subject: request for certificate extension

Hello, Mel,

Per your request to extend certificates to the Ashtabula campus, three of the programs on your list are not RC-based, and require approval from the school director and college dean. Please send me completed CCP forms for the following:

School of Theatre and Dance, College of the Arts
C127 Entertainment Arts and Technologies: Stage Lighting
C130 Entertainment Arts and Technologies: Sound
C131 Entertainment Arts and Technologies: Event-Based Video Production

Therese E. Tillett | Director of Curriculum Services | Kent State University
Tel: 330-672-8558 | Fax: 330-672-2644 | ttillet1@kent.edu | www.kent.edu

KENT STATE UNIVERSITY

OFFICE OF THE PROVOST

TO: Educational Policies Council

FROM: Robert G. Frank, Provost

SUBJECT: Agenda for Monday, 29 September 2008
Kent Student Center, Room 204
3:20 p.m.

DATE: 22 September 2008 **UPDATED**

In the event that any of the hyperlinked proposals require corrections or 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, 26 September, to ensure that the materials are available at the meeting for review.

ACTION ITEMS

1. Approval of minutes of 18 August 2008.
   Attachment 1

Office of the Provost

3. Establishment of a statement that articulates the underlying philosophy of an undergraduate education at Kent State University. The statement will be used as a guide for a review of the undergraduate curriculum core and the Liberal Education Requirements.
   Effective Fall 2008 ***Dean Verna M. Fitzsimmons***
   Attachment 2

Research and Graduate Studies

3. Revision of the Educational Policies Council to comprise two bodies, an undergraduate council and a graduate council.
   Effective Fall 2009 ***Dean Evelyn S. Goldsmith***
   Attachment 3: Proposal | Revised Policy 3342-2-05 | Revised Policy 3342-2-06 | Revised Policy 3342-2-07 | Proposed Models

College of Arts and Sciences

4. Establishment of a new academic unit, Department of Applied Social and Behavioral Research.
   Effective Fall 2009 ***Dean Timothy S. Moerland***
   Attachment 4: Proposal | CCP and Fiscal Impact Statement | Internal Memos | External Letters | Catalog Copy and Graduation Sheet | Descriptions of Research Projects of the Institute for the Study and Prevention of Violence

5. Establishment of an Applied Social and Behavioral Research [ASBR] major within the Master of Science [MS] degree program. The program will be housed in the new Department of Applied Social and Behavioral Research. Proposal includes establishment of course subject ASBR and 12 new courses under that subject. Total credit hours to program completion are 37.
   Effective Fall 2009 ***Dean Timothy S. Moerland***
   Attachment 5: Proposal | CCP and Fiscal Impact Statement | Internal Memos | External Letters | Catalog Copy and Graduation Sheet | Assessment Plan (AQIP) | Descriptions of Research Projects of the Institute for the Study and Prevention of Violence | ASBR courses

ACTION ITEMS continued

College of Arts and Sciences

Department of Modern and Classical Language Studies

6. Establishment of an Arabic minor. Total credit hours to program completion are 22.
Effective Fall 2009 ***Dean Timothy S. Moerland***
Attachment 6

College of Nursing

7. Establishment of a Gerontological Clinical Nurse Specialist [GCNS] concentration in the Nursing [NURS] major within the Master of Science in Nursing [MSN] degree program. Proposal includes establishment of NURS 60303, 60304, 60305. Total credit hours to program completion are 36.
Effective Fall 2009 ***Dean Laura Cox Dzurec***
Attachment 7: Proposal | Courses

INFORMATION ITEM

College of Communication and Information

School of Library and Information Services

1. Establishment of an Advanced Study in Digital Preservation [C826] post-master's certificate program. Total credit hours to program completion are 18.
Effective Fall 2009
Attachment 8

LESSER ACTION ITEMS

College of Communication and Information

School of Visual Communication Design

1. Revision of the program requirements for the Photo Illustration [PHOI] major within the Bachelor of Science [BS] degree program. New courses VCD 20001, VCD 30008 and VCD 38009 replace VCD 20009, VCD 30009 and VCD 40092, respectively. Total credit hours to program completion are unchanged at 128.
Effective Fall 2009

College of Nursing

2. Revision of the program requirements for the combined Bachelor of Science in Nursing/Master of Science in Nursing (BSN/MSN) degree program to allow students in the BSN for Registered Nurses [RN] concentration to replace 12 undergraduate credits with graduate credits. Currently, traditional students in the combined program replace 9 undergraduate credits with graduate courses.
Effective Fall 2009

Regional Campuses

3. Revision of the program requirements for the Human Services Technology [HST] major within the Associate of Applied Science [AAS] degree program. HED 21050, HDFS 24095, HDFS 41093 and HDFS 41095 are added as electives; internship-hour requirements are removed; and electives BSCI 10001, ENG 21011, GERO 44030 and HDFS 34031 are recommended for students planning to articulate to the baccalaureate program. Total credit hours to program completion are unchanged at 67.
Effective Fall 2009

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 Fall 2009

ARAB 30095 Special Topics in Arabic (3) ..... New

ASBR 60002 Quantitative Methods for Applied Community Based Research (4) ..... New

ASBR 60004 Theory and Methods in Qualitative Research (3) ..... New

ASBR 62020 Science of Community-based Prevention and Intervention I (3) ..... New

ASBR 62030 Science of Community-based Prevention and Intervention II (3) ..... New

ASBR 63040 Advanced Methods and Analysis for Applied Community-based Research (3) ..... New

ASBR 64632 Etiology of Aggression and Violence (3) ..... New

ASBR 64634 Behavioral Health and Community Structure (3) ..... New

ASBR 64654 Geo-spatial Analysis and Violence Prevention (3) ..... New

ASBR 66195 Special Topics in Violence Research (3) ..... New

ASBR 66395 Special Topics in Community Behavioral Health (3) ..... New

ASBR 67496 Individual Investigation in Applied social and Behavioral Research (1-3) ..... New

ASBR 68098 Capstone Research Experience in Applied Social and Behavioral Research ..... New

HST 11002 Survey of Community Resources (3) ..... P

HST 21001 Assessment of Client Needs (3) to:
Assessment of Client Needs in Human Services Organizations (3) ..... TP

HST 21092 Internship in Human Services Technology I (3) ..... cDs

HST 21192 Internship in Human Services Technology II (3) ..... cDs

NURS 60303 Gerontology Clinical Nurse Specialist I (4) ..... New

NURS 60304 Gerontology Clinical Nurse Specialist II (4) ..... New

NURS 60305 Gerontology Clinical Nurse Specialist III (4) ..... New

PSYC ..... P
Large-scale revision to add “graduate standing in psychology” to the following PSYC courses:

60110	60111	60171	60172	60192	60272	60273	60274	60275	60276	60292
60313	60314	60324	60325	60326	60371	60372	60373	60374	60375	60376
60453	60610	60661	60792	60950	61054	61133	61260	61350	61548	61580
61651	61654	61684	61685	61894	61993	62492	70110	70111	70171	70172
70192	70272	70273	70274	70275	70276	70292	70313	70314	70324	70325
70326	70371	70372	70373	70374	70375	70376	70413	70436	70453	70468
70485	70604	70610	70615	70661	70792	70950	71004	71054	71133	71260
71307	71350	71352	71354	71498	71506	71507	71513	71548	71580	71651
71654	71656	71657	71684	71685	71688	71894	71993	72492	81091	81591

VCD 38009 Internship Seminar—Photo Illustration (1) ..... New

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

KENT STATE UNIVERSITY

EDUCATIONAL POLICIES COUNCIL
Minutes of the Meeting
Monday, 18 August 2008

Ex-Officio Members present: Executive Dean Gregory L. Andrews; Deans Timothy J. Chandler, Laura Cox Dzurec, James L. Gaudino, Gary M. Padak, George E. Stevens, Mark W. Weber, Donald R. Williams; provost representative Laura L. Davis for Robert G. Frank; dean representatives Nancy E. Barbour for Daniel F. Mahony, John R. Stalvey for Timothy S. Moerland

Ex-Officio Members not present: Vice President John L. West; Vice Provost Steve O. Michael; Deans James E. Dalton, Evelyn S. Goldsmith

Faculty Senate-Appointed Representatives present: Barbara J. Hipsman-Springer, Thomas Janson, James A. Tyner

Faculty Senate-Appointed Representatives not present: Donald (Mack) Hassler

College Curriculum Committee Representatives present: Margaret A. (Peggy) Doheny, David A. Dumpe, Bruce J. Gunning, Alexa L. Sandmann, Stephen M. Zapytowski

College Curriculum Committee Representatives not present:

Observers present:

Observers not present: Sean Mostov

Consultants and Guests present: Gregory M. Blase, Marilyn Bokrass, Marcy S. Caplin, Robert E. Carlson, John R. Crawford, Dale H. Curry, Lisa N.H. Delaney, Mary M. Dellman-Jenkins, LuEtt J. Hanson, E. Gay Lindsay, Kimberly S. Peer, Yvonne M. Smith, Therese E. Tillett

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Associate Provost Laura L. Davis called to order the Educational Policies Council at 3:19 p.m., on Monday, 18 August 2008, in the Ballroom Balcony of the Kent Student Center.

Action Item 1: Approval of minutes of 19 May 2008.

Senator Barbara J. Hipsman-Springer moved for approval, seconded by Bruce J. Gunning. With no corrections or comments, the motion passed unanimously.

Action Item 6: Establishment of a BSN for Registered Nurses [RN] concentration in the Nursing [NURS] major within the Bachelor of Science in Nursing [BSN] degree program. Proposal includes establishment of NURS 40075, 43000, 45000, 46000, 47000; and revision of NURS 40085, 41000, 42000, 44000. Total credit hours to program completion are unchanged at 122-123.

Academic Program Director Marcy S. Caplin described the new concentration as a program for registered nurses who have an associate degree or certificate. These students are on the same track as typical BSN students, except toward the end of the program when they have their own set of course that are designed for registered nurses.

As part of admissions, students will receive maximum 33 credits for previous nursing experience toward the program's total credits of 122. Dean Laura Cox Dzurec moved the item for approval, which was seconded by Dean Mark W. Weber. It passed unanimously.

Action Item 2: Establishment of Liberal Education Requirements status for BSCI 10003 Laboratory Experience in Biology (1).

Dean Donald R. Williams said the creation of this new lab course meets LER status criteria and will be submitted to be included in Ohio Transfer Module. Although the URCC recently placed a moratorium on approving new LER courses, due to the critical nature of the Transfer Module and the need for more LER lab courses, the URCC agreed on an exception. He then moved the item for approval, seconded by Professor Margaret A. (Peggy) Doheny and passed unanimously by members.

Action Item 3: Establishment of Writing-Intensive Course status for NURS 40005 Professional Nursing Development (3).

Dean Williams explained that establishment of this course was approved last year but not with the writing-intensive status. The course meets all WIC requirements. His motion to approve was seconded by Assistant Professor Bruce J. Gunning and passed unanimously.

Action Item 4: Revision of the name and administrative oversight of the College of Continuing Studies. The name changes to the Office of Continuing and Distance Education. The office administrator's title is amended from dean to executive director.

Outreach Program Manager Marilyn Bokrass said the changes reflect the office's push toward offering new ways to reach nontraditional students as well as illustrating that the unit is more service oriented. Changing from a college to an office necessitated changing the administrator's title to be more appropriate. The title change also suggests more hands-on responsibilities, rather than tied down to other commitments within the university. The requested changes are in line to what other schools are doing.

Discussion centered on one sentence in the proposal: "The unit will also assume responsibility for coordinating all Kent State academic conferences." Outreach Program Manager Bokrass said that all the details have not been worked out, but she envisions that the office will become a central point of communication and a service to academic units for logistics; currently, a job position within the office is being reorganized to include this responsibility. She assured members that the office will not oversee conference content or negotiate with corporate partners. In response to a question on developing conference materials, she said that responsibility had been part of the original mission of the office and, although the administration will "have to figure out [responsibilities] as we go along," the office does have a marketing component that can accomplish this.

Associate Provost Davis emphasized that EPC members were voting on the office and administrator title changes, and not on the office's responsibilities. The item went for a vote and passed unanimously.

Action Item 5: Establishment of a Human Services Technology [HST] concentration in the Human Development and Family Studies [HDFS] major within the Bachelor of Science [BS] degree program. Proposal includes credit decrease of major electives and revision of the Case Management for Individuals and Families [CMFI] concentration. Total credit hours to program completion are unchanged at 121.

Associate Dean Nancy E. Barbour said the creation of the new concentration is an attempt to update another concentration and better articulate the bachelor's degree program with the companion associate degree program offered on the Regional Campuses. Executive Dean Gregory L. Andrews added that the new concentration provides a pathway for a baccalaureate not currently offered for Regional Campus students. Dean Williams seconded Associate Dean Barbour's motion for approval. It passed unanimously.

Information Item 1: Extension of the Exploratory [EXPL] major to the Regional Campuses. Currently, the major is attached to Undergraduate Studies only. In Banner, the new codes will read: AC-XX-EXPL; EC-XX-EXPL; GC-XX-EXPL; SA-XX-EXPL; ST-XX-EXPL; TR-XX-EXPL; TU-XX-EXPL.

Dean Gary M. Padak explained that the Regional Campuses have never had their own Exploratory major code, which caused problems with reporting. At the request of several campus deans, Undergraduate Studies approves the establishment of the code for Regional Campuses, while maintaining a Kent campus code. Dean Andrews supported the proposal, saying that most Regional Campuses at-risk students are exploratory, and this major attached to the individual campuses will allow for early intervention.

Information Item 2: Revision of the EPC deadlines for undergraduate and graduate program, policy and course proposals and other catalog changes.

One update to the proposal is the effective term for course fees will remain fall, with the deadline for submissions to be first week of February. An EPC member requested that the minutes reflect that although information items are not voted upon, this item received an honorary enthusiastic vote.

An EPC member stated that she would like to see an online Undergraduate Catalog with no effective date, so any policy, program or course revisions could be implemented immediately. Other members responded that students are allowed to change their catalog year (going forward, not back) to take advantage of program and policy revisions, and that process is done through the college office.

Information Item 3: Extension of the following certificate programs to the Ashtabula campus: Accounting Technology [C201]; Advanced Internet [C101]; Business Management Technology [C102]; Child and Family Advocacy [C122]; College Prep/Bridge [C120]; CAD/Design Technician [C103]; Computer Forensics/Information Security [C137]; Desktop Publishing [C104]; Entrepreneurship [C105]; Manufacturing Management Technology [C111]; Microcomputer Applications [C110]; Plastics Manufacturing Engineering [C113]; Radiation and Polymer Engineering [C121].

EPC members questioned faculty staffing for the programs on the Ashtabula campus and encouraged regular review on faculty quality.

In response to a request for discussion beyond the agenda items, one member asked about lack of access to classrooms and the process to unlock a classroom door. Associate Provost Davis replied that she will be sending out a revised door-lock memo that addresses this. Academic units who have hired the instructor need to arrange for access for the instructor to any classrooms in which that person is teaching. Electronic swipe-locks have been added to rooms with classroom technology, and she is confirming faculty receive a card key.

With no other requests for discussion or to elevate a lesser action item, Dean Timothy J. Chandler made a motion, seconded by Dean James L. Gaudino, to adjourn the meeting. Associate Provost Davis adjourned the meeting at 3:52 p.m.

Respectfully submitted,

Therese E. Tillett

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

KENT STATE
UNIVERSITY

TO: Therese Tillett, Director, Curriculum Services
FROM: Verna Fitzsimmons, Chair,
21st Century Undergraduate Philosophy Statement Committee
RE: Philosophy Statement
DATE: September 8, 2008

The attached philosophy statement (Attachment 1) is submitted for discussion and action at the September 29, 2008 meeting of the Educational Policies Council.

Background: On January 14, 2008, Provost Robert G. Frank charged the 21st Century Undergraduate Philosophy Statement Committee to develop a statement that would articulate the underlying philosophy of an undergraduate education at Kent State University. This statement would then be used to guide the review of the LER requirements and other areas of the undergraduate curriculum.

Process: A core committee (see attachment 2) met throughout spring 2008 and presented its report to Provost Frank on April 11. 2008. Prior to the submission of the report, focus groups were held with the Stakeholders group (see attachment 2) to receive feedback on the work done by the committee. Faculty, staff and students were invited to a Town Hall meeting on May 13, 2008, to discuss the three potential statements developed by the committee. Based on the comments received at the Town Hall meeting, the committee worked to refine the statements, with the help of Dr. Ray Craig. Two statements were presented for discussion at the Town Hall meetings held on September 2, 2008, and September 5, 2008. The document presented for discussion and action is the result of those meetings.

College of Technology
Office of the Dean
202 Van Deusen Hall • P.O. Box 5190 • Kent, Ohio 44242-0001
330-672-9780 • Fax: 330-672-4818 • http://www.kent.edu.tech

Attachment 1

Philosophy of a Kent State University Undergraduate Education

Kent State University, a public research university, brings scholarly and creative activity and innovation to undergraduate and graduate education. A community that joins diverse students and faculty together as discoverers, creators, and learners, Kent State University recognizes its responsibility to preserve and enhance its historic legacy through civil discourse, and a respect for diverse viewpoints. The University strives to serve and benefit the people of Ohio and to be a national leader in the creation, dissemination, and application of knowledge and in the formation of effective, responsible, and productive citizens in our increasingly complex, interconnected, and diverse global community.

Kent State University has built its philosophy of undergraduate education on the dynamic relationship of knowledge, insight, engagement, and responsibility. The University embraces the vision that a liberal arts education is foundational for peaceful coexistence, unity, goodwill, respect, and justice between and among the citizens and institutions of this nation and other sovereign nations and peoples. Kent State graduates have developed specialized and general knowledge and skills that they are prepared to apply responsibly in new and complex settings and thereby contribute substantially to the public good.

A Kent State University undergraduate education is:

Knowledge. Study in the arts, humanities, interdisciplinary studies, languages, mathematics, sciences, and social sciences provides our graduates with knowledge of human cultures and the physical and natural worlds. Our graduates develop the general knowledge that is the foundation of informed judgment, and life-long learning; they develop specialized understanding and appreciation for the key concepts and skills of their chosen fields.

Insight. Learning based in inquiry, evidence analysis, critical and creative thought, and collaborative problem-solving provides our graduates with the intellectual and practical skills fundamental to 21st-century literacies. Information literacy, quantitative literacy, digital literacy, interpersonal skills, and aural, oral, visual, and written communication skills enable our graduates to bring critical and creative insight to the construction, articulation and application of new knowledge.

Engagement. Kent State emphasizes civic, intercultural knowledge and competencies through students' direct involvement in research, creative activity, community outreach, and through progressively more challenging problems, projects, and standards of performance across the disciplines. Involved in scholarly and creative activity and in outreach, our students combine the intellectual and practical benefits of education for lifelong learning and engagement in our local and global communities.

Responsibility. The undergraduate education at Kent State University emphasizes critical thinking, ethical reasoning, and moral judgment in conjunction with the acquisition of expertise. Kent State graduates are involved astutely and practically in diverse communities and real-world challenges and grow to become reflective, responsible, and productive citizens.

DRAFT

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Proposal

To institute a Graduate Council as one of two faculty senate councils within a modified Educational Policies Council (EPC).

The new Educational Policies Council (EPC) would be comprised of two councils, a Graduate Council to serve as the university-wide advisory committee charged with addressing graduate curriculum, program policy and graduate planning, development and approval, and an Undergraduate Council to serve as the university-wide advisory committee charged with addressing undergraduate curriculum, program policy and undergraduate planning, development and approval.

The full EPC, including membership of both Graduate and Undergraduate Councils, would meet at least once per academic term and additionally as issues of mutual interest demand. Membership of each council would include appropriate representation from Faculty Senate, University and College Administration, as well as other constituencies.

Rationale

The commitment to graduate education has been a cornerstone of Kent State University's mission and excellence. The advancement and vitality of graduate education at Kent State University increasingly depends upon an institution-wide consideration of the practices, policies, and planning that will contribute to the creation, discovery, and application of new knowledge, to the training of new practitioners and stewards of the research mission of higher education, and to the economic and cultural vitality of the State of Ohio. To respond effectively to the rapidly changing demands of our society while maintaining the vision and integrity of our disciplines is the challenge we seek to meet with a more efficient and effective governance structure for graduate education and undergraduate education.

Graduate Education Reorganization

The unique interests and system of graduate education has driven reorganization in recent decades at Kent State University. The tension between the need for managing common processes, reducing costs across the university, and enhancing overall quality of programs on the one hand, while allowing disciplines to meet disciplinary standards and respond to disciplinary change on the other, has driven change in the past.

The reorganization of graduate education since the 1980s has resulted in a largely fractured structure: curricular matters are managed through the curricular structures implicitly devoted to undergraduate curricular matters, limited planning is managed both within disciplinary units and administrative units but largely without discussion across disciplinary units, across collegial units, or vertically, across disciplinary and administrative units. During the same period, university-wide graduate education concerns, such as degree equity, student support, fiscal management, application processes, interdisciplinary and consortial graduate programming, standards of practice for program review,

graduate faculty status, assistantship requirements and instruction preparation, and so on, have been partially centralized in RAGS, with some responsibility centralized within colleges. Meanwhile, previously existing structures did not support university-wide consultation or shared governance of graduate education; instead multiple graduate councils existed in the graduate college and graduate schools. Moreover, the previous instantiations of the graduate councils at Kent State have not been formal bodies of Faculty Senate. The present proposal would create both a supporting structure for consideration of the unique interests of graduate education and would also create a shared-governance structure for graduate education.

At various times, Kent State University has conformed to the recommendations of the Council of Graduate Schools policy statement on the nine Structural Elements of Graduate Education considered to be critical to the success of graduate education at every university. At the present time, however, two key elements are missing: the graduate council and graduate student representation. The proposal would ensure not only a graduate council structure is in place to advance graduate education, but also that graduate faculty and students both participate more fully in the governance of graduate education.

Shared Governance

Current advisory structure does not reflect the university's commitment to shared governance: the graduate studies advisory groups within colleges are variously constituted and are held with varying regularity; some have review authority over curricular and policy matters and some do not. At the next level, the Graduate Studies Administrative Advisory Committee (GSAAC), whose membership consists of the associate deans of colleges and chaired by the dean of graduate education, is the only university-wide advisory body for graduate education. GSAAC does not include graduate faculty or representation from disciplinary units, and therefore does not have their necessary contributions. The new EPC structure would bring the advisory activities of GSAAC into the realm of shared governance. Recognizing this need, GSAAC unanimously recommended that a Graduate Council be formed precisely because it did not have adequate participation from the broader graduate education community.

While it may be argued that the new structure diminishes the responsibilities of the current EPC, this proposal would in fact enhance the ability of EPC to work efficiently in addressing the usual curricular review responsibilities of the current EPC, as each council would devote most of its attention to the agenda within its purview. Additionally, the proposed structure would allow the individual councils to work more effectively in addressing long-range planning, policy, and development within the undergraduate and graduate missions respectively—with each council's membership more closely aligned to those missions. Under the current structure, there is no assurance that a graduate curricular proposal would leave a department for approval and be reviewed by members of the university community whose commitment is primarily to graduate education. EPC's purview over policy and planning for graduate education is likely to be expanded, as advisory activity in the college and GSAAC would move formally within EPC.

Overview of Current Practices

Curricular proposals generated by the disciplinary units proceed to the Educational Policies Council through various means. In some colleges, the proposal might go to a college curriculum committee, in others through a college graduate council or similar body. In many instances, curricular review is not performed by individuals necessarily committed to graduate education or who are charged with representing the interests of graduate education as a whole.

Policy matters, on the other hand, are broadly decentralized into the disciplinary units, while oversight and managerial functions are disbursed across college offices for graduate study and the office of graduate study. The necessary dialog and discussion of policy matters occurs, but in a limited manner: associate deans attempt to manage individual disciplinary units, while the office of graduate studies attempts to manage both disciplinary units as well as the collegial units.

Long-range Planning, a necessary function for maintenance and quality of graduate education, occurs in a largely decentralized fashion. Disciplinary units maintain their programs within budgetary restrictions; Graduate Studies effect plans by managing budgets and, on occasion, by intervening through graduate program review.

Within graduate education at Kent State University, therefore, the necessary tension between the disciplinary interests and the centralized managerial and planning interests has no site for productive resolution and no process for ensuring that all interests are fully considered.

Overview of Changed Practices

Membership of a reorganized EPC would be adjusted so that the undergraduate and graduate constituencies would be more accurately represented in the respective councils and across the full EPC. Graduate Council would be co-chaired by the Senior Vice President for Academic Affairs and Provost and Chair of Faculty Senate. Administrative representation on council would include the dean for graduate studies, the associate deans or title of position charged with graduate education matters within their respective colleges, the chief administrative officer for regional campuses, and the dean of library and media services or designee. Graduate faculty would be appointed by Faculty Senate, with additional members elected by each college's graduate council (or similar body). The graduate student representative would be selected by the Graduate Student Senate. The relative balance of representation among administrators, faculty, and graduate students, with a slight faculty majority, would conform to current Faculty Senate practices, and each member would have a single vote on Graduate Council. The Undergraduate Council of EPC would be similarly constituted: chaired by the Senior Vice President for Academic Affairs and Provost and Chair of Faculty Senate; administrative members would be the vice provost, the dean of undergraduate studies, college deans or their designees, the chief administrative officer for regional campuses, in addition to the dean of library and media services or designee; faculty and student representation appointed in a similar manner, with identical voting rights. When the full EPC deliberates, the full membership of each council would have

voting rights on the full EPC and the same relative balance of faculty to administrative to student representation would be maintained, as both deans of colleges and associate deans of graduate study within each college would be represented and would have a vote. The effective change is that constituencies primarily concerned with graduate education are voting on graduate education matters.

Curricular proposals generated by the disciplinary units proceed to the Educational Policies Council through various means. In some colleges, the proposal might go to a college curriculum committee, in others through a college graduate council or similar body. When proceeding to EPC, however, graduate curricular proposals would proceed to the Graduate Council of EPC. When proposals appear to be of interest to both the Undergraduate and Graduate Councils of EPC, the leadership of either council (and therefore of EPC) would designate the matter for consideration by the full EPC.

Policy matters could be generated by disciplinary units, college graduate education administrative officer, college graduate council or other body, or the office of graduate studies. Ideally, policy concerns generated by disciplinary interests would proceed through the college graduate council and then to the Graduate Council of EPC for consideration. Policy concerns generated by the office of graduate studies would proceed to the Graduate Council for consideration.

Long-range Planning would be a highly collaborative activity that would occur at the Graduate Council of EPC. Disciplinary and administrative units, as well as graduate faculty would be full participants in the planning. Planning for graduate education could become proactive and dynamic process--not one managed solely through intervention and fiscal management.

Decisions of the Graduate and Undergraduate Councils of EPC would be reported to one another and also to Faculty Senate, as in current practice. Matters of particular concern to Faculty Senate could be taken up by the full Senate, as in current practice.

Other Models for a Graduate Council

The ad hoc Committee to Consider a Graduate Council reviewed structures at peer and aspirant institutions, as well as prior models used or proposed at Kent State. While several models exist that operate outside a shared governance structure (here and elsewhere), the committee felt that the objectives of the proposal (in general, enhanced curricular, policy, development, and planning functions for graduate education with participation of key stakeholders) precluded models that did not embrace the principle of shared governance, viewed as the best means of ensuring participation of key stakeholders.

Two other shared governance models in particular were discussed by the committee. In the first model, the current EPC was replaced by two councils, a graduate council and an undergraduate council. In this model, curricular review, policy matters, and long-range planning would proceed from college curricular bodies to the councils. The councils would deliberate and make recommendations to Faculty Senate, and those recommendations would proceed as they do now. This model's primary flaw is that the model

does not include the means of resolution of issues of mutual interest to both undergraduate and graduate constituencies. Faculty Senate would be the body, then, to consider routine issues of mutual interest; the committee concluded that this was unworkable.

A second model instituted two councils, one graduate and one undergraduate, but EPC remained in place as currently constituted. The two councils would deliberate on all issues within their purviews and make recommendations to the EPC, which would then deliberate on all issues, including those of mutual interest to both graduate and undergraduate constituencies. Recommendations from EPC would then follow the current structure. This model's primary flaw is that the structure would add an unnecessary layer of work and process to the deliberative activities of the university.

Conclusion

The educational mission of the university would be better served under the proposed structure. Each council would be focused on its mission and purview: each council would include strong representation from its stakeholders, and each council could engage more actively in the advisory and deliberative activities associated with undergraduate and graduate education. Finally, the proposed model would bring graduate advisory and deliberative activities within the shared governance structures of the university and enhance curricular, policy, development, and planning activity through wider participation of the graduate education community.

Submitted for your consideration on September 1, 2008 by,

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Blank, James

Craig, Raymond

Crawford, John

Dalton, David

Davis, Diane

Doheny, Peggy

Sharag-Eldin, Adil

Freund, Betty

Goldsmith, Evelyn

Hanson, LuEtt

Janson, Thomas

Lilly, Erica

Martsolf, Donna

Ortiz, Joseph

Roxbury, Susan

Rumrill, Phil

Odell-Scott, David

Stalvey, John

Stevens, Mary Ann

Tyner, James

Zurbuch, Lowell

3342-2-05 Faculty senate charter

(F) Meetings.

…

(2) Councils of the faculty senate. The educational policies council shall be a body of the faculty senate.

(a) The educational policies council shall consist of two bodies, one responsible for undergraduate education called the undergraduate council and the other for graduate education called the graduate council.

(~~a~~b) Issues jointly affecting undergraduate and graduate education will be discussed at the semester meeting of the full educational policies council.

(c) The educational policies council and its bodies shall consider curricular matters of concern to the university as a whole, and shall be the faculty senate bod~~y~~ies responsible for long-range academic planning for the university.

(d) The educational policies council and its bodies shall be chaired by the provost.

(F) Councils, committees and commissions.

(1) Rights of the faculty senate and definitions. The rights of the faculty senate and definitions are specified in paragraph (G)(1) of rule 3342-2-05 of the Administrative Code and of this register.

(2) Educational policies council.

(a) Composition.

1. The educational policies council shall consist of two bodies, one responsible for undergraduate education called the undergraduate council and the other responsible for graduate education called the graduate council. Issues jointly affecting undergraduate and graduate education will be discussed at the semester meeting of the full educational policies council.

(b) Function.

1. The educational policies council shall be concerned with conceptual and structural aspects of long-range academic planning; overall curricular planning; the arbitration of interdepartmental and intercollegial curricular disputes; the conformity of collegial and departmental curricular programs and proposals to university-wide policies; the establishment, discontinuance, or significant alteration of academic programs; the establishment or discontinuance of bodies or agencies which are directly related to academic programs; the standards for admission and graduation of students; library policies and facilities; and such matters as may be referred to it by college curriculum committees or the faculty senate related to issues that jointly impact undergraduate and graduate education.

2. The undergraduate council shall be concerned with conceptual and structural aspects of long-range academic planning; overall curricular planning; the arbitration of interdepartmental and intercollegial curricular disputes; the conformity of collegial and departmental curricular programs and proposals to university-wide policies; the establishment, discontinuance, or significant alteration of academic programs; the establishment or discontinuance of bodies or agencies which are directly related to academic programs; the standards for admission and graduation of students; library policies and facilities; and such matters as may be referred to it by college curriculum committees or the faculty senate related to issues that impact undergraduate education.

3. The graduate council shall be concerned with conceptual and structural aspects of long-range academic planning; overall curricular planning; the arbitration of interdepartmental and intercollegial curricular disputes; the conformity of collegial and departmental curricular programs and proposals to university-wide policies; the establishment, discontinuance, or significant alteration of academic programs; the establishment or discontinuance of bodies or agencies which are directly related to academic programs; the standards for admission and graduation of students; library policies and facilities; and such matters as may be referred to it by college curriculum committees or the faculty senate related to issues that impact graduate education.

(c) Division of Labor.

1. All recommendations of the educational policies council and its bodies related to long-range academic planning or to the establishment, discontinuance, or major alteration of programs or bodies shall be submitted to the faculty senate for approval. Proposals for the discontinuance or major alteration of an academic program shall be preceded by a program review conducted according to established procedures.

2. Business of the educational policies council and its bodies which normally would not come to the faculty senate floor may, at the option of said councils or at the request of the faculty senate, be brought to the floor.

3. All commissions appointed to consider academic planning for the university shall report to the appropriate body of the educational policies council.

(f) ~~The chair of the educational policies council shall appoint a subcommittee whose primary concern is long-range academic planning~~.

4. The chair of the educational policies council shall appoint a University Requirements Curriculum Committee which shall be concerned with the liberal education requirements, the diversity requirements, and the writing intensive requirements. This subcommittee shall report to the ~~Educational Policies~~ undergraduate council.

(d) Voting.

1. "Ex officio" members on the educational policies council shall have vote and shall be the senior vice president for academic affairs and provost; the vice provost; the dean of undergraduate studies; the ~~vice president and~~ dean ~~for research and~~ of graduate studies; the dean or his/her designee and associate

dean for graduate affairs in the college of architecture and environmental design; the dean or his/her designee and associate dean for graduate affairs in the college of the arts; the dean or his/her designee and associate dean for graduate affairs in the college of arts and sciences; the dean or his/her designee and associate dean for graduate affairs in the college of business administration and graduate school of management; the dean or his/her designee and associate dean for graduate affairs in the college of communication and information, the dean or his/her designee and associate dean for graduate affairs in ~~education and~~ the college and graduate school of education, health, and human services; the dean or his/her designee and associate dean for graduate affairs in the college of nursing; the dean or his/her designee and associate dean for graduate affairs in the college of technology; the dean of the honors college; the chief administrative officer for regional campuses; the dean of university libraries and media services and designee.~~; and the dean for academic and student services, regional campuses~~ and the chair of the faculty senate. In any degree-granting unit without an associate dean for graduate affairs, that position on the EPC shall be filled by the administrator or faculty member with administrative responsibility for graduate affairs in that unit.

2. "Ex officio" members on the undergraduate council shall have vote and shall be the senior vice president for academic affairs and provost; the vice provost**;** the dean of undergraduate studies; the dean or his/her designee in the college of architecture and environmental design; the dean or his/her designee in the college of the arts; the dean or his/her designee in the college of arts and sciences; the dean or his/her designee in the college of business administration; the dean or his/her designee in the college of communication and information; the dean or his/her designee in the college of education, health, and human services; the dean or his/her designee in the college of nursing; the dean or his/her designee in the college of technology; the dean of the honors college; the chief administrative officer for regional campuses; the dean of university libraries and media services or designee, and the chair of the faculty senate.

3. "Ex officio" members on the graduate council shall have vote and shall be the senior vice president for academic affairs and provost; the dean of graduate studies; the associate dean for graduate affairs in the college of architecture and environmental design; the associate dean for graduate affairs in the college of the arts; the associate dean for graduate affairs in the college of arts and sciences; the associate dean for graduate affairs in the graduate school of management; the associate dean of graduate affairs in the college of communication and information; the associate dean for graduate affairs in the graduate school of education, health, and human services; the associate dean for graduate affairs in the college of nursing; the associate dean for graduate affairs in the college of technology; the chief administrative officer for regional campuses; the dean of university libraries and media services or

designee, and the chair of the faculty senate. In any degree-granting unit without an associate dean for graduate affairs, that position on the graduate council shall be filled by the administrator or faculty member with administrative responsibility for graduate affairs in that unit.

4. From the elected representatives on the faculty senate, the chair-elect shall appoint ~~five~~ ten senators to membership on the educational policies council with due regard for representation by curricular units of the university. Five senators will be appointed to the undergraduate council and five senators with full graduate faculty status within their respective units will be appointed to the graduate council.

5. One member of each college curriculum body shall be elected by these bodies to membership on the undergraduate council.

6. To ensure representation from among the university's graduate coordinators, one member of each college graduate coordinating body shall be elected by these bodies to membership on the graduate council. The faculty must be a full member of the graduate faculty within their respective academic unit.

7. The chair-elect shall appoint additional regular faculty to membership on the educational policies council with due regard for representation by curricular units of the university as needed so that the faculty membership equals the "ex officio" membership.

8. One undergraduate student appointed by the undergraduate student government and one graduate student appointed by the graduate student senate shall serve as observers to the educational policies council with rights of participation but without a vote. The undergraduate student shall also be a member of the undergraduate council and the graduate student shall also be a member of the graduate council.

9. The educational policies council shall meet at least ~~three times~~ once during each term of the academic year.

10. The ~~educational policies~~ undergraduate and graduate councils shall each meet at least three times during each term of the academic year.

11. Agendas, minutes, and attachments of the meetings of the educational policies council and its two bodies shall be distributed to each other as well as to members of the faculty senate.

3342-2-07 Administrative policy and procedures regarding the educational policies council.

(A) Educational policies council. For complete information on this council, see rules 3342-2-05 and 3342-2-06 of the Administrative Code and this register.

(B) The educational policies council shall consist of two bodies, one responsible for undergraduate education called the undergraduate council and the other responsible for graduate education called the graduate council. Issues jointly affecting undergraduate and graduate education will be discussed at the semester meeting of the full educational policies council.

(C) Responsibility and authority. The responsibilities and authority of the educational policies council and its bodies shall be as follows:

(1) Long-range academic planning, both conceptually and structurally, for the university. It is understood, of course, that this long-range planning shall reflect the mission and goals of the university as these are defined by the board and the president jointly. A close, coordinated interrelationship is to be presumed between the educational policies council and agencies established by the board and/or the president;

(2) Overall curricular planning and policy guidelines for the university;

(3) Sensitivity to proliferation and duplication of courses;

(4) Arbitration of interdepartmental and intercollegial curricular disputes or misunderstandings;

(5) Coordination of curricular changes generated by a specific academic unit of the university as they affect other academic departments, majors, and colleges;

(6) At its discretion, review of all curricular changes and proposals originating with other academic units to assure effective adherence to university-wide policies;

(7) Action on matters referred to it by college curriculum committees specified in preceding paragraphs; and

(8) Approval of new or altered academic programs.

(D) Periodic review of the educational policies council and its bodies. The responsibility, authority and structure of the educational policies council and its bodies shall be reviewed each two years or at any time review may be considered appropriate by majority vote of the whole membership of the educational policies council.

(E) Procedures of the educational policies council bodies. All curricular changes whether initiated and determined by department, college or other curricular body shall be reported to and published in the curricular bulletin by the office of the provost for undergraduate curriculum matters and by graduate studies for graduate curriculum matters. This publication will give notice to all academic units of proposed curricular changes thereby affording them the opportunity to comment upon the proposals. All curricular bodies and academic units must be mindful of certain time limitations such as deadlines for catalog copy when proposing or commenting upon curricular changes. After a prescribed period of time succeeding the publication of curricular proposals, they will become effective as outlined in the balance of this statement; if any curricular proposal is questioned by any other curricular body or academic unit within the time allowed after publication, the issue will be resolved as outlined in the balance of this statement and upon resolution becomes effective.

(1) Curricular matters determined and proposed solely by academic departments shall be as follows:

(a) Changes in course descriptions not involving substantial changes in course content;

(b) Changes in course titles not involving substantial changes in course content;

(c) Changes in course prerequisites;

(d) Abandonment of courses not affecting any other academic unit; and

(e) Changes in course numbers not affecting level.

(2) Curricular changes initiated by academic departments but forwarded to parent college curriculum committees for approval shall be as follows:

(a) Changes in course credit hours;

(b) Changes in course numbers affecting the level of courses;

(c) Abandonment of courses which affects other degree programs or general curricular requirements within the parent college;

(d) New or additional courses;

(e) Substantial changes in course content affecting description and title, constituting essentially new courses; and

(f) Changes in or establishment of major and minor sequences consistent with university-wide policies.

(3) Curricular changes initiated by academic departments but forwarded for approval to parent college and other affected colleges shall be as follows:

(a) Abandonment of courses specified in degree programs or general curricular requirements of colleges other than the parent college;

(b) Substantial changes in content affecting title and description of courses required in degree programs or general curricular requirements of colleges other than the parent college;

(c) Changes in course numbers affecting level of courses required in degree programs or general curricular requirements of colleges other than the parent college; and

(d) Establishment of new or additional courses designed for degree programs or general curricular requirements of colleges other than the parent college.

(4) Curricular matters initiated and determined by college curriculum bodies shall be as follows:

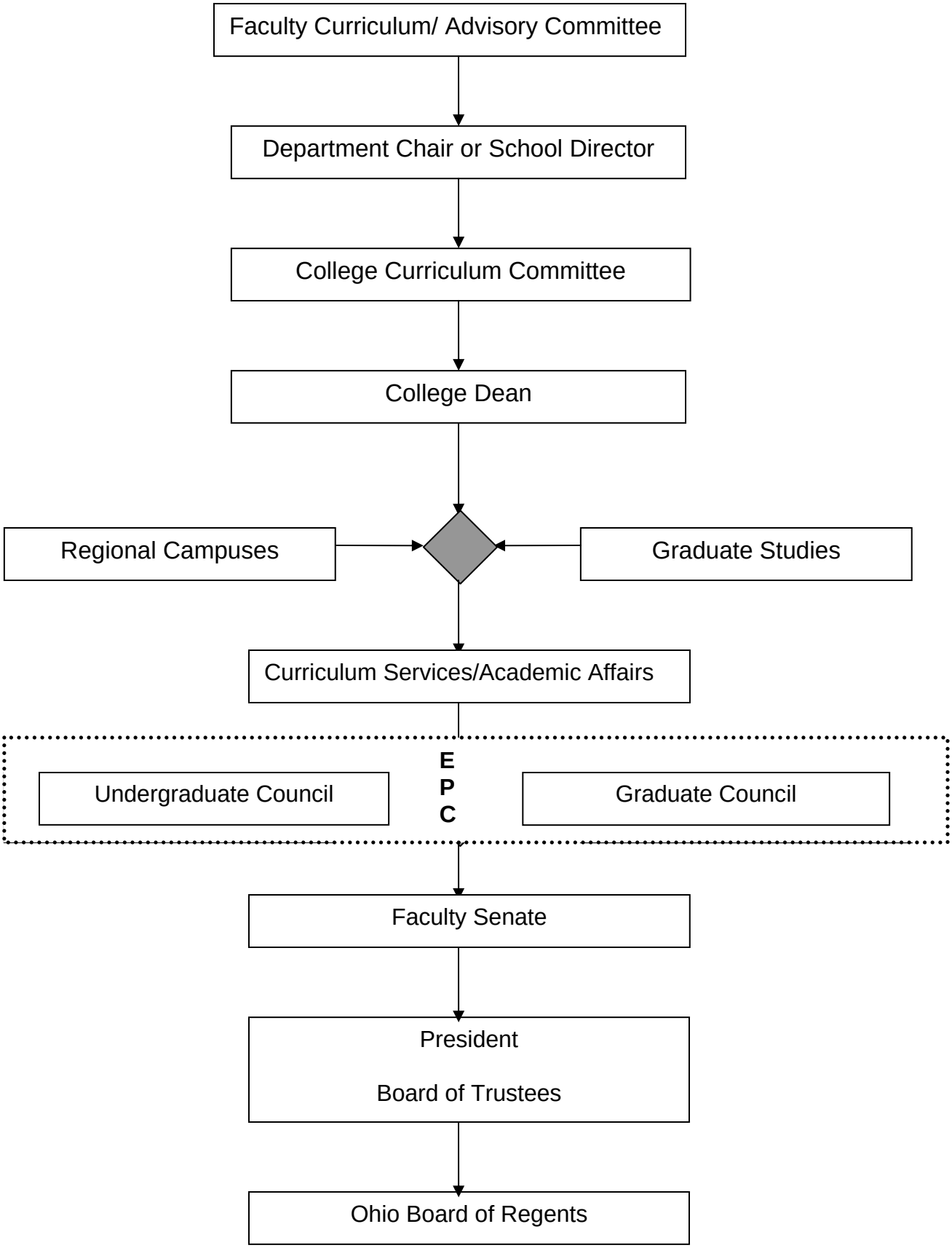
(a) Policies for major and minor sequences; proposed departures from university-wide policies shall be referred to the educational policies council;

(b) General curricular policies and requirements for the college; proposed departures from university-wide policies shall be referred to the educational policies council.

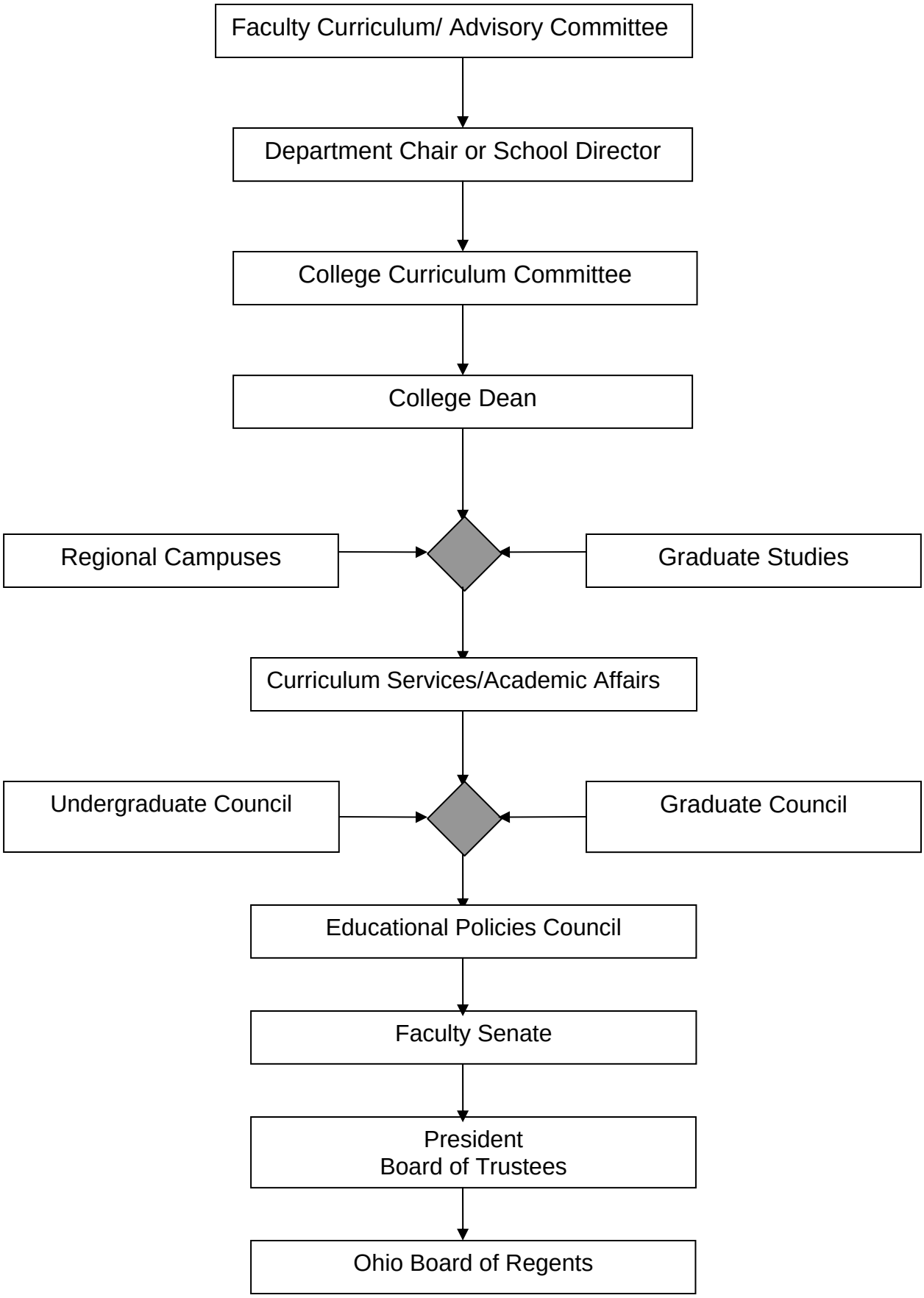
(5) The ~~graduate council,~~ honors college, ~~school of physical education, recreation, and dance,~~ school of library science, ~~school of nursing~~, and the regional campus councils shall function in a fashion parallel to the college curriculum committees.

Effective: September 8, 1997 Prior Effective Dates: Prior to November 4, 1977; October 5, 1979; April 30, 1982; May 28, 1997

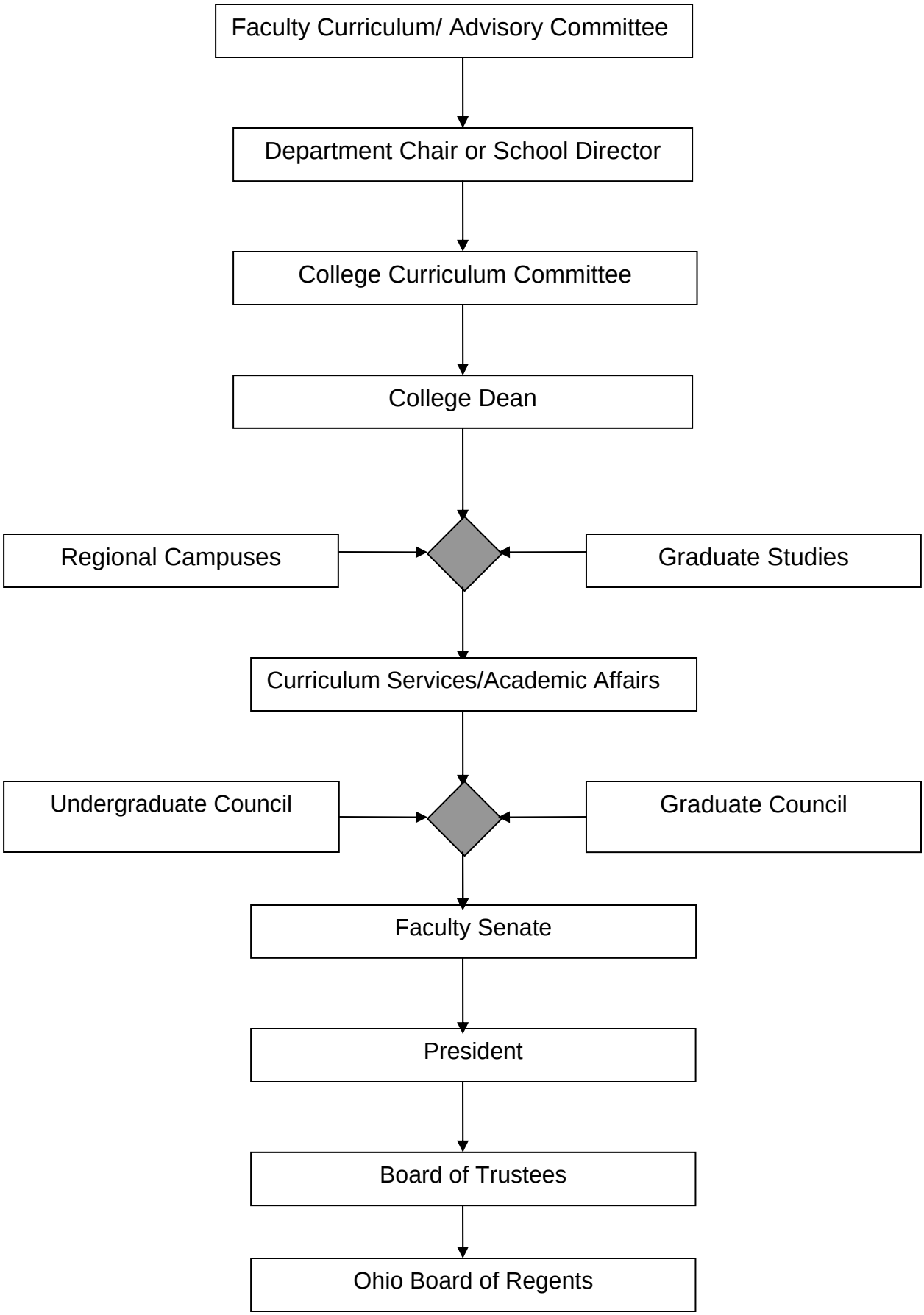
ONE POSSIBLE MODEL



SECOND POSSIBLE MODEL



THIRD POSSIBLE MODEL



KENT STATE
UNIVERSITY

INTERDEPARTMENTAL CORRESPONDENCE
College of Arts and Sciences

To: Robert G. Frank, Provost

From: Tim Moerland, Dean
College of Arts and Sciences

Date: September 18, 2008

Re: Proposal for a Master of Science Degree in Applied Social and Behavioral Research and the Establishment of the Department of Applied Social and Behavioral Research

I forward the attached proposals to establish a Master of Science degree in Applied Social and Behavioral Research and a Department of Applied Social and Behavioral Research. The proposal for the Master of Science degree was reviewed in the College of Arts and Sciences Curriculum Committee and received a tie vote. It was unanimously accepted by the College Advisory Committee. The proposal to establish a new department was defeated in the College Curriculum Committee but passed in the College Advisory Committee.

I send these proposals forward for consideration with my full support.

KENT STATE
UNIVERSITY

Interdepartmental memo
Department of Justice Studies

To: Dr. Mary Ann Haley, Assistant Dean of Curriculum, Arts and Sciences

From: Dr. Mark Colvin, Chair

Date: August 13, 2008

Re: Transmittal Memo: Proposal to Establish New Academic Unit, Department of Applied Social and Behavioral Research

Following meetings and votes of the Justice Studies Faculty Advisory Committee (February 7, 2008; reaffirmed July 21, 2008), the full faculty of Justice Studies (February 19, 2008), and the Justice Studies Curriculum Committee (February 20, 2008; reaffirmed August 6, 2008), all of which supported establishing a new academic unit entitled "Department of Applied Social and Behavioral Research," I am recommending to the College of Arts and Sciences and to the University that the proposed academic unit be established. The proposal was developed by a group of faculty members from Justice Studies who are associated with the Institute for the Study and Prevention of Violence (ISPV), which will be a key partner with the proposed academic unit and its proposed master's degree. The reason that the proposal was reviewed first by the Justice Studies faculty is because most of the faculty members developing the proposal are currently in Justice Studies and because the greatest impact of the proposal will be upon the Department of Justice Studies, as explained in the attached Proposal Summary.

The proposed academic unit would house a new master's of science program in Applied Social and Behavioral Research (ASBR). The proposal for the new degree program is being submitted separately. The current attached proposal seeks to establish the academic unit that would house the proposed master's degree.

Please find attached the Proposal Summary, CCP form, Fiscal Impact Statement, and attachments that support the proposal. Several academic units have been consulted and are listed in the Proposal Summary and on the CCP form.

Please contact me (mcolvin1@kent.edu) and the Department's CCC Representative, Dr. Tom Brewer (twbrewer@kent.edu), if you have any questions.

cc: Dr. Tim Moerland, Dean, College of Arts and Sciences
Dr. John Stalvey, Associate Dean, Graduate Studies, College of Arts and Sciences
Dr. Evelyn Goldsmith, Interim Dean, Research and Graduate Studies
Therese Tillett, Director of Curriculum Services, Provost's Office

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Proposal Summary

Title: Establish New Academic Unit, Department of Applied Social and Behavioral Research

Subject Specification: The intent of this proposal is to establish a new academic unit, Department of Applied Social and Behavioral Research (ASBR), to house a proposed new interdisciplinary master's degree program in applied social and behavioral research (see accompanying Proposal to Establish New Degree).

Specific Recommendation and Justification: It is recommended that a new Department of Applied Social and Behavioral Research (ASBR) be established to house a new master's of science degree in applied social and behavioral research. The core faculty members who will compose the new department have been conducting community-based research in community behavioral health interventions and violence prevention through ISPV and are thus uniquely positioned to develop, coordinate, and implement the proposed academic unit and its proposed graduate program, as described in the accompanying proposal to establish a new degree program. The program offers a unique niche in applied community-based research not offered by other universities or other departments at KSU. It provides graduate students with highly marketable skills in applied research. (See External Letters of Support attached to this proposal.)

Purpose and Background Information:

Description of unit and setting including its intended effect

The proposed unit will be an academic department within the College of Arts and Sciences and will house the proposed interdisciplinary Master's of Science program in Applied Social and Behavioral Research. The department will have close affiliation with the Institute for the Study and Prevention of Violence (ISPV) which has an excellent track record of grant-funded community-based research in violence and crime prevention and community behavioral health interventions. The core faculty members of the department are active research faculty affiliated with ISPV and are dedicated to training graduate students through course instruction and seminars and by involving them directly in their research projects. Coordination by a new department is needed to coordinate the activities among several departments that will be offering courses for the degree program and among numerous community partners that will be providing settings for research experiences for students in the program.

Scope of action

The proposal establishes an academic unit (department) by moving existing faculty lines from the Department of Justice Studies, to house and coordinate an interdisciplinary Master's level program in Applied Social and Behavioral Research with concentrations in violence and crime prevention and community behavioral health. ISPV has developed an impressive record of research with community partners in the areas of violence and crime prevention and community behavioral health interventions (see attached documentation listing ISPV projects).

Rationale and Need for Action

The proposed Department of Applied Social and Behavioral Research draws on a number of disciplines to house an interdisciplinary program that focuses on applying knowledge and research to solving community-level social and behavioral problems. Many of today's

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communities face daunting challenges related to epidemic levels of violence, crime, mental illness, addictions, and other social adversities. Solutions to these complex community challenges call for new and innovative approaches employing a diverse mixture of knowledge and skills. Effective community/university partnerships hold considerable promise in meeting such challenges, particularly when funding mandates increasingly call for the use of best practices and approaches that are grounded in sound scientific research. As KSU prepares for its Centennial Celebration, the proposed program honors KSU's mission by enhancing not only academic and teaching excellence, but also a distinguished history of public service and community outreach.

The rationale and need for the proposed department and degree arises from several recent trends: the explosive growth of evidence-based practices; rise of accountability mandates; the gap between research and practices in violence/crime prevention and community behavioral health; and the need for interdisciplinary collaboration to deal with complex community-based social and behavioral problems. (See External Letters of Support.)

A new academic unit is necessary to house the proposed degree for seven important reasons:

1) There needs to be a strong coordinating entity for this complex interdisciplinary program. The program's core mission must be uninhibited by competing departmental goals and the program must have the authority and stature to represent the program directly to the university administration. A department with a department chair provides the necessary organizational framework and leadership for the interdisciplinary program.

2) Unlike other interdisciplinary programs, which usually involve two or three departments, the proposed program involves collaborations with eleven existing departments across three Colleges at Kent State University. In addition, the success of the degree requires extensive coordination with community agencies that will provide research sites for the program and its students. The complex coordination for this interdisciplinary degree requires a department with a chair who has the authority to represent the program to these other entities for the process of coordination.

3) If housed in any existing department at KSU, the mission of the proposed program will be subsumed under or come in potential conflict with the existing missions of a current department. It is unlikely that the new degree will be given top priority within an existing department. That means the program will very likely underperform in terms of both recruiting new faculty and new students. Moreover, without a new department, the faculty will be less likely to have a direct avenue to the KSU central administration, which will be needed for effective coordination of the program and for adequate funding to meet growing demand as new students are attracted to KSU by this unique degree program. The external letters of support attest to the growing demand for graduates with the type of master's level training the department will provide. (See External Letters of Support.)

4) The program will have a unique set of required core courses that cannot be covered by existing courses in other departments due to lack of space in these other departments' courses, lack of focus of these courses that is directly related to the proposed program's area of study, and because of logistical problems pointed out during consultations with existing departments during the development of program proposals. The department and its core faculty will teach these core courses that are unique to the degree, and over time

will add unique elective courses that can be developed through the Special Topics mechanism.

5) While the proposed graduate program will have a strong affiliation with the Institute for the Study and Prevention of Violence (ISPV), this Institute lacks the authority and resources of an academic unit to effectively coordinate and administer the proposed program. Adding on administrative duties to ISPV will take away from ISPV's core function of seeking and acquiring grant funded research, which would be a detriment to the University. These added administrative tasks would also undermine ISPV's ability to seek collaborations across universities and seek research partners in the community. Thus having an institute or center is no replacement for a department since it would lack resources and any authority to present the program to the University administration. ISPV's affiliated status with the new department/program would allow both to thrive as viable programs. Both ISPV and the new department will benefit from the cross fertilization of grant funding (from ISPV) and graduate student training in research (from ASBR).

6) Related to point number 5 above, we believe that there will be hidden costs of NOT having a department, especially if an institute, like ISPV, is burdened with the responsibility of coordinating the program. Without the visibility and direct support that a department brings, the ability to grow the program and bring in new tuition dollars from this growth will be undermined. From our budget analysis, we believe there are four reasons that a new department will require minimal resource commitments from KSU. First, most of the projected core faculty will bring grant funded dollars into the new department. While a couple of core faculty may be drawn from other programs, most of the core faculty will be moved from Justice Studies. Second, the faculty members currently expressing interest in moving to the new department presently teach a minimal number of courses in the Justice Studies curriculum due to grant funded teaching load reductions. Third, the Justice Studies department is currently carrying two open tenure track positions. Those two open faculty positions in Justice Studies can be filled by the Justice Studies department with new hires, which will make up for the teaching load that will be lost with the movement of faculty from Justice Studies. Fourth, it should also be noted that if faculty in other departments affiliate with (or even eventually move to) the new department, they will have to do so with the agreement of their existing department. Affiliated faculty would most likely teach the elective courses cross-listed between their existing department and the new degree. These affiliated faculty members would also be involved in collaborative research endeavors with the new unit as part of their affiliation, which may bring added research dollars to their home department. These cost/benefit factors would be factored in to any request from a particular faculty member to affiliate with (or to move) his or her faculty line to the new department. Collectively, we do not see hidden costs as a significant barrier to the development of the new degree program or department. A budget for the new department is presented in this proposal and includes budget lines for a department chair, clerical staff person and core faculty. But with the movement of existing faculty lines and with grant funding, the overall level of added costs for KSU will be minimal. (See Budget Projection later in this document.)

7) The department's program provides a specialized niche for graduate training not found in other graduate programs in Ohio. The program and the supporting structure of a department are clearly needed, as evidenced by the external letters of support. (See External Letters of Support). (The only program in the State of Ohio that appears to be somewhat related 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 focuses on developing criminal justice professionals; it is not a program aimed at training researchers in applied community-based violence prevention and community behavioral health, as contained in the degree program of the proposed new academic unit at KSU.)

For all of the above reasons, it is clear that for the proposed master's degree program to thrive at Kent State University, a new department is essential. The degree will only be successful if coordinated and directly represented to the central administration by a department; otherwise, the new degree will be hampered by lack of a supporting structure for successful implementation. The cost of a new department will be minimal since grant funding and existing university resources will cover the bulk of these costs. (See Budget Projection later in this document.)

Circumstances that led to the recommendation

While there are a variety of advantages to creating the new academic unit, there are two circumstances in particular that led to this proposal.

First, several faculty members from across Kent State University have come together and discussed the need for such a department to strengthen their work in the areas of violence/crime prevention and community health. Through their research with community based agencies and grant funded projects, these faculty members have the necessary skill set to provide the foundation for a successful graduate program. The department would allow these faculty members to advance their research and teaching interests and provide a platform to aggressively pursue external research dollars. The visibility provided by a new academic unit would strengthen the overall marketability of the degree.

Second, the new unit is needed to attact students from a variety of institutions and disciplines. There is a clear need for trained and qualified professionals in the field (see External Letters of Support). During the past two decades, there have been dramatic increases in legislative mandates requiring recipients of state and federal monies to demonstrate explicitly the efficacy of their programs. Private foundations are also increasingly mandating accountability. Thus, a growing number of community-based programs have become subject to increasingly complex accountability mandates. The mental health and treatment community is increasingly required to demonstrate that their program interventions are grounded in "evidence-based practices." And more recently, the criminal justice system and community violence/crime prevention initiatives have also fallen under this movement toward greater accountability. In addition, program initiatives now require the participation of university research partners; identification and collection of measurable outcomes; and timely, accurate reporting. Emerging from these partnerships is the recognition of the growing need for a highly-skilled professional workforce of applied social and behavioral researchers. The department and degree will be able to respond to these demands by providing the research expertise and by training students to assist agencies in these endeavors.

These elements combine to give Kent State University a unique opportunity to build a viable graduate research program that prepares graduate students for careers as program directors and researchers who are well-trained in the art and science of community-based research. The new academic unit will provide the necessary infrastructure and leadership needed to foster the interdisciplinary Master's level graduate program in Applied Social and Behavioral Research.

Conformity of action with mission of sponsoring unit:

The Mission Statement of the College of Arts and Sciences states:

It is the mission of the College of Arts and Sciences to deliver a first-rate education dedicated to the traditions and values of the liberal arts. These traditions include developing the skills of critical reasoning, writing, reading and deduction and providing a firm grounding in the theories and methodologies of the humanities, social sciences, and natural sciences and mathematics. These values include a commitment to rigorous questioning of principles and practices, intellectual integrity, community responsibility, and diversity of perspectives in the pursuit of truth and social justice. Fundamental to a liberal education is the acquisition, preservation, and transmission of new ideas and knowledge. Study within the College of Arts and Sciences broadens and enriches a student's intellectual and cultural background. The College provides a core curriculum for all students whatever their major fields or career goals. With specialized and interdisciplinary programs at the undergraduate and graduate levels, the College strives to offer a wide variety of learning and research opportunities to its students guided by nationally and internationally renowned faculty--faculty as passionate and intent on adding to human understanding as they are to passing this understanding on to future generations.

The proposed department not only conforms to, but dynamically advances, the stated mission of the College of Arts and Sciences. The development of critical reasoning, writing, reading, and deduction skills lay at the very core of the proposed curriculum that would be housed in the new academic unit. Students will be required to reason and conceptualize problems both in theory and practice. Writing, reading, and comprehension skills will be tested at various phases. Students will be expected to critically examine academic literature; learn to read and respond to funding solicitations; develop and clearly articulate a research plan; interact with multiple research partners, public agencies, and clients; and disseminate progress and findings.

The nature of Applied Social and Behavioral Research necessarily involves not only a well developed foundation in empirical research, but an understanding and sensitivity towards issues of race, culture, history, and personality. The interdisciplinary nature of the program ensures that students will be exposed to a variety of theories and methodologies. The close affiliation with the Institute for the Study and Prevention of Violence (ISPV) ensures that the students will be well socialized into the professional research culture. Students currently working with ISPV faculty have published in peer-reviewed academic journals, presented at professional meetings, assisted in the preparation of grant applications, and worked directly in numerous research projects. The proposed academic unit will provide the structure in which the College's mission can be greatly enhanced.

Relationship to strategic planning

This proposal will directly advance the Strategic Goals of Kent State University. Each will be discussed individually below.

Focus on those we serve, especially our students: The primary intent of the program is to serve students by preparing them to enter the workforce with a specific set of skills that is very much in demand. Students will have the benefit of close collaboration with faculty who are active researchers in the field. The unit will provide a framework for students to understand behavior as it impacts the communities and allow students to concentrate their studies in their specific area of interest.

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Advance innovation and excellence in teaching to support student success: The level of faculty involvement will serve as an innovation that will support student success. Interdisciplinary study is certainly not a new idea; however the scope of the curriculum across disciplines in the proposed department is innovative. The synthesis of different research methodologies and methods of inquiry into one curricular umbrella provides unequalled breadth and exposure to the program. Teaching excellence will be promoted by allowing core faculty members in the department to concentrate on pedagogical areas related to their research interests.

Promote excellence in research and creative endeavors: Motivated and capable graduate students are an indispensable part of a university's research mission. The symbiotic relationship between teacher/researcher and student serves both parties. This strategic goal is well served by the creation of a department that focuses on recruiting, training, and supporting students in an environment that is inherently research-driven through its close affiliation with ISPV and its coordination with community research partners.

Engage with the world beyond our campuses: The department identified in this proposal, as well as many others in departments offering cross-listed courses, already engage in active, applied, community-based research outside of the university. Inherent in this proposal is the idea that students would be trained in the same manner. The close relationship between the proposed department and the ISPV will ensure a wide range of research experiences in the various federal, states, and local research projects currently underway. Community partners in public and private agencies will be essential components of the degree program; the proposed department will be actively engaged with these community partners in developing the program and creating meaningful research experiences for students. In the process, the department will be directly engaging with the community to address pressing community needs.

Build and sustain relationships and economic development opportunities with our alumni, communities and businesses that foster success for them and for Ohio: Students trained in applied community-based research, technical assistance, and other service would positively impact the economic climate and public service agencies in northeast Ohio. (See External Letters of Support.) The ultra-competitive nature of grant applications, grants management and research dissemination demand highly trained individuals. By serving as the premier training-ground for professionals with these unique skills, Kent State University will add another domain to its regional and national reputation.

Secure our financial future through efficient management, increased levels of external funding and building a strong endowment: In addition to promoting excellence in research, the creation of this program will assist in the accumulation of extramural funding. While in training, students will have the opportunity for hands-on experience in the preparation of grant applications.

<u>Effect on current programs, offerings, students and staff (including potential encroachment)</u>

The greatest impact of establishing the new department will be on the Department of Justice Studies (the department from which this proposal emanates). Establishing the new academic unit will entail moving up to six existing tenure-track faculty lines from Justice Studies to the new department. However, the impact can be greatly mitigated by allowing faculty in the new academic unit to affiliate with Justice Studies for the the purpose of teaching Justice Studies courses, especially Justice Studies courses that serve as electives for the new degree. Impact on other units will be minimal; it is not foreseen that courses would be moved from other units to the new unit. Faculty from other academic units may seek affilation with the new academic unit which would require approval from their home departments or colleges. It is possible that one or

two faculty members from other departments may desire to move to the new academic unit, but, again, this would require approval from their home departments or colleges.

Encroachment is not a major issue for the proposed department for two reasons. First, in an effort to reduce duplication, the degree (described in an accompanying propoal) that will be housed in the proposed department will include a series of new courses unique to the degree, but will also allow students to choose from existing courses in other departments. The courses will be drawn from the following departments and colleges (which were consulted during the development of this proposal): Departments of Geography, Justice Studies, Psychology, Political Science, Sociology; College of Education, Health and Human Services; and College of Nursing. Many courses that already exist in other academic units can be taken by students to fullfill elective requirements of the degree that will be housed in the new academic unit, but the effect will be to increase enrollments in courses of these other academic units, not take students from these courses. Some new courses (listed in the companion proposal) developed for the new degree will be unique to the new degree and will not infringe on exiting course offerings of other departments. (See Internal Memos of Support.)

Second, no other academic unit offers the full scope of the interdisciplinary degree program that will be housed in the proposed academic unit. The full focus of study offered in the proposed department is not found in any other single department; some aspects of the proposed area of study are scattered across eleven departments and three colleges and will be brought together for the first time into a coherent whole to create a unique area of study within the proposed academic unit: community-based research focusing on violence and crime prevention and community behavioral health intervention. Further, no other academic unit enjoys the direct connection with a well-established research institute that the proposed academic unit will have. As noted earlier, ISPV will be affiliated with the proposed department. The proposed academic unit is needed to coordinate the interdisciplinary graduate degree program and related research activities involving graduate students, which will be conducted primarily through ISPV. (See later section of Proposal Summary, "Affiliated Centers and Institutes," for information about ISPV.)

The proposed department would benefit existing departments in a number of ways. For example, students from existing departments such as psychology, sociology, justice studies, political science, geography and others could take ASBR courses to count as electives in their home departments. Taking courses in violence prevention, as an example, would allow students pursuing other degrees to have exposure to this important public health issue. In addition to coursework, the department is well positioned to foster cross-departmental collaborations among faculty both in terms of research and student mentorship. The Institute for the Study and Prevention of Violence (ISPV) has a variety of projects that involve faculty collaborations from a number of departments (e.g., Nursing; Psychology; Sociology; Education, Health and Human Services) as well as collaborations with public and private community agencies. The proposed department would help solidify and coordinate these relationships while providing a superb opportunity for students to work on existing projects already housed in the ISPV. Finally, the proposed department would help prepare students for advanced study at the doctoral level should they choose to pursue advanced training. This will benefit several existing doctoral programs at KSU.

The proposed unit draws on faculty and coursework from a number of departments at Kent State University to train graduate students for employment as program directors or in internal research positions in a number of agencies. These skills will be transferable to wide range of applied community-based settings. The applied focus provides students with specific training in

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evidence-based community program development and research in the areas of violence and crime prevention, and community behavioral health. (See External Letters of Support.)

We thus envision that the program will build rather than infringe upon existing departments and programs at Kent State University. For example, the core course offerings included in the proposed program are focused around principles and methods of prevention and intervention (courses that would be new and unique to the proposed department's graduate program) and the strengthening skills in quantitative and qualitative methodology. Skills in these areas are highly marketable given the focus on empirically based and outcome driven policies. Beyond the core, the student can choose a focus in Violence and Crime Prevention or Community and Behavioral Health. Similarly, these areas are sufficiently broad to allow students to gain employment in a variety of settings while simultaneously offering a specialization in a particular social science arena. (See External Letters of Support.) (Pre-requisites for admittance to the degree program will include at least two semesters, with B or higher grades, of undergraduate research methods/data analysis in social/behavioral science or related field, a 3.0 undergraduate GPA, and GRE scores.)

Affiliated centers and institutes

The proposed department will enjoy a strong affiliation with the Institute for the Study and Prevention of Violence (ISPV), which is housed administratively under Research and Graduate Studies (RAGS). All of the anticipated core faculty of the proposed department are currently research associates with ISPV. Established in February 1998 by the KSU Board of Trustees, the ISPV is a university-wide, multidisciplinary unit where faculty, staff and students from across campus work together on research, training and policy related to violence prevention and community behavioral health. The role and mission of the ISPV is to promote interdisciplinary research into the causes and prevention of violence and related behavioral health problems, engage in the design, implementation and evaluation of community-based programs for violence prevention and community behavioral health interventions. ISPV brings together local and national expertise to develop multi-disciplinary research strategies that inform the development and implementation of best practices and policy, thereby bridging the gap between science and practice. Activities occur in collaboration with law enforcement agencies, schools, community-based organizations, mental health treatment providers, social service providers, and government entities so that the long-term goal of a significant reduction in crime and violence and behavioral health problems will be achieved in a systematic, practicable way. ISPV has an impressive history of translating research into practice, of conducting applied evaluation studies of school and community programs, and of disseminating information to non-researchers about how to conduct their own evaluations of program effectiveness. The ISPV has a full-time Director (a full Professor tenured in Justice Studies) who reports to the Provost via the Vice President and Dean of Research and Graduate Studies. The ISPV also has a full time Associate Director, receptionist and grants manager.

From its inception ISPV has grown to a staff of 22 (about 20 FTE's, including the recently added 8 FTE's for the Center for Innovative Practices) that includes master and doctoral level research assistants, research associates, and project directors. ISPV also works closely with many affiliated faculty who serve as Principal Investigators and collaborators on funded projects. ISPV provides fiscal support to graduate students from multiple departments and to post-doctoral fellows through faculty led research. The staff, students and faculty are culturally diverse and represent the fields of human services, research and evaluation studies, law enforcement, social work, mental health, public health and education. Additional information about the ISPV and its staff and projects can be found on its website: dept.kent.edu/ispv.

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Fiscal and staffing impact of action:

1) Budget Projection for the proposed Department of Applied Social and Behavioral Research

	Salary	Benefits	(Benefit Rate)
Administrative Full Time (Department Chair)	76,024	19,660	(0.2586)
Administrative Secretary	28,392	14,315	(0.5042)
Faculty, full-time, Tenure Track			
Professor	153,460	39,685	(0.2586)
Professor	105,000	27,153	(0.2586)
Associate Professor	63,183	21,684	(0.3432)
Assistant Professor	54,025	18,541	(0.3432)
Assistant Professor	51,775	17,769	(0.3432)
Two Graduate Research Assistants	20,000	18,000	
Personnel Subtotal	531,859	158,808	

Total Personnel: Salary + Benefits	690,666
Travel	6,000
Supplies	5,000
Duplicating	6,000
Telephone & Postage	10,000
Maintenance and Misc	35,000
Equipment	10,000
Operating Subtotal	72,000
Grand Total	762,666

"New" Funding Needed:	
Difference between 9 and 12 month salary for the chair	19,006
Administrative Secretary w/benefits	39,685
Graduate Assistants w/benefits	38,000
Operating expenses	72,000
Total New Funds Needed:	**168,691**

The bulk of funding for the degree program (about 80 percent of the total) is drawn from existing resources at Kent State University, a portion of which will be offset through grant funding. For example, a portion of faculty salaries above will be offset by funding from research grants. It is noted that when "buying" out time for grant funded research, the dollar amount of the buyout is based on the salary of the faculty member, i.e. if a faculty member is buying a 3 credit load release, the amount should equal 1/8th of their nine month salary. Faculty lines listed in the budget above are existing lines at Kent State, not new faculty lines. These faculty lines would be moved from Justice Studies to the new ASBR program at no additional new cost for the university. If other faculty lines

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are moved, these would have to be moved with the agreement of the faculty member's current department and Dean. A faculty member from the College of Education, Health and Human Services has expressed an intention to that college's dean to join the proposed program as a core faculty member should it come into existence. It is not clear at this time if additional faculty members from other units will request movement to the new entity housing the degree. Faculty members who choose to affiliate with the proposed program will retain their tenure lines in their current departments, but (with permission of their home departments) would be involved in teaching, research collaboration, and supervision of graduate student research through the proposed department. In addition to the two graduate research assistants provided by the University, additional graduate assistants will be funded through research grants.

2) Current and future space needs: Office space for faculty and staff that is near the Institute for the Study and Prevention of Violence will be sought in the Cartwright Building or in a nearby building. Offices for the chair, faculty members and an administrative assistant will be needed. Space for cubicles for graduate assistants will also be needed along with a conference/seminar room.

Summary of goals and objectives

The goals of the proposed Department of Applied Social and Behavioral Research are:

1) To administer the proposed Masters of Science in Applied Social and Behavioral Research;

2) To equip graduates with critical thinking and research skills;

3) To give graduates the ability to work effectively in multifaceted interdisciplinary community structures;

4) To coordinate with colleges and departments at KSU in delivering the program of study;

5) To coordinate research activities with ISPV to involve students in on-going research projects;

6) To coordinate with community partners to establish hands-on applied community research experiences for students.

7) To place students who complete the ASBR master's program in positions as program directors and researchers in community-based settings, and/or in doctoral degree programs in a variety of related disciplines at KSU or another institution.

In order to obtain these goals, the following objectives must be met:

Objective 1: Obtain all necessary approvals to develop an interdisciplinary department at Kent State University which offers the M.S. degree in Applied Social and Behavioral Research.

Objective 2: Collaborate with various academic departments across the university to offer existing elective courses to ASBR students. Electives will be concentrated in areas of violence/crime prevention and community behavioral health. Make available existing courses in other programs to meet elective requirements for the degree contained in the proposed department.

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Objective 3: Develop and offer new core coursework within the proposed ASBR department that is not currently available via other departmental offerings. 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.

Objective 4: Develop a protocol for ASBR students to gain practical experience in an applied research setting either within a community agency or within KSU research centers. In particular, faculty members associated with Kent State University's Institute for the Study and Prevention of Violence (ISPV) have an extensive record of community-based translational research. Building on this strength, a key focus of the master's program will be applied research of violence/crime prevention and community behavioral health initiatives.

Objective 5: Institute a Community Advisory Board to help coordinate the activities among the new department, ISPV, and community agencies for the placement of students into applied research settings for capstone research projects and place graduates into positions of employment.

Objective 6: Secure fiscal and other support for the new department, to include the physical space for housing full-time ASBR faculty and departmental funds for administrative assistance, and equipment.

Objective 7: Fully implement the organizational structure of the ASBR department. Specifically, the core ASBR faculty and affiliates will select a department chair, develop a department handbook, establish faculty governance, and obtain approval for these from the University.

Objective 8: Conduct periodic assessments of the department to determine if the goals and objectives of program and the needs of students, community partners, and faculty are being met.

Reporting, evaluation and assessment procedures and assessment plan

The department's programs will be assessed regularly through AQIP, periodic program reviews through RAGS, and annual reports to NSF on the graduate program, graduate students and funding. On a periodic basis, the department will conduct self-assessments via syllabus reviews, reviews of student evaluations, peer evaluations of teaching, reviews of faculty grants, publications and direction of graduate students to determine graduate faculty status, surveys of current and former students, and outside reviews of the program by distinguished faculty from other universities. Under Responsibility Centered Management (RCM) the department's costs, enrollment revenues, grant funding will be assessed annually to determine on-going financial viability of the academic unit.

Establishment of cross-divisional implementation team

Given that the proposed academic unit would house an interdisciplinary master's degree program, other academic units throughout Kent State University were contacted prior to submission of this proposal to the College and were invited to join in the planning and implementation of the degree program that would be housed in the proposed academic unit. (See attached Internal Memos of Support). From these other units, an interdisciplinary team of faculty and administrators will be formed to help implement the proposed degree, as described in the accompanying Proposal to Establish a New Degree). After receiving feedback on the PDP from curriculum review bodies of the College and University and from OBR, the full formal proposal for the new master's degree

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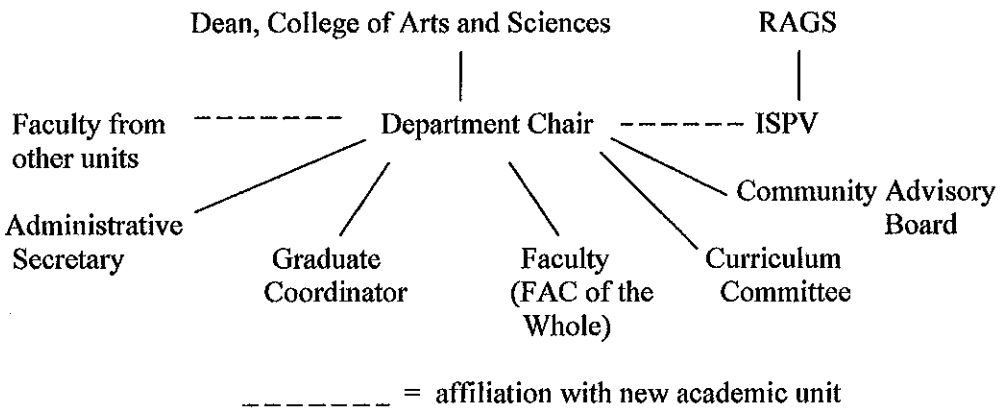
was developed and altered based on feedback from OBR and from faculty members in Geography, Justice Studies, Psychology, Political Science, Sociology; College of Education, Health and Human Services; and College of Nursing.

In addition, the proposed department will develop a Community-Based Advisory Board, composed of community partners who will advise the department in program development and implementation and assist with the creation of capstone research experiences for students. (Many of the potential advisory board members can be drawn from community members who provided external letters of support; see External Letters of Support attached.)

Administrative and Reporting Structures:

Organizational Chart:

Organization of Department of Applied Social and Behavioral Research



Operating policies and procedures

Upon establishment of the new academic unit, an interim chair will be appointed by the Dean of the College of Arts and Sciences. Faculty members designated for the new academic unit will work with the interim chair in writing a Department Handbook, which will enumerate fully the operating policies and procedures of the new department including establishment of standing committees, graduate coordinator position, workload policies, etc. The Department Handbook will enunciate policies and procedures that are consistent with University policies and the Collective Bargaining Agreement. The Department Handbook will be reviewed and approved by the College Dean and by the Associate Provost for Faculty Affairs and Curriculum.

Alternatives and Consequences:

At this time there is no current department that covers the full scope of the applied program proposed here. The unique focus of the interdisciplinary program is applied community-based research and development of community-based programs involved in prevention of and intervention into a number social and behavioral problems, including violence, crime, mental health, addiction, and poverty. These areas cross a number of disciplines at KSU, and thus require an academic unit to coordinate and administer the new program and to effectively represent the program to the central administration. The new academic unit would be initially

composed of core faculty members who have been extensively involved in community-based research activities through ISPV, which has a long record of experience in applied community-based research and interventions in community behavioral health and violence and crime prevention. ISPV has been working with several community partners in community behavioral health and violence prevention and has developed an impressive record of community-based translational research in which evidence-based best practices in prevention and intervention have been implemented and evaluated. The faculty affiliated with ISPV have a strong record of working with graduate students and with faculty members from several departments at KSU through their grant funded research. The proposed department, which would contain the faculty most closely involved with ISPV research activities, can build upon this experience and these community and university networks to create a strong graduate research program in applied community-based research. The ISPV affiliated faculty who will compose the core faculty of the department are uniquely positioned to carry out the mission of the new department. The only alternative to establishing the new department would be to place the degree in an existing department that would have several other priorities that would take precedence over an applied graduate research program. (See "Rationale and Need for Action" section earlier in this document.) This alternative would hamper rather than facilitate the growth of the proposed degree. No existing department has the scope that covers the areas in the new department/degree, which is truly interdisciplinary and draws across several departments and colleges and utilizes the unique expertise and experience of ISPV in community-based research.

Timetable and Actions Required:

The proposal for the new department (and master's degree) was presented by a member of the faculty group from Justice Studies developing the proposal to the Justice Studies Department's FAC. The proposal was supported by the FAC on February 7, 2008 (and reaffirmed on July 21, 2008).

The proposal was presented to the full faculty of the Department of Justice Studies on February 19, 2008 and received a vote (8-Yes, 3-No) of support and instruction to proceed with the curricular process.

On February 20, 2008 the Justice Studies Curriculum Committee also voted to support the proposal (and reaffirmed its support on August 6, 2008).

Future actions will include reviews by 1) the College Curriculum Committee and Dean of Arts and Sciences, 2) Research and Graduate Studies (RAGS), 3) EPC and Provost, 4) Board of Trustees, 5) OBR (for the proposal to establish the new degree). The goal is to have the new academic unit approved, included in the graduate catalog, and operational by Fall 2009, with preliminary start up (appointment of interim chair, development of department handbook, advertising for new program) completed by summer 2009.

A formal proposal to establish a new master's degree in Applied Social and Behavioral Research is being submitted simultaneously with the submission of this proposal to establish a new academic unit. After receiving feedback on the Program Development Plan from reviewing bodies of the College and University (in May 2008) and from OBR (in July 2008), the formal proposal for a new master's degree program was developed and is being submitted simultaneously with this proposal for consideration by the College Curriculum Committee and by EPC before the final dates for inclusion in the Fall 2009 graduate catalog.

Jus (ASBR) 240

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 13-Aug-08 Curriculum Bulletin _____

Effective Date Fall 2009 Approved by EPC _____

Department Justice Studies, as department of origin of proposal to establish academic unit

College AS - Arts and Sciences

Degree MS - Master of Science

Program Name **Department of Applied Social and Behavorial Research** Program Code **ASBR**

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

Proposal Establish Program

Description of proposal:

Establish New Academic Unit, Department of Applied Social and Behavioral Research

Does proposed revision change program's total credit hours? ☒ Yes ☐ No

Current total credit hours: 0 Proposed total credit hours 37

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 greatest impact will be on the Department of Justice Studies because establishing the new academic unit will entail moving existing tenure-track faculty lines from Justice Studies to the new department. However, the impact can be mitigated by allowing faculty in the new academic unit to affiliate with Justice Studies for the the purpose of teaching Justice Studies courses. Faculty from other academic units may seek affilation with the new academic unit which would require approval from their home department or college. Many courses that already exist in other academic units can be taken by students to fullfill elective requirements of the degree that will be housed in the new academic unit, but the effect will be to increase enrollments in courses of these other academic units, not take students from these courses. New courses developed for the new degree will be unique to the new degree and will not infringe on exiting course offerings of other departments. No other academic unit offers the full scope of the interdisciplinary degree program that will be housed in the proposed academic unit, nor does any other academic unit have the direct connection with a well-established research institute (ISPV) that the proposed academic unit will have. The academic unit is needed to coordinate the interdisciplinary gradutate degree program and related research activities, which will be primarily conducted through ISPV. Pre-requisites for admittance to the degree program will include at least two semesters (with B or higher grades) of undergraduate research methods and data analysis in social/behavioral science or related field, a 3.0 undergraduate GPA and GRE scores. See Proposal Summary for details. Most of the funding (about 80 percent) for the new department will be drawn from existing University resources and from grant funding.

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

Departments of Anthropology, Geography, Justice Studies, Psychology, Political Science, Sociology; College of Education, Health and Human Services; and College of Nursing.

REQUIRED ENDORSEMENTS

JUS (ASBR) 242

Department Chair / School Director / Campus Dean	8/13/08
College Dean	9/18/08
Executive Dean of Regional Campuses	___/___/___
Senior Vice President for Academic Affairs and Provost	___/___/___

JUS (ASBR) 243

RACGS Fiscal Impact Statement for New Graduate Programs

Fiscal Impact Statement					
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Projected Enrollment					
Head-count full time	4	6	8	10	12
Head-count part time	6	8	9	10	14
Full Time Equivalent (FTE) enrollment	9	9	9	9	9
Program Income					
In-state tuition (paid by student or sponsor)	3,627.	3,736.	3,885.	4,079.	4,334.
Out-of-state tuition (paid by student or sponsor)	6,552.	6,749.	7,019.	7,370.	7,812.
State subsidy**	25,272.	36,516.	45,990.	55,800.	72,768.
Externally funded stipends	20,000.	20,000.	20,400.	20,400.	20,400.
Other income* (describe below)					
Total Projected Income	55,451.	67,001.	77,294.	87,649.	105,314.
Program Expenses					
New Faculty (All Current KSU faculty, none new)	--	--	--	--	--
New Staff	39,685.	40,662.	41,475.	42,305.	43,151.
New facilities/space renovation	--	--	--	--	--
University graduate scholarship (UGS) support					
University dean stipend support					
College & unit stipend support (GA support)	13,724	13,724.	13,724.	13,724.	13.724.
Additional library resources	--	--	--	--	--
Other expenses* (describe below)					
Total Projected Expense	53,409.	54,386.	55,199.	56,029.	56,875.
Net Program Income or Expense	2,045	12,615	22,095	31,620	48,439

* NA

** Formula for determining state subsidy: (assumes $351 per credit hour in Year 1 with 2 percent inflation factor each successive year):

FT = amt/credit hour X 9 hours X # FT students each year =Total FT

PT = amt/credit hour X 6 hours X # PT students each year =Total PT

Annual Total Subsidy

Jus (Asbe) 244

INTERNAL MEMOS FROM KENT STATE UNIVERSITY DEPARTMENTS AND COLLEGES POTENTIALLY AFFECTED BY THE PROPOSAL

HALEY, MARY

From: COLVIN, MARK
Sent: Monday, September 08, 2008 9:23 AM
To: BREWER, THOMAS; HUSSEY, DAVID
Cc: HALEY, MARY
Subject: FW: New Department ASBR

Dear Tom,

Please see the forwarded email from Richard Serpe, Chair of the Department of Sociology, indicating support for creation of the new department, as well as the new degree, for Applied Social and Behavioral Research.

Thanks,

Mark

Mark Colvin, Ph.D.
Professor
Department of Justice Studies
Kent State University
Kent, Ohio 44242-0001
Phone: 330-672-2775
Fax: 330-672-5394
Email: mcolvin1@kent.edu

From: SERPE, RICHARD
Sent: Sunday, September 07, 2008 3:07 PM
To: COLVIN, MARK
Subject: RE: New Department ASBR

Mark,

As we understood the proposal ASBR, it included rationale for a "new department." While my letter of support did not specifically use the language of a "new department" it is implicit in my letter. But let me very specific:

1. In section 3 of the proposal, the following was stated:

"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 Research is necessary to coordinate the activities, core faculty and affiliated faculty associated with the proposed master's degree."

We support this section of proposal. We understand and agree with the rationale.

JUS (ASBR) 246A NEW

2. In section 7 of the proposal, the following was stated:

"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."

We support this section of proposal. We understand and agree with the rationale.

3. In section 8 and 9 of proposal the "new department" is referenced. Again, we support this section of proposal. We understand and agree with the rationale.

Please let me know if you need any further clarification.

Richard

Richard T. Serpe, Ph.D.

Chair and Professor of Sociology

Department of Sociology

Kent State University

P.O. Box 5190

Kent, OH 44242-0001

email: rserpe@kent.edu

voice: (330) 672-4896

fax: (330) 672-4724

From: COLVIN, MARK
Sent: Thursday, September 04, 2008 9:30 AM
To: SERPE, RICHARD
Subject: New Department ASBR

Dear Richard,

I was wondering if you could send me an email indicating that your letter of support included support for both the new master's degree and the new department of Applied Social and Behavioral Research? CCC is not clear whether support letters we have received extends to the new department as well as to the new degree. An email

Jus (ASBR) 246B NEW

will help clarify.

Thanks,

Mark

Mark Colvin, Ph.D.
Professor
Department of Justice Studies
Kent State University
Kent, Ohio 44242-0001
Phone: 330-672-2775
Fax: 330-672-5394
Email: mcolvin1@kent.edu

JUS (ASBR) 246C NEW

HALEY, MARY

From: COLVIN, MARK
Sent: Thursday, September 04, 2008 12:56 PM
To: BREWER, THOMAS
Cc: HALEY, MARY
Subject: FW: Applied Social and Behavioral Research

Dear Tom,

Please see forwarded email from Mary Ann Stephens, Chair of Psychology.

Mark

Mark Colvin, Ph.D.
Professor
Department of Justice Studies
Kent State University
Kent, Ohio 44242-0001
Phone: 330-672-2775
Fax: 330-672-5394
Email: mcolvin1@kent.edu

From: STEPHENS, MARY ANN
Sent: Thursday, September 04, 2008 10:01 AM
To: COLVIN, MARK
Subject: Applied Social and Behavioral Research

Dear Mark,

The letter I sent on behalf of Psychology was intended to include support for both the new master's degree and the new department of Applied Social and Behavioral Research. I hope this message clarifies Psychology's position on these important matters.

Mary Ann

Mary Ann Parris Stephens, PhD
Professor and Chair
Department of Psychology
Kent State University
144 Kent Hall
Kent, OH 44242-0001
330-672-2167
330-672-3786 (fax)

JUS (ASBR) 247 NEW

HALEY, MARY

From: COLVIN, MARK
Sent: Thursday, September 04, 2008 12:55 PM
To: BREWER, THOMAS
Cc: HALEY, MARY
Subject: FW: Proposed department Applied Social and Behavioral Research

Dear Tom,

Please see the forwarded email from Jay Lee, Chair of Geography.

Mark

Mark Colvin, Ph.D.
Professor
Department of Justice Studies
Kent State University
Kent, Ohio 44242-0001
Phone: 330-672-2775
Fax: 330-672-5394
Email: mcolvin1@kent.edu

From: LEE, JAY
Sent: Thursday, September 04, 2008 11:14 AM
To: COLVIN, MARK
Subject: RE: Proposed department Applied Social and Behavioral Research

Dear Mark:

We do support the creation of the new degree program for the Master's degree in the Applied Social and Behavioral Research.

Good luck with your proposed department and degree program.

Best,

Jay Lee

From: COLVIN, MARK
Sent: Thursday, September 04, 2008 9:33 AM

JUS (ASBR) 248A NEW

To: LEE, JAY
Subject: Proposed department Applied Social and Behavioral Research

Dear Jay,

I was wondering if you could send me an email indicating that your letter of support for Applied Social and Behavioral Research program included support for both the new master's degree and the new department of Applied Social and Behavioral Research? CCC is not clear whether support letters we have received extend to the new department as well as to the new degree. An email will help clarify.

Thanks,

Mark

Mark Colvin, Ph.D.
Professor
Department of Justice Studies
Kent State University
Kent, Ohio 44242-0001
Phone: 330-672-2775
Fax: 330-672-5394
Email: mcolvin1@kent.edu

JUS (ASBR) 2480 NEW

HALEY, MARY

From: COLVIN, MARK
Sent: Thursday, September 04, 2008 12:56 PM
To: BREWER, THOMAS
Cc: HALEY, MARY
Subject: FW: Applied Social and Behavioral Research

Dear Tom,

Please see forwarded email from Mary Ann Stephens, Chair of Psychology.

Mark

Mark Colvin, Ph.D.
Professor
Department of Justice Studies
Kent State University
Kent, Ohio 44242-0001
Phone: 330-672-2775
Fax: 330-672-5394
Email: mcolvin1@kent.edu

From: STEPHENS, MARY ANN
Sent: Thursday, September 04, 2008 10:01 AM
To: COLVIN, MARK
Subject: Applied Social and Behavioral Research

Dear Mark,

The letter I sent on behalf of Psychology was intended to include support for both the new master's degree and the new department of Applied Social and Behavioral Research. I hope this message clarifies Psychology's position on these important matters.

Mary Ann

Mary Ann Parris Stephens, PhD
Professor and Chair
Department of Psychology
Kent State University
144 Kent Hall
Kent, OH 44242-0001
330-672-2167
330-672-3786 (fax)

Jus (ASBR) 247 NEW

HALEY, MARY

From: COLVIN, MARK
Sent: Thursday, September 04, 2008 12:55 PM
To: BREWER, THOMAS
Cc: HALEY, MARY
Subject: FW: Proposed department Applied Social and Behavioral Research

Dear Tom,

Please see the forwarded email from Jay Lee, Chair of Geography.

Mark

Mark Colvin, Ph.D.
Professor
Department of Justice Studies
Kent State University
Kent, Ohio 44242-0001
Phone: 330-672-2775
Fax: 330-672-5394
Email: mcolvin1@kent.edu

From: LEE, JAY
Sent: Thursday, September 04, 2008 11:14 AM
To: COLVIN, MARK
Subject: RE: Proposed department Applied Social and Behavioral Research

Dear Mark:

We do support the creation of the new degree program for the Master's degree in the Applied Social and Behavioral Research.

Good luck with your proposed department and degree program.

Best,

Jay Lee

From: COLVIN, MARK
Sent: Thursday, September 04, 2008 9:33 AM

JUS (ASBR) 248A NEW

To: LEE, JAY
Subject: Proposed department Applied Social and Behavioral Research

Dear Jay,

I was wondering if you could send me an email indicating that your letter of support for Applied Social and Behavioral Research program included support for both the new master's degree and the new department of Applied Social and Behavioral Research? CCC is not clear whether support letters we have received extend to the new department as well as to the new degree. An email will help clarify.

Thanks,

Mark

Mark Colvin, Ph.D.
Professor
Department of Justice Studies
Kent State University
Kent, Ohio 44242-0001
Phone: 330-672-2775
Fax: 330-672-5394
Email: mcolvin1@kent.edu

JUS (ASBR) B NEW

KENT STATE
UNIVERSITY

April 29, 2008

Mark Colvin, Ph.D.
Chair and Professor
Department of Justice Studies
Kent State University
Kent, Ohio 44242

Dear Dr. Colvin:

Dean Bubenzer, Jason McGlothlin, Ph.D., Coordinator of School and Community Counseling master's degree programs, and Dianne Kerr, Ph.D., Coordinator of Health Education and Promotion program, and I appreciated meeting with you, Dr. Flannery, and Dr. Hussey on April 9th to discuss and find out more about your proposed master's degree program in Applied Social and Behavioral Research. As we understand it, this proposed master's degree program is designed to produce graduates with an expertise in program evaluation and research as these might pertain to violence and crime prevention as well as topics pertaining to community and behavioral health. We understand that the proposed degree program does not intend to produce clinicians but individuals with strengths in program evaluation and research. As a result Dr. Bubenzer, Dr. McGlothlin, Dr. Kerr, and I do not see a duplication in your proposed degree program with existing programs in the Department of Adult, Counseling, Health, and Vocational Education.

During our meeting we discussed courses from our department that might serve as electives in your proposed master's degree program, Applied Social and Behavioral Research. From the Health Education and Promotion program, five courses might be considered:

HED 54550 Drug Abuse and Violence Prevention
HED 64060 Grant Writing for Health Education and Promotion
HED 64072 Epidemiology
HED 71250 Public Health Practice and Health Promotion
HED 71450 Evaluation of Preventive Interventions

Nancy E. Barbour, Ph.D., Associate Dean for Administrative Affairs and Graduate Education mentioned to me that because HED 71250 and HED 71450 are 7000 level courses, they are designated as doctoral level courses. Dr. Barbour mentioned to me that master's degree level students wishing to register for these two courses (HED 71250 and HED 71450) would need to secure permission from the Coordinator of the Health Education and Promotion program before enrolling.

Adult, Counseling, Health, and Vocational Education
P.O. Box 5190 • Kent, Ohio 44242-0001
http://www.kent.edu

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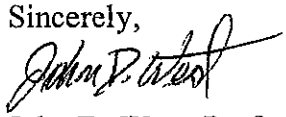
Mark Colvin, Ph.D.
Page 2

From the Counseling and Human Development Services program, two courses might be considered as electives for your proposed master's degree program in Applied Social and Behavioral Research:

CHDS 68066 Counseling Adolescents
CHDS 67665 Substance Abuse Counseling

Again, we appreciated the opportunity to meet with you on April 9th, and I offer you our best wishes with your Applied Social and Behavioral Research master's degree program proposal.

Sincerely,



John D. West, Professor
Interim Chair, Department of Adult, Counseling,
Health, and Vocational Education, 310 White Hall

Donald L. Bubenzer, Ph.D., Interim Dean, College and Graduate School of Education, Health, and Human Services
Nancy E. Barbour, Ph.D., Associate Dean for Administrative Affairs and Graduate Education
Dianne Kerr, Ph.D., Coordinator, Health Education and Promotion
Jason McGlothlin, Ph.D., Coordinator, School and Community Counseling

Jus(ASBR) 250

Email Correspondence with Political Science

COLVIN, MARK

From: LOGUE, JOHN
Sent: Friday, March 07, 2008 1:22 PM
To: COLVIN, MARK; HOOK, STEVEN
Cc: BARNES, ANDREW; BANKS, CHRISTOPHER
Subject: RE: Proposal for New Master's Program in Applied Social and Behavioral Sciences

Mark –

Thanks for this extensive presentation of the ASBR proposal & its origins. We obviously want to be supportive of your initiatives.

As you know from the discussion between you, me, and Steve, the concern from our side is the viability and integrity of the joint PhD track in justice policy and politics and how to be sure we maintain that. We certainly appreciate your assurances on this subject.

I'll orient our FAC on what is under consideration.

Best regards,

John

From: COLVIN, MARK
Sent: Monday, March 03, 2008 1:34 PM
To: LOGUE, JOHN; HOOK, STEVEN
Subject: Proposal for New Master's Program in Applied Social and Behavioral Sciences

Dear John and Steve,

This email is a follow-up to our discussion last week. As you know, we are in the process of developing a new master's degree program in Applied Social and Behavioral Sciences, and would like to solicit your comments about the proposed program and offer to you and your faculty an invitation to help build the new program and, if it comes into being, to join us in the research and teaching activities that will be part of the new master's program.

Jus (ASBR) 252

A collaborative group of research faculty from Justice Studies has proposed that Kent State University develop a new master's level Interdisciplinary Program in Applied Social and Behavioral Research (ASBR). The proposed program would draw on faculty and coursework from a number of departments at Kent State University to train graduate students as program directors and researchers in applied community-based settings. The applied focus provides students with specific training in evidence-based community program development and research focusing on the areas of violence and crime prevention, and community behavioral health.

I have attached a draft of the Program Development Plan, which represents the preliminary proposal for the new master's degree. The PDP, along with a formal proposal to establish a new Department of Applied Social and Behavioral Research to house the new degree and core faculty, will be submitted to the College of Arts and Sciences at the end of March to initiative the formal review process. A formal proposal for the new master's degree will be submitted to the College of Arts and Sciences later this summer, after we receive feedback on the Program Development Plan from OBR.

Given that the proposal was developed by a group of Justice Studies' faculty, it was decided that the proposal review process should begin in the Department of Justice Studies. The proposal received support from the Department of Justice Studies. (The FAC of Justice Studies voted, 4 – yes and 1 – no, to support the proposal on February 7, 2008, and the full faculty of Justice Studies followed up on February 19, 8 – yes and 3 – no, to support the proposal. The Justice Studies curriculum committee on February 20 added its support, 3 – yes, 1 – absent. As Chair of Justice Studies, I have given my support to the proposal as well.) Thus, the proposal has successfully passed through departmental faculty review and now goes to the College of Arts and Sciences and eventually to the Provost's level for further review.

While the proposal came out of Justice Studies, proposal is for an interdisciplinary master's degree program that is beyond the scope of Justice Studies or any other single department. Thus, along with the proposed new degree program, a proposal for a new department is also being developed to house the new degree and core faculty who will be most involved in the degree. The new department will be involved in coordinating the activities of the program, including coordinating the program with affiliated faculty from a number of departments and colleges at KSU.

In your review of the attached Program Development Plan, you will see that courses from your department are listed as potential courses for students to take to complete the degree requirements. It is important to note that we are not proposing that courses be moved to (or necessarily be cross-listed with) the new department. We are proposing that students be able to take existing courses in a number of departments across KSU that are directly related to the focus of the new degree. A few new courses, as you will note, will be proposed that specifically cover the areas of the science and methods of prevention and intervention, and bolster the areas of concentration: violence and crime prevention, and community behavioral health.

I look forward to your feedback on the proposal. If you would like to meet with me and faculty members involved in developing this proposal, please let me know and we will arrange a meeting. If you are any of your faculty would be interested in collaborating on the development of this new master's degree, we welcome your participation. If you feel that it is appropriate, we would also like to solicit letters of support for the proposal that can accompany the formal proposal for the degree that will be presented to the College of Arts and Sciences later this summer. If you have any issues or concerns about the proposal, please let us know about them so that we can address these as early as possible in the review process.

JUS (ASBR) 253

COLVIN, MARK

From: BANKS, CHRISTOPHER
Sent: Monday, February 25, 2008 6:15 PM
To: COLVIN, MARK
Cc: LOGUE, JOHN; HOOK, STEVEN
Subject: RE: Proposal for new master's degree-reply

Thanks very much Mark, I look forward to reading it and discussing it with you, John, and Steve.

All the best,

Chris

From: COLVIN, MARK
Sent: Mon 2/25/2008 3:04 PM
To: BANKS, CHRISTOPHER
Cc: LOGUE, JOHN; HOOK, STEVEN
Subject: Proposal for new master's degree

Dear Chris,

I discussed the attached proposal with Steve and John for the first time today. It was approved last week by the full faculty of Justice Studies. It should not have any effect on the joint Ph.D. track or on you, but I want to give you a heads up about the proposal since you act as liaison with Justice Studies and Political Science.

Let me know if you have any questions about the proposal contained in the attached FAC minutes. Perhaps we can discuss in person if you are around tomorrow. Feel free to drop by tomorrow or on Wednesday.

Thanks,

Mark

Mark Colvin, Ph.D.
Chair and Professor
Department of Justice Studies
Kent State University
Kent, Ohio 44242-0001
Phone: 330-672-2775
Fax: 330-672-5394
Email: mcolvin1@kent.edu

JUS (ASBR) 254

COLVIN, MARK

From: COLVIN, MARK
Sent: Friday, May 02, 2008 10:33 AM
To: LOGUE, JOHN; HUSSEY, DAVID
Cc: STALVEY, JOHN; HOOK, STEVEN
Subject: RE: Does the new Masters in Applied Social Science have to be approved by the Board of Regents?

Dear John,

David Hussey will be joining me to meet with your faculty about the proposal on Wednesday. We will come up the 317 Bowman at 3:45. Look forward to the discussion.

Mark

Mark Colvin, Ph.D.
Chair and Professor
Department of Justice Studies
Kent State University
Kent, Ohio 44242-0001
Phone: 330-672-2775
Fax: 330-672-5394
Email: mcolvin1@kent.edu

From: LOGUE, JOHN
Sent: Thursday, May 01, 2008 3:26 PM
To: COLVIN, MARK; HUSSEY, DAVID
Cc: STALVEY, JOHN
Subject: RE: Does the new Masters in Applied Social Science have to be approved by the Board of Regents?

Dear Mark and David,

If one or both of you are free on Wednesday, 5/7, we have a faculty meeting from 3:30 to 4:30 in 317 Bowman, and would like to invite you to attend to say a few words about the PDP and answer questions.

We have two other agenda items which I believe to be short which have to be concluded this semester. I imagine that we will finish these in under 30 minutes. If one or both of you could be there for the 3:45 – 4:30 period, that would be super.

I look forward to hearing from you.

Best regards,
John

From: COLVIN, MARK
Sent: Thursday, May 01, 2008 9:29 AM
To: LOGUE, JOHN
Cc: HUSSEY, DAVID; STALVEY, JOHN
Subject: RE: Does the new Masters in Applied Social Science have to be approved by the Board of Regents?

JUS (ASCR) 255

Dear John,

I would be happy to talk with your faculty about the proposal (if David Hussey, who was the primary author of the proposal, is available, he can also join me). Just let me know when the faculty meeting is. In my March 3 email to you and Steve Hook (which contained the PDP) I had offered to meet with your faculty, so that offer is still good. In our earlier discussion in late February we talked about the impact on Poly Sci and at that point it appeared that it would mostly serve to help enrollments in some of your graduate courses. We did not see any significant impact on the joint program and we think with affiliated status even those faculty members from Justice Studies who move to the new entity can still participate. (I note that none of the four faculty members we know at this point who have expressed a desire to move, none of them have taught courses in the joint Ph.D. track, though some have been involved in co-directing dissertations.) Also, please be aware that courses listed in the PDP are potential courses. The PDP is only the preliminary outline of what might be contained in the formal degree proposal, which has not yet been written and for which we strongly desire input from your department (and from all social science departments) as formal degree proposal is developed. That is why we sent the PDP out to all social science chairs in emails on March 3.

Thanks,

Mark

Mark Colvin, Ph.D.
Chair and Professor
Department of Justice Studies
Kent State University
Kent, Ohio 44242-0001
Phone: 330-672-2775
Fax: 330-672-5394
Email: mcolvin1@kent.edu

From: STALVEY, JOHN
Sent: Wednesday, April 30, 2008 6:54 PM
To: LOGUE, JOHN
Cc: COLVIN, MARK
Subject: Re: Does the new Masters in Applied Social Science have to be approved by the Board of Regents?

Dear John,

OK. Would you like Mark Colvin and David Hussey to come to the meeting to answer questions? We're trying to move this along and would rather be proactive than have it stalled over questions they could easily answer.

Cheers,
John

John R. D. Stalvey, Ph.D.
Professor of Biological Sciences and
Associate Dean, College of Arts and Sciences
108 Bowman Hall
Kent State University
Kent, OH 44242
330-672-2681
330-672-8104

"A liberal education is not something any of us ever achieve; it is not a state. Rather, it is a way of living in the face of our own

ignorance, a way of groping towards wisdom in full recognition of our own folly, a way of educating ourselves without any illusions that our education will ever be complete"
>> - William Cronon

From: "LOGUE, JOHN" <jlogue@kent.edu>
Date: Wed, 30 Apr 2008 18:49:16 -0400
To: "STALVEY, JOHN" <jstalvey@kent.edu>
Conversation: Does the new Masters in Applied Social Science have to be approved by the Board of Regents?
Subject: RE: Does the new Masters in Applied Social Science have to be approved by the Board of Regents?

John –

Thanks for the info!

I imagine we'll discuss it at the PoliSci faculty meeting Wednesday. We'll find out then if there is an issue other than concern about the viability of the joint PhD track with Justice Studies.

John

From: STALVEY, JOHN
Sent: Wednesday, April 30, 2008 6:34 PM
To: LOGUE, JOHN
Cc: FEEZEL, JERRY; COLVIN, MARK
Subject: Re: Does the new Masters in Applied Social Science have to be approved by the Board of Regents?

Dear John,

Sorry, I forgot to answer the first question. It has been considered by the CCC and it has been introduced to the CAC and the members of the CAC were provided a copy of the PDP. We need to get the CAC back together to consider the PDP and also some other business and will do so shortly. The PDP then goes to John West to present to EPC and to OBR.

If Poli Sci faculty see this as a major problem, we need to know this now. I am sure that Mark Colvin and David Hussey would be pleased to speak with your faculty and answer any questions. In all honestly, I am having a hard time understanding how this would have a negative impact on Poli Sci. If anything, it might provide some novel opportunities for Poli Sci faculty and students.

Cheers,
John

John R. D. Stalvey, Ph.D.
Professor of Biological Sciences and
Associate Dean, College of Arts and Sciences
108 Bowman Hall
Kent State University
Kent, OH 44242
330-672-2681
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"A liberal education is not something any of us ever achieve; it is not a state. Rather, it is a way of living in the face of our own ignorance, a way of groping towards wisdom in full recognition of our own folly, a way of educating ourselves without any illusions that our education will ever be complete"
>> - William Cronon

From: "FEEZEL, JERRY" <jfeezel@kent.edu>
Date: Wed, 30 Apr 2008 16:39:41 -0400
To: "STALVEY, JOHN" <jstalvey@kent.edu>
Conversation: Does the new Masters in Applied Social Science have to be approved by the Board of Regents?
Subject: FW: Does the new Masters in Applied Social Science have to be approved by the Board of Regents?

John, please advise him.

Jerry D. Feezel, Ph.D.
Interim Dean
College of Arts and Sciences
104 Bowman
Kent State University
Kent, OH 44242
Ph.330-672-2650, Fax 672-2938

Tus (ASBR) 257

COLVIN, MARK

From: LOGUE, JOHN
Sent: Wednesday, June 04, 2008 2:51 PM
To: COLVIN, MARK
Subject: RE: Program Development Plan for new master's degree proposal

They are

Chris Banks

Andrew Barnes

Mark Cassell

And Joe Drew.

J

From: COLVIN, MARK
Sent: Wednesday, June 04, 2008 1:36 PM
To: HOOK, STEVEN; BANKS, CHRISTOPHER; LOGUE, JOHN
Cc: HUSSEY, DAVID
Subject: Program Development Plan for new master's degree proposal

Dear Steve, Chris and John,

FYI, the attached PDP (Program Development Plan) was reviewed by EPC and has been forwarded to Ohio Board of Regents for review. Not sure how soon we will hear back from OBR, but are beginning the process of drafting the formal degree proposal in anticipation of a positive response.

I do not remember all of the faculty members (except Chris Banks) who were named to the Poly Sci subcommittee to give updates on the proposal. Could you email us the list of POL faculty members who were selected for this?

Thanks,

Mark

Mark Colvin, Ph.D.
Chair and Professor
Department of Justice Studies

JUS (ASDR) 258

COLVIN, MARK

From: COLVIN, MARK
Sent: Thursday, July 03, 2008 12:44 PM
To: BANKS, CHRISTOPHER; BARNES, ANDREW; CASSELL, MARK; DREW, JOSEPH
Cc: HOOK, STEVEN; HUSSEY, DAVID
Subject: Update on Applied Social and Behavioral Sciences Proposal
Attachments: Program Development Plan for ASBR 5 27 08.doc

Dear Chris, Andrew, Mark and Joe,

I want to give you an update on the ASBR proposal. The Ohio Board of Regents (OBR) should be getting back to us within the next couple of weeks (according to Evelyn Goldsmith of RAGS) concerning the attached Program Development Plan for the Applied Social and Behavioral Research master's degree. We thus will probably begin drafting formal proposals in the next couple of weeks, depending on the feedback from OBR. As proposal summaries are drafted (possibly by the end of July), I will send these to you for your review. If we do indeed hear back from OBR as soon as Dr. Goldsmith indicates, we anticipate that formal proposals will be ready to turn in to the College by the beginning of the Fall semester. (As a reminder, the four of you were appointed to a subcommittee at your last faculty meeting for this purpose.)

Thanks,

Mark

Mark Colvin, Ph.D.
Chair and Professor
Department of Justice Studies
Kent State University
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Phone: 330-672-2775
Fax: 330-672-5394
Email: mcolvin1@kent.edu

COLVIN, MARK

From: COLVIN, MARK

Sent: Thursday, July 24, 2008 3:53 PM

To: COLVIN, MARK; BANKS, CHRISTOPHER; BARNES, ANDREW; CASSELL, MARK; DREW, JOSEPH

Cc: HOOK, STEVEN; HUSSEY, DAVID

Subject: RE: Update on Applied Social and Behavioral Sciences Proposal

Attachments: DRAFT Proposal Summary for new MS degree ASBR.doc; Curriculum for the proposed ASBR master.doc

Dear Chris, Andrew, Mark, Joe and Steve,

We have been given the go ahead by OBR (Ohio Board of Regents) to develop a formal proposal for the Applied Social and Behavioral Research degree, after they reviewed the Program Development Plan (PDP) I sent to you on July 3.

We are currently working on a draft of the degree proposal; I have attached a first draft of the proposal summary, to which will be attached several documents including memos of support from departments and external letters of support for agencies in the region. I have already received, following our discussions with these departments in May, memos of support from Sociology, Psychology, Geography, and College of Education, Health and Human Services indicating support for the program and indicating no issues, from their points of view, concerning encroachment or duplication.

You are invited to review the attached draft and make comments. (It is not yet a completed document, but will certainly give you the essential elements of the degree)

However, we are working under a very tight deadline. Dean Moerland and Provost Frank want the proposals submitted to the College by August 13, before I formally step down as chair. So we are proceeding with the proposal development to meet this deadline.

Beginning in late February, I have endeavored to consult with Political Science in this process; the discussions I had with former chair John Logue and current chair Steve Hook in late February indicated support from Political Science. A key concern voiced by John and Steve was the potential impact on the Ph.D. track in Justice Policy. As we indicated at our May meeting with Political Science faculty, the faculty who are associated with the new degree can still be involved in the Ph.D. track (and desire to be involved) so there should be no impact on this. (Graduate Faculty Status of these faculty members can be maintained in Political Science whether the faculty are in Justice Studies or ASBR). Some of the courses listed in the PDP (I have attached a list of courses for the ASBR masters degree, and have highlighted the Political Science courses listed as electives) include some courses cross listed between Justice Studies and Political Science, which ASBR faculty can teach. The proposed program will add to the number of students in these courses, and faculty who have taught these courses in the past will still be teaching them, whether they are in Justice Studies or the new ASBR. The ASBR students will also be able to enroll for elective credit in several other Political Science courses listed as electives for the proposed degree, which will enhance enrollments in these courses for Political Science.

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Since the proposed program has a specific applied focus in the science of prevention and intervention, in which evidence-based programming in the areas of violence prevention and community behavioral health is emphasized, we do not see duplication with the Pubic Administration program. Students in the ASBR will be able to take the "program evaluation" course sequence in Public Adm as electives for which they will have research methods background from the set of core required courses in ASBR in quantitative and qualitative community-based research. The proposed program does not duplicate any programs at KSU and (according to OBR) any other graduate programs in the state of Ohio.

We would appreciate any feedback you can give us.

One item that the formal proposal guidelines call for is internal memos concerning duplication, encroachment, impact, and support from departments. Would you, Steve, be willing to write a memo that addresses these issues from political science's point of view so that we can attach the memo to the formal proposal?

I will be out of town next week, but you can communicate with David Hussey, who is cc'd on this email, since he joined me at the meeting with your faculty in May. I will be back on August 4.

I apologize for the short time line on this, but we have been trying to include political science in this process from the day after the original concept was approved by Justice Studies in February.

Thanks,

Mark

Mark Colvin, Ph.D.
Chair and Professor
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Kent, Ohio 44242-0001
Phone: 330-672-2775
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Email: mcolvin1@kent.edu

From: COLVIN, MARK
Sent: Thursday, July 03, 2008 12:44 PM
To: BANKS, CHRISTOPHER; BARNES, ANDREW; CASSELL, MARK; DREW, JOSEPH
Cc: HOOK, STEVEN; HUSSEY, DAVID
Subject: Update on Applied Social and Behavioral Sciences Proposal

Dear Chris, Andrew, Mark and Joe,

I want to give you an update on the ASBR proposal. The Ohio Board of Regents (OBR) should be getting back to us within the next couple of weeks (according to Evelyn Goldsmith of RAGS)

Jus (ASBR) 261

concerning the attached Program Development Plan for the Applied Social and Behavioral Research master's degree. We thus will probably begin drafting formal proposals in the next couple of weeks, depending on the feedback from OBR. As proposal summaries are drafted (possibly by the end of July), I will send these to you for your review. If we do indeed hear back from OBR as soon as Dr. Goldsmith indicates, we anticipate that formal proposals will be ready to turn in to the College by the beginning of the Fall semester. (As a reminder, the four of you were appointed to a subcommittee at your last faculty meeting for this purpose.)

Thanks,

Mark

Mark Colvin, Ph.D.
Chair and Professor
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Jus (ASBR) 262

COLVIN, MARK

From: COLVIN, MARK
Sent: Thursday, August 07, 2008 5:08 PM
To: BANKS, CHRISTOPHER; BARNES, ANDREW; CASSELL, MARK; DREW, JOSEPH
Cc: HOOK, STEVEN; HUSSEY, DAVID
Subject: RE: Update on Applied Social and Behavioral Sciences Proposal
Attachments: Proposal Summary for new MS degree ASBR.doc; Proposal Summary ASBR Department 8_07_08.doc; Catalog Copy for Proposed Department 8_7_08 (2).doc

Dear Chris, Andrew, Mark, Joe and Steve,

Attached are what we believe are the final versions of the proposal summaries for 1) establishing the new master's degree in Applied Social and Behavioral Sciences and 2) establishing the new Department in Applied Social and Behavioral Sciences.

We have received strong letters of support for the proposals from Sociology, Geography, Psychology and the Education, Health and Human Services.

I have tried to keep you up to date as proposals were completed over the summer. We plan to submit the proposals to the College on Wednesday August 13 to begin the curricular review process. It will be a few weeks before the CCC meets on these proposals, so I would like to offer you the opportunity to comment on the proposals and (hopefully Steve) to write a letter of support.

As I explained in the last email (July 24) we do not feel that there are any issues with encroachment with Political Science. We list some Political Science courses that students can take for elective credit (see draft of Catalog Copy). Also, we do not feel that the proposed action poses any threat to our on-going involvement in the Ph.D track in Political Science, since faculty that may move to the new unit would still retain their graduate faculty status in Political Science for purposes of teaching and graduate student supervision. (Many of the courses listed as electives in the new degree are also courses included in the Ph.D. track in Justice Politics and Policy.)

I wanted to give you the latest update (all of the attached were completed today) and offer once again an invitation to comment upon the attached proposals.

Thanks,

Mark

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Memos/Email Correspondence with College of Education, Health and Human Services

KENT STATE
UNIVERSITY

April 29, 2008

Mark Colvin, Ph.D.
Chair and Professor
Department of Justice Studies
Kent State University
Kent, Ohio 44242

Dear Dr. Colvin:

Dean Bubenzer, Jason McGlothlin, Ph.D., Coordinator of School and Community Counseling master's degree programs, and Dianne Kerr, Ph.D., Coordinator of Health Education and Promotion program, and I appreciated meeting with you, Dr. Flannery, and Dr. Hussey on April 9th to discuss and find out more about your proposed master's degree program in Applied Social and Behavioral Research. As we understand it, this proposed master's degree program is designed to produce graduates with an expertise in program evaluation and research as these might pertain to violence and crime prevention as well as topics pertaining to community and behavioral health. We understand that the proposed degree program does not intend to produce clinicians but individuals with strengths in program evaluation and research. As a result Dr. Bubenzer, Dr. McGlothlin, Dr. Kerr, and I do not see a duplication in your proposed degree program with existing programs in the Department of Adult, Counseling, Health, and Vocational Education.

During our meeting we discussed courses from our department that might serve as electives in your proposed master's degree program, Applied Social and Behavioral Research. From the Health Education and Promotion program, five courses might be considered:

HED 54550 Drug Abuse and Violence Prevention
HED 64060 Grant Writing for Health Education and Promotion
HED 64072 Epidemiology
HED 71250 Public Health Practice and Health Promotion
HED 71450 Evaluation of Preventive Interventions

Nancy E. Barbour, Ph.D., Associate Dean for Administrative Affairs and Graduate Education mentioned to me that because HED 71250 and HED 71450 are 7000 level courses, they are designated as doctoral level courses. Dr. Barbour mentioned to me that master's degree level students wishing to register for these two courses (HED 71250 and HED 71450) would need to secure permission from the Coordinator of the Health Education and Promotion program before enrolling.

Adult, Counseling, Health, and Vocational Education
P.O. Box 5190 • Kent, Ohio 44242-0001
http://www.kent.edu JUS (ASBC) 265

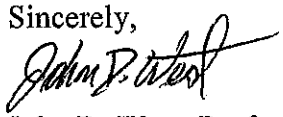
Mark Colvin, Ph.D.
Page 2

From the Counseling and Human Development Services program, two courses might be considered as electives for your proposed master's degree program in Applied Social and Behavioral Research:

CHDS 68066 Counseling Adolescents
CHDS 67665 Substance Abuse Counseling

Again, we appreciated the opportunity to meet with you on April 9th, and I offer you our best wishes with your Applied Social and Behavioral Research master's degree program proposal.

Sincerely,



John D. West, Professor
Interim Chair, Department of Adult, Counseling,
Health, and Vocational Education, 310 White Hall

Donald L. Bubenzer, Ph.D., Interim Dean, College and Graduate School of Education, Health, and Human Services
Nancy E. Barbour, Ph.D., Associate Dean for Administrative Affairs and Graduate Education
Dianne Kerr, Ph.D., Coordinator, Health Education and Promotion
Jason McGlothlin, Ph.D., Coordinator, School and Community Counseling

JUS (ASOR) 266

COLVIN, MARK

From: COLVIN, MARK
Sent: Friday, March 14, 2008 10:11 AM
To: HAMILTON, AWILDA
Cc: FITZGERALD, SHAWN; 'Phil Rumrill'; BUBENZER, DONALD; FLANNERY, DANIEL; HUSSEY, DAVID
Subject: RE: Proposal for New Master's Program in Applied Social and Behavioral Sciences

Dear Awilda,

Dan Flannery and I can meet with you on Thursday morning (Mar. 27) anytime after 9:30 a.m. Would some time between 9:30 and noon work for you and your colleagues on that day? (David Hussey may also join us in the meeting). If need be we can also meet early afternoon on that day. We can come over to your place to meet (you are in White Hall I believe), or if you prefer we can meet in the Cartwright Building in the ISPV conference room above the RAGS offices.

Thanks,

Mark

Mark Colvin, Ph.D.
Chair and Professor
Department of Justice Studies
Kent State University
Kent, Ohio 44242-0001
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Fax: 330-672-5394
Email: mcolvin1@kent.edu

From: HAMILTON, AWILDA
Sent: Thursday, March 13, 2008 1:39 PM
To: COLVIN, MARK
Cc: FITZGERALD, SHAWN; 'Phil Rumrill'; BUBENZER, DONALD; FLANNERY, DANIEL; HUSSEY, DAVID
Subject: RE: Proposal for New Master's Program in Applied Social and Behavioral Sciences

Hello Mark,

This additional information is helpful and yes, meeting is our preference as well. I believe both Phil and Shawn are in town after the break, so I'll propose March 26 or 27. Let me know what works and we'll go from there.

Awilda

Jus (ASBE) 267

From: COLVIN, MARK
Sent: Thursday, March 13, 2008 1:23 PM
To: HAMILTON, AWILDA
Cc: FITZGERALD, SHAWN; 'Phil Rumrill'; BUBENZER, DONALD; FLANNERY, DANIEL; HUSSEY, DAVID
Subject: RE: Proposal for New Master's Program in Applied Social and Behavioral Sciences

Dear Awilda,

I believe that it would be helpful to have a meeting with you and your faculty and those who are developing the proposal. No formal response is needed at this time. I believe that we are interested in seeing if there is interest in any collaborations and affiliations with the proposed degree. As for encroachment issues, we also need to discuss these. While program evaluation may be a piece of the new degree, the focus is on community-based research in violence prevention and community behavioral health.

One thing that may not have been made clear enough in the PDP for the proposed master's degree is that the initial core faculty members who are developing the proposed degree program (and who would become the initial core faculty for the degree) are affiliated with the Institute for the Study and Prevention of Violence (ISPV), which has a strong record of community-based research in violence and crime prevention and community behavioral health interventions. I have attached a document that gives a detailed listing of the current and past research projects these faculty members have been involved in. Information on ISPV can also be found at this web site: dept.kent.edu/ispv

We see ISPV as a major building block of the proposed degree along with collaborations with faculty from around the KSU campus.

The proposal was originated in Justice Studies because these faculty members associated with ISPV currently have their tenure lines in Justice Studies. But this is not a just a group of criminal justice folks moving into unknown areas for them. In fact, the degrees for these faculty members include social work, clinical-health psychology, sociology as well as criminal justice. Those with criminal justice focus on areas of treatment and rehabilitation, GIS mapping, research methods, data analysis, and community responses to gangs. So it is a fairly diverse group of initial core faculty to which we hope to attract an even more diverse group of affiliated faculty who share research and teaching interests. As you read the descriptions of the community-based research at ISPV that these faculty members have been involved in, you will see that community behavioral health has been a clear research focus along with violence prevention, which are both clearly related.

The proposal involves creating a new academic unit because of the interdisciplinary nature of the program. It would not be instituted in Justice Studies.

I thought that perhaps this background information might help with your assessment, and those of your faculty, of the proposed master's degree program.

Again, we would like to meet with you and your faculty to discuss the proposal. As this moves through the review levels, we hope to collaborate on the development of the degree and to build

Jus (ASBR) 268

relations that might lead to faculty affiliations by those faculty members who might be interested in contributing to the proposed graduate program.

Perhaps during the week after Spring Break we can set up a meeting. Dr. Dan Flannery and David Hussey and I would be happy to meet and answer any questions you have.

Thanks,

Mark

Mark Colvin, Ph.D.
Chair and Professor
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Email: mcolvin1@kent.edu

From: HAMILTON, AWILDA
Sent: Thursday, March 13, 2008 1:07 PM
To: COLVIN, MARK
Cc: FITZGERALD, SHAWN; Phil Rumrill
Subject: RE: Proposal for New Master's Program in Applied Social and Behavioral Sciences
Importance: High

Hello Mark,

Phil, Shawn, and I have met regarding this proposal. After discussing it, we're unsure as to what you're requesting from us. Are you asking for our involvement / participation or consent for your unit to offer this program? As for RHAB Counseling, it's fine to include those courses as part of the degree. With respect to Evaluation & Measurement, there's potential encroachment at the master's level. Also, there are concerns if this evolves into a Ph.D. program.

If you'd like to meet with us, call, or e-mail, just let us know.

Awilda

From: COLVIN, MARK
Sent: Monday, March 03, 2008 2:28 PM
To: HAMILTON, AWILDA
Cc: BUBENZER, DONALD; prumrill@kent.edu; FITZGERALD, SHAWN
Subject: Proposal for New Master's Program in Applied Social and Behavioral Sciences

Jus (ASBR) 269

Dear Dr. Hamilton,

I am cc'ing program directors on this email (Rehabilitation; and Evaluation and Measurement) from your department, as well as your College Dean, who I had emailed earlier today.

We are in the process of developing a new master's degree program in Applied Social and Behavioral Sciences, and would like to solicit your comments about the proposed program and offer to you and your faculty an invitation to help build the new program and, if it comes into being, to join us in the research and teaching activities that will be part of the new master's program.

A collaborative group of research faculty from Justice Studies has proposed that Kent State University develop a new master's level Interdisciplinary Program in Applied Social and Behavioral Research (ASBR). The proposed program would draw on faculty and coursework from a number of departments at Kent State University to train graduate students as program directors and researchers in applied community-based settings. The applied focus provides students with specific training in evidence-based community program development and research focusing on the areas of violence and crime prevention, and community behavioral health.

I have attached a draft of the Program Development Plan, which represents the preliminary proposal for the new master's degree. The PDP, along with a formal proposal to establish a new Department of Applied Social and Behavioral Research to house the new degree and core faculty, will be submitted to the College of Arts and Sciences at the end of March to initiative the formal review process. A formal proposal for the new master's degree will be submitted to the College of Arts and Sciences later this summer, after we receive feedback on the Program Development Plan from OBR.

Given that the proposal was developed by a group of Justice Studies' faculty, it was decided that the proposal review process should begin in the Department of Justice Studies. The proposal received support from the Department of Justice Studies. (The FAC of Justice Studies voted, 4 – yes and 1 – no, to support the proposal on February 7, 2008, and the full faculty of Justice Studies followed up on February 19, 8 – yes and 3 – no, to support the proposal. The Justice Studies curriculum committee on February 20 added its support, 3 – yes, 1 – absent. As Chair of Justice Studies, I have given my support to the proposal as well.) Thus, the proposal has successfully passed through departmental faculty review and now goes to the College of Arts and Sciences and eventually to the Provost's level for further review.

While the proposal came out of Justice Studies, the proposal is for an interdisciplinary master's degree program that is beyond the scope of Justice Studies or any other single department. Thus, along with the proposed new degree program, a proposal for a new department is also being developed to house the new degree and core faculty who will be most involved in the degree. The new department will be involved in coordinating the activities of the program, including coordinating the program with affiliated faculty from a number of departments and colleges at KSU.

In your review of the attached Program Development Plan, you will see that a few courses from the Rehab program are listed as potential courses for students to take to complete the degree requirements. It is important to note that we are not proposing that courses be moved to (or necessarily be cross-listed with) the new department. We are proposing that students be able to take existing courses in a number of departments across KSU that are directly related to the focus of the new degree. A few new

Jus (ASBR) 270

courses, as you will note, will be proposed that specifically cover the areas of the science and methods of prevention and intervention, and bolster the areas of concentration: violence and crime prevention, and community behavioral health. It is also important to point out that while students graduating from the proposed program may be involved in evaluation research, this will be in community programs and community-based interventions, not in education (with the possible exception of school violence prevention.) Some of these students may also serve in government as researchers involved in government-sponsored community-based interventions.

I look forward to your feedback on the proposal. If you would like to meet with me and faculty members involved in developing this proposal, please let me know and we will arrange a meeting. If you are any of your faculty would be interested in collaborating on the development of this new master's degree, we welcome your participation. We feel that this is truly an interdisciplinary endeavor. If you feel that it is appropriate, we would also like to solicit letters of support for the proposal that can accompany the formal proposal for the degree that will be presented to the College of Arts and Sciences later this summer. If you have any issues or concerns about the proposal, please let us know about them so that we can address these as early as possible in the review process.

Thank you,

Mark

Mark Colvin, Ph.D.
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Jus (ASCR) 271

COLVIN, MARK

From: COLVIN, MARK
Sent: Thursday, July 24, 2008 2:57 PM
To: FITZGERALD, SHAWN
Cc: TANKERSLEY, MELODY
Subject: Applied Social and Behavioral Research master's program proposal
Attachments: Program Development Plan for ASBR 5 27 08.doc

Dear Shawn,

On March 27, 2008 faculty from ISPV and I met with you, Phil Rumrill and Awilda Hamilton (then interim chair) to discuss the proposed Applied Social and Behavioral Research master's degree program. (I have attached the Program Development Plan). At that time, we discussed potential concerns about duplication and potential encroachment with the Evaluation and Measurement program. We were able to agree that the proposed program did not duplicate since it involved applied community-based research that focused on violence prevention and community behavioral health, and not on education. Also, we reiterated that we had no plans or desire to turn the program into a doctoral offering at any point in the future, since our hope was to generate master's level professionals who would be involved in prevention and intervention efforts in the community agencies who could also conduct assessments of these efforts. The proposed program did not involve evaluation of educational programs, except to the extent that schools might be involved in violence prevention programs.

You had also indicated that there were courses in Evaluation and Measurement that might be useful as elective courses for the proposed program students. We are not sure which courses you had in mind, and were wondering if you could send us a list with course prefixes and numbers.

We are in the process of developing the formal proposal for the new program. The Ohio Board of Regents, after reviewing the Program Development Plan, gave us the go ahead to proceed with development of the proposal. One item that the formal proposal guidelines call for is internal memos concerning duplication, encroachment, impact, and support from departments and programs. Would you be willing to write a memo that addresses these issues from Evaluation and Measurement's point of view so that we can attach it to the formal proposal? I appreciate the expressions of support for the proposal you voiced to us at the meeting in March.

We want to turn the formal proposal into the College of Arts and Sciences before August 13. I know that this is a tight timeline, but my Dean and the Provost want this done before I leave as chair on August 15 (I am stepping down because of some family medical issues). So if you could get a memo to me in the next couple of weeks it would be very helpful. Also if you could email me the courses that you think would be appropriate from your program we would like to look at these for possible inclusion as elective offerings.

Thanks,

Mark

Mark Colvin, Ph.D.

Jus (ASBR) 272

KENT STATE
UNIVERSITY

INTERDEPARTMENTAL CORRESPONDENCE

DEPARTMENT OF PHILOSOPHY
Phone: 672-2315 – FAX: 672-4867

TO: Mary Ann Haley, Assistant Dean, College of Arts & Sciences

FROM: David Odell-Scott, Professor & Chair, Department of Philosophy

DATE: 22 August 2008

SUBJECT: Support for Applied Social and Behavioral Research and Graduate Program

---

I am writing in my capacity as a Chair in support of the proposal to establish a new Applied Social and Behavioral Research department and master's degree program. I think the department and program make a good fit for coordinating research and curricular activities. As with any new development, the devil is in the details. I trust that the new department and program will receive constructive criticism and evaluation at all levels of development and approval. I further trust that the effort will be successful and another useful component in the College of Arts & Sciences.

If I can be of further assistance, please do not hesitate to contact me.

Regards.

cc: Mark Colvin, Professor, Department of Justice Studies
Tom Brewer, Professor and Justice Studies C.C.C. Representative
David Hussey, Professor, Department of Justice Studies

Email Correspondence with College of Nursing

COLVIN, MARK

From: COLVIN, MARK
Sent: Thursday, March 13, 2008 12:54 PM
To: DZUREC, LAURA
Subject: RE: Response to Program Development Plan
Attachments: ISPV projects 3-08.docx

Dear Laura,

One thing that may not have been made clear enough in the PDP for the proposed master's degree is that the initial core faculty members who are developing the proposed degree program (and who would become the initial core faculty for the degree) are affiliated with the Institute for the Study and Prevention of Violence (ISPV), which has a strong record of community-based research in violence and crime prevention and community behavioral health interventions. I have attached a document that gives a detailed listing of the current and past research projects these faculty members have been involved in. Information on ISPV can also be found at this web site: dept.kent.edu/ispv

We see ISPV as a major building block of the proposed degree along with collaborations with faculty from around the KSU campus.

The proposal was originated in Justice Studies because these faculty members associated with ISPV currently have their tenure lines in Justice Studies. But this is not a just a group of criminal justice folks moving into unknown areas for them. In fact, the degrees for these faculty members include social work, clinical-health psychology, sociology as well as criminal justice. Those with criminal justice focus on areas of treatment and rehabiliation, GIS mapping, research methods, data analysis, and community responses to gangs. So it is a fairly diverse group of initial core faculty to which we hope to attract an even more diverse group of affiliated faculty who share research and teaching interests. As you read the descriptions of the community-based research at ISPV that these faculty members have been involved in, you will see that community behavioral health has been a clear research focus along with violence prevention, which are both clearly related.

I thought that perhaps this background information might help with your assessment, and those of your faculty, of the proposed master's degree program.

Again, we invite you and your faculty to meet and discuss the proposal with us. As this moves through the review levels, we hope to collaborate on the development of the degree and to build relations that might lead to faculty affiliations by those faculty members who might be interested in contributing to the graduate program.

Thanks,

Mark

Mark Colvin, Ph.D.
Chair and Professor
Department of Justice Studies
Kent State University
Kent, Ohio 44242-0001

Jus (ASBR) 274

Phone: 330-672-2775
Fax: 330-672-5394
Email: mcolvin1@kent.edu

From: DZUREC, LAURA
Sent: Monday, March 10, 2008 11:47 AM
To: COLVIN, MARK
Subject: RE: Response to Program Development Plan

Thanks again, Mark.

Laura

From: COLVIN, MARK
Sent: Monday, March 10, 2008 10:57 AM
To: DZUREC, LAURA
Subject: RE: Response to Program Development Plan

Dear Laura,

Thank you for emailing the comments from the faculty member from Community Health Nursing. I have forwarded the comments to the faculty members who are developing the proposal. It should be noted that the PDP is only preliminary and the full formal proposal (which would be developed after we here back from OBR) would have to have a full needs assessment. The PDP outlines the proposed program. However, we can do more (within the 5 page limit) to address better some of the issues raised by the faculty member.

We would also like to extend an invitation for you and any interested faculty members to meet with us to discuss the proposal outlined in the PDP. Just let me know and we can set up a meeting.

Thanks,

Mark

Mark Colvin, Ph.D.
Chair and Professor
Department of Justice Studies
Kent State University
Kent, Ohio 44242-0001
Phone: 330-672-2775
Fax: 330-672-5394
Email: mcolvin1@kent.edu

From: DZUREC, LAURA
Sent: Sunday, March 09, 2008 7:34 PM
To: COLVIN, MARK
Subject: FW: Response to Program Development Plan

Dear Mark, I am forwarding a response from one of the faculty in our Community Health Nursing track.

JUS (ASBR) 275

COLVIN, MARK

From: DZUREC, LAURA
Sent: Thursday, March 06, 2008 11:13 AM
To: COLVIN, MARK
Subject: RE: Proposal for New Master's Program in Applied Social and Behavioral Sciences

Thanks, Mark. We will keep working on this.

laura

From: COLVIN, MARK
Sent: Thursday, March 06, 2008 10:35 AM
To: DZUREC, LAURA
Cc: BUDD, KAREN; SMITH, YVONNE; BROMLEY, GAIL
Subject: RE: Proposal for New Master's Program in Applied Social and Behavioral Sciences

Dear Laura,

Thank you for the feedback. This is the kind of information we need before we finalize the proposal. We will not be sending it to the College of Arts and Sciences until March 26. We listed courses that we thought might potentially be used, but of course, we were not sure if they were appropriate for the students or if there might be problems with students outside of Nursing taking the course, which is why we wanted to consult with you.

We can drop the two courses from the list of potential electives (NURS 60041 - ADVANCED ASSESSMENT OF ADULT CLIENTS and NURS 60056 - ADULT HEALTH NURSING INTERVENTION/PSYCHOSOCIAL HEALTH) since these appear to be clinical in nature, only for nursing students, and not really appropriate for the students in the proposed program. (I think that we were picking up on the words "assessment" and "psychological health" when we listed these). We would like to keep on the list the other two courses as electives, if this passes muster with you and OBN. Let us know.

In the meantime, let us know if you have any other concerns or comments or if any of your faculty might be interested with working with us in the future. I think that there is potential for collaborative research opportunities and potential teaching if any of your faculty have an interest.

Thanks,

Mark

Jus (ASBR) 276

Mark Colvin, Ph.D.
Chair and Professor
Department of Justice Studies
Kent State University
Kent, Ohio 44242-0001
Phone: 330-672-2775
Fax: 330-672-5394
Email: mcolvin1@kent.edu

From: DZUREC, LAURA
Sent: Thursday, March 06, 2008 10:12 AM
To: COLVIN, MARK
Cc: BUDD, KAREN; SMITH, YVONNE; BROMLEY, GAIL
Subject: FW: Proposal for New Master's Program in Applied Social and Behavioral Sciences

Dear Mark,

Please see Karen Budd's analysis of use of the graduate nursing courses below. Let me know what the next steps are, please.

Thanks. Best of luck.

Laura

From: BUDD, KAREN
Sent: Tuesday, March 04, 2008 10:22 PM
To: DZUREC, LAURA; SMITH, YVONNE; BROMLEY, GAIL
Subject: RE: Proposal for New Master's Program in Applied Social and Behavioral Sciences

This does seem interesting.....

Of the four nursing courses proposed as electives:

I believe both NURS 60205 Introduction to Applied Epidemiology and NURS 60451 Health Policy and Delivery Systems have had students in them from other disciplines.

Jus (Asbe) 277

Neither of the other two will work as currently taught, however. The first is a foundational NP course. Its catalog description is:

NURS 60041 - ADVANCED ASSESSMENT OF ADULT CLIENTS

Assessment, reasoning and decision making skills for the advanced practice nurse to formulate comprehensive health data bases and therapeutic regimens for adult clients. Only students admitted to the Adult NP, Family NP, Geriatric NP, Adult CNS, Women's Health NP and Acute Care NP concentrations or post-master's certificate programs may register for this course. Prerequisite: graduate standing.
3.000 Credit Hours
3.000 Lecture hours
1.000 Other hours

The second is an Adult CNS clinical course. The description is:

NURS 60056 - ADULT HEALTH NURSING INTERVENTION/PSYCHOSOCIAL HEALTH

Clinical reasoning applied to complex problems of clients and their health behaviors. Includes analysis of socioeconomics, health policies, developmental stages, belief systems and life styles. Clinical sites individualized. Prerequisite: NURS 60045 and graduate standing. (Which is Pathophysiology for Advanced Practice Nurses)
5.000 Credit Hours
6.000 Other hours

Perhaps the ACNS faculty might be approachable to consider having students from other disciplines enroll---and your question about the OBN, Laura, is a good one.

Karen

From: COLVIN, MARK
Sent: Monday, March 03, 2008 2:39 PM
To: DZUREC, LAURA
Cc: FRANK, ROBERT G; FEEZEL, JERRY; JONES, NANCY; DRAUCKER, CLAIRE; DOHENY, PEGGY; TAFT, SUSAN
Subject: Proposal for New Master's Program in Applied Social and Behavioral Sciences

Dear Dean Dzurec,

I have cc'd (along with the Provost and my college dean) Nursing College faculty who appear from your faculty listings to be coordinators of various Nursing programs in your College. I believe that

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this email and the attached proposal may be of interest to them.

We are in the process of developing a new master's degree program in the College of Arts and Sciences in Applied Social and Behavioral Sciences, and would like to solicit your comments about the proposed program and offer to you and your faculty an invitation to help build the new program and, if it comes into being, to join us in the research and teaching activities that will be part of the new master's program.

A collaborative group of research faculty from Justice Studies has proposed that Kent State University develop a new master's level Interdisciplinary Program in Applied Social and Behavioral Research (ASBR). The proposed graduate program would draw on faculty and coursework from a number of departments at Kent State University to train graduate students as program directors and researchers in applied community-based settings. The applied focus provides students with specific training in evidence-based community program development and research focusing on the areas of violence and crime prevention, and community behavioral health.

I have attached a draft of the Program Development Plan, which represents the preliminary proposal for the new master's degree. The PDP, along with a formal proposal to establish a new Department of Applied Social and Behavioral Research to house the new degree and core faculty, will be submitted to the College of Arts and Sciences at the end of March to initiative the formal review process. A formal proposal for the new master's degree will be submitted to the College of Arts and Sciences later this summer, after we receive feedback on the Program Development Plan from OBR.

Given that the proposal was developed by a group of Justice Studies' faculty, it was decided that the proposal review process should begin in the Department of Justice Studies. The proposal received support from the Department of Justice Studies. (The FAC of Justice Studies voted, 4 – yes and 1 – no, to support the proposal on February 7, 2008, and the full faculty of Justice Studies followed up on February 19, 8 – yes and 3 – no, to support the proposal. The Justice Studies curriculum committee on February 20 added its support, 3 – yes, 1 – absent. As Chair of Justice Studies, I have given my support to the proposal as well.) Thus, the proposal has successfully passed through departmental faculty review and now goes to the College of Arts and Sciences and eventually to the Provost's level for further review.

While the proposal came out of Justice Studies, the proposal is for an interdisciplinary master's degree program that is beyond the scope of Justice Studies or any other single department. Thus, along with the proposed new degree program, a proposal for a new department is also being developed to house the new degree and core faculty who will be most involved in the degree. The new department will be involved in coordinating the activities of the program, including coordinating the program with affiliated faculty from a number of departments and colleges at KSU.

In your review of the attached Program Development Plan, you will see that courses from College of Nursing are listed as potential courses for students to take to complete the degree requirements. It is important to note that we are not proposing that courses be moved to (or necessarily be cross-listed with) the new department. We are proposing that students be able to take existing courses in a number of departments across KSU that are directly related to the focus of the new degree. A few new courses, as you will note, will be proposed that specifically cover the areas of the science and methods of prevention and intervention, and bolster the areas of concentration: violence and crime prevention, and community behavioral health.

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I look forward to your feedback on the proposal. If you would like to meet with me and faculty members involved in developing this proposal, please let me know and we will arrange a meeting. If you are any of your faculty would be interested in collaborating on the development of this new master's degree, we welcome your participation. If you feel that it is appropriate, we would also like to solicit letters of support for the proposal that can accompany the formal proposal for the degree that will be presented to the College of Arts and Sciences later this summer. If you have any issues or concerns about the proposal, please let us know about them so that we can address these as early as possible in the review process.

Thank you,

Mark

Mark Colvin, Ph.D.
Chair and Professor
Department of Justice Studies
Kent State University
Kent, Ohio 44242-0001
Phone: 330-672-2775
Fax: 330-672-5394
Email: mcolvin1@kent.edu

Jus (ASBR) 280

EXTERNAL LETTERS OF SUPPORT

DEPARTMENT OF HEALTH & HUMAN SERVICES

Public Health Service

Centers for Disease Control
and Prevention (CDC)
Atlanta GA 30341-3724

7/28/2008

Daniel J. Flannery, Ph.D.
Professor & Director
Institute for the Study and Prevention of Violence
230 Cartwright Hall
Kent State University
Kent, OH 44242

Dear Dr. Flannery,

I am writing in support of your efforts to establish a new department and master's program in Applied Social and Behavioral Sciences. I am particularly impressed with the proposed program's emphasis on preparing scientists to help communities make informed choices about evidence-based prevention efforts. I think of prevention research as existing on a continuum from surveillance and etiologic research through efficacy trials of promising interventions and finally to translation research and efforts to bring effective programs to scale. I see an increasing need for applied researchers with expertise on the right side of this continuum. As you know, the field of violence prevention has made enormous progress in the past two decades. We now have substantial information about effective prevention strategies. Unfortunately, it remains difficult for communities to stay informed of the latest research, to critically understand the studies that are available, and to use the results from past research to make decisions. Graduates from the proposed program would be enormously valuable in helping community leaders make informed choices. The curriculum will also prepare students to guide the implementation and ongoing evaluation of programs to ensure that they are conducted with appropriate fidelity and that the limited resources available for community-based prevention continue to be spent effectively.

The Centers for Disease Control and Prevention recognizes translation research as important for maximizing the impact of prevention programs. This is evident by recent funding opportunity announcements, including the $4.5 million made available to address health disparities through translation research (see RFA-CD-08-001) and the $10 million announced for efforts to improve public health practice through translation research (see RFA-CD-07-005). Graduates with the training that you are proposing would likely be valuable contributors to the types of studies supported under these announcements and they would also play an important role in helping communities to take full advantage of the results from this line of research.

In conclusion, I think graduates from this program would be an asset not only in community health and research settings, but also in state and national public health agencies. Graduates from this program would likely be competitive for positions as science/project officers at CDC where they would be responsible for monitoring research activities and for interpreting and disseminating results for the benefit of the general public.

Sincerely,

Thomas R. Simon, Ph.D.
Deputy Associate Director for Science
Division of Violence Prevention
National Center for Injury Prevention and Control
Centers for Disease Control and Prevention

Jus (ASBe) 282

Ohio Department of Mental Health

30 East Broad Street
Columbus, Ohio 43215-3430

Phone: (614) 466-2596
TDD: (614) 752-9696
Fax: (614) 752-9453

www.mh.state.oh.us

July 31, 2008

Daniel J. Flannery, Ph.D.
Professor and Director
Institute for the Study and Prevention of Violence
230 Cartwright Hall
Kent State University
Kent, OH 44242

Dear Dr. Flannery:

The Ohio Department of Mental Health enthusiastically supports Kent State University's new Masters Degree Program in Applied Social and Behavioral Sciences, emphasizing community behavioral health, along with crime and violence prevention.

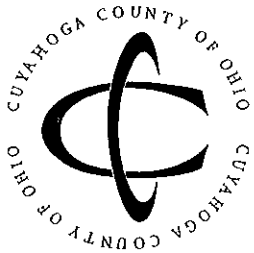
The Department and Universities across Ohio have benefitted from public-academic partnerships which add new knowledge and provide Ohio's behavioral healthcare workforce with state-of-the-art knowledge and abilities. These partnerships are absolutely vital at this critical time of constrained resources, when implementing evidence-based treatment for persons affected by mental illness is becoming a requirement, rather than a goal. The translation of research to effective practice and the opportunity to develop community based evidence for stronger service delivery is a common goal for the Department and Kent State University. We anticipate that graduates from this program will bring new skills to address critical needs within the intersection of the mental health and criminal justice systems.

As you know, the Department provides a measure of limited subsidy support to nearly three dozen college and university programs annually across Ohio. The goal of these programs is to provide emerging mental health practitioners with state of the art didactic and practicum experiences, so they may select careers in Ohio's community mental health system. As the master's degree program becomes operational, we invite Kent State University to explore with us opportunities for potential participation in this program to strengthen our workforce development.

Sincerely,

Sandra Stephenson, MSW, MA
Director

JUS(ASBR) 283



COMMISSIONERS
Jimmy Dimora
Timothy F. Hagan
Peter Lawson Jones

July 18, 2008

Daniel Flannery, PhD
Professor & Director
Institute for the Study & Prevention of Violence
230 Cartwright Hall
Kent State University
Kent, OH 44242

Re: Master of Science program in Applied Social and Behavioral Sciences

Dear Dan:

I am writing to offer my enthusiastic support for Kent State University's proposal to develop a new Master of Science program in Applied Social and Behavioral Sciences. As Chief Administrator of one of the largest counties in the state of Ohio, I am responsible for the 9500 FTE's in approximately 50 different county agencies, boards and commissions. I can say without hesitation that given our challenges with limited resources and increasing demands for accountability, the proposed Master of Science program will train individuals with skills that are essential to the effective implementation and evaluation of programs and services. In particular, I believe that individuals who are skilled in the science of evidence-based practices, who have the capacity to gather, manage and analyze data, and the knowledge to evaluate community-based programs will be a valuable commodity for many years to come.

Skilled researchers and practitioners, with a foundation in evidence-based interventions and program evaluation are who we need working in our public systems and in our community-based organizations. In Cuyahoga County, these types of skilled individuals would be particularly valuable to our Department of Children and Family Services, the Department of Justice Affairs, the Family and Children First Council, and to our Workforce development initiatives. Individuals skilled in applied community-based research and evaluation would also be valuable to our state systems in juvenile justice, education, mental health and rehabilitation and corrections, among others.

County Administrator's Office
1219 Ontario Street, Cleveland, Ohio 44113, (216) 443-7215, Fax (216) 443-8088
Ohio Relay Service 711 JUS (ASBR) 284

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I believe that the demand for individuals with the skills set you seek to provide will continue to increase locally and nationally. Our limited resources and demands for accountability will make these individuals essential to the success of our programs and public systems. I can see an increasing demand for hiring individuals who graduate from a Master of Science Program in Applied Social and Behavioral Sciences, and I would be fully supportive of Cuyahoga County employing these graduates in the future.

Last, I can think of no better institutional setting to develop and implement a Master of Science program in applied community-based research than Kent State and the Institute for the Study and Prevention of Violence. We have enjoyed a long history of working with you, your colleagues and students, and I have every confidence that you will develop a high quality program that would be beneficial to both a variety of traditional and non-traditional graduate students. I look forward to continuing our collaboration as you embark on this exciting program.

Sincerely,

James McCafferty

James McCafferty, M.S.S.A.
County Administrator

S:Flannery.support.KSU.newprogram.7.18.08

Cuyahoga County
Community Mental Health Board

1400 West 25th Street, 3rd Floor • Cleveland, Ohio 44113-3199
TEL: 216-241-3400 • FAX: 216-861-5067 • TDD/TTY: 216-241-3983
WEB: www.cccmhb.org

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Cassandra Richardson
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July 25, 2008

Dr. Daniel J. Flannery
Professor and Director
Institute for the Study and Prevention of Violence
230 Cartwright Hall
Kent State University
Kent, OH 44242

Dear Dr. Flannery:

I am writing to express my strong support for the development of a department and master's degree program in Applied Social and Behavioral Sciences at Kent State University. With a growing emphasis placed on accountability and the incorporation of evidence-based practices in community behavioral health settings, the opportunity for graduate-level training in these areas would be of great benefit to service agencies and communities.

This accountability is especially relevant to the work of Cuyahoga County's publicly-funded mental health system, and we would enthusiastically welcome graduates from this program to lend knowledge to our system. The need for professionals who have been trained in the assessment of practice models, and particularly those trained in the creation and/or implementation of new models aimed at prevention and intervention is great, and there is little doubt that Cuyahoga County's mental health system would benefit tremendously from this sort of expertise.

If you have questions or need further information, please do not hesitate to contact me. I may be reached at (216) 241-3400.

Sincerely,

WILLIAM M. DENIHAN
Chief Executive Officer

Cc: John Garrity, Ph.D., Director of Evaluation and Research, CCCMHB
Valeria Harper, Chief Operating Officer, CCCMHB

Equal Opportunity Employer

At times, we all need a helping hand...

JUS (ASBR) 286

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1422 EUCLID AVENUE, SUITE 1300 CLEVELAND, OHIO 44115-2001
PHONE: 216 861 3810 FAX: 216 861 1729
www.clevelandfoundation.org

August 4, 2008

Daniel J. Flannery, Ph.D.
Professor & Director
Institute for the Study and Prevention of Violence
230 Cartwright Hall
Kent State University
Kent, OH 44242

Dear Dr. Flannery:

On behalf of The Cleveland Foundation, I am pleased to write this letter of support for Kent State University's new department and master's program in Applied Social and Behavioral Sciences. Communities today face many complex challenges related to epidemic levels of violence, crime, mental health issues, addictions and poverty. The solutions are influenced by increasing accountability mandates that call for the use of evidence based practices and approaches. Public policy mandates and community grant funding now require the use of evidence based practices across a wide variety of professions and fields including behavioral health, criminal justice, law enforcement, social work and education.

As communities strive to improve their conditions, they require the expertise of community based researchers and evaluators skilled in prevention and intervention research. Applied community based researchers will help to fill this need through the development of a skill-set that integrates research from the above disciplines to the "real world" settings in communities.

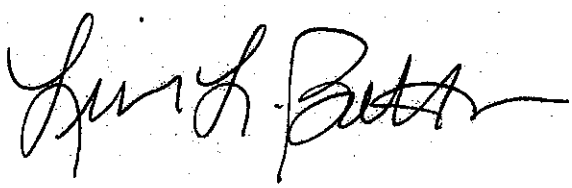
The Cleveland Foundation is embarking upon a long-term, large scale, comprehensive youth development initiative which focuses on system, neighborhood, organizational and youth level change based on best practices and approaches. Researchers are working closely with foundation and government staff to design and evaluate community changes in universal and neighborhood based strategies.

Through the Foundation's long-term strategic initiatives in the areas of workforce development, community and neighborhood development, human services, arts and culture and education, the need for community researchers to evaluate community impact is great. It has been difficult to find master level researchers to this important work.

As service dollars continue to shrink and the need for strategic grantmaking and funding increases, practitioners must be able to make the case that what they are doing has impact. Effectively and efficiently serving larger numbers within communities will lead to changes in our community outcomes such as fewer placements in special education; greater achievement and higher grades in school; less crime and delinquency; higher rates of college attendance and graduation; and higher incomes as adults. These outcomes are paramount to the future of our community, to our state, and to the country as a whole.

We are in full support of this new master's program. We look forward to working with Kent State University in making Cuyahoga County a model community for working, playing and raising healthy children.

Sincerely,



Lisa L. Bottoms
Program Director for Human Services and Child/Youth Development
The Cleveland Foundation

OHIO DEPARTMENT OF YOUTH SERVICES

Ted Strickland, Governor • Thomas J. Stickrath, Director

August 1, 2008

Daniel Flannery, Ph.D.
Kent State University
Institute for the Study & Prevention of Violence
230 Cartwright Hall
Kent, OH 44242

Re: Master of Science program in Applied Social and Behavioral Sciences

Dear Dr. Flannery:

I am writing to offer my support for Kent State University's proposal to develop a new Master of Science program in Applied Social and Behavioral Sciences. As director of the Ohio Department of Youth Services (DYS,) we employ nearly 2,000 employees who interact with over 3,000 youth and their families in all 88 Ohio counties. Given limited resources and increased demands for accountability and professionalism at every level of government, the proposed Master of Science program seems to address real needs through providing students with skills that are essential to the effective implementation and evaluation of programs and services. Understanding program evaluation, realizing that program design must be based upon available research, comprehending the importance of making data-informed decisions—these are skills that managers must acquire if they are to advance in their careers while promoting effective, responsive program interventions.

Skilled researchers and practitioners, with a foundation in evidence-based interventions and program evaluation are needed throughout the public sector as well as in the private systems that provide vital human services. I believe this demand will grow as government reconfigures and redesigns to more efficiently meet the needs of the communities we serve.

The relationship between DYS and Kent State has been very satisfying. Your proposal for the new Master of Science program is timely. I have every confidence that you will develop a quality program beneficial to both a variety of traditional and non-traditional graduate students.

Sincerely,

Thomas J. Stickrath
Director

Central Office • 51 North High Street • Columbus, Ohio 43215
614-466-8783 • www.dys.ohio.gov

Jus (ASBR) 289

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July 22, 2008

Ohio Board of Regents
30 E. Broad Street, #26
Columbus, OH 43215

Dear Madams and Sirs:

On behalf of the Center for Community Solutions (Community Solutions), I would like to heartily support the creation of a new department and Master's program in Applied Social and Behavioral Sciences at Kent State University.

Community Solutions provides strategic leadership to improve targeted health, social, and economic conditions in the greater Cleveland area. We understand the need to prepare Master's level applied community-based researchers skilled in the art and science of prevention and intervention research. In our organization these researchers would work on issues such as youth development, workforce development, and community-based health and social services.

To meet the increasing demand for objective community-based research and analysis, Community Solutions would be interested in offering internship and employment opportunities to students and graduates of this newly created program. Every two years, Community Solutions Board of Directors and staff participate in a process to determine projects and programmatic activities. Broad-based community assessment and opinion research are conducted to ascertain the specific issues that will be the focus of our work. The analysis of existing and emerging trends is central in our assessment process. I can envision that community-based researchers trained by this new program would be outstanding candidates to aid us in our efforts to improve health social and economic conditions in our region.

I would strongly suggest that this new Master's program is not only needed, but critical to the renaissance of our region and state.

Sincerely,

Gregory L. Brown
Executive Director and President

1226 Huron Road, Suite 300, Cleveland, OH 44115-1702 Phone (216) 781-2944 FAX (216) 781-2988
Please consider Community Solutions in your charitable giving plans. A United Way Agency.
Visit us at: www.CommunitySolutions.com Jus (ASBR) 290

Daniel J. Flannery, Ph.D.
Professor & Director
Institute for the Study and Prevention of Violence
230 Cartwright Hall
Kent State University
Kent, OH 44242

July 21, 2008

Dear Dr. Flannery,

I am pleased to write a letter in support of your new master's program in Applied Social and Behavioral Sciences. I believe that students trained through your department's efforts would be of tremendous value to the OSU Center for Family Research, as we routinely look to hire individuals at exactly that level of educational attainment with expertise in assessment and evaluation. Further, I believe that such a program would also be of importance to my home department, in that we train a sizable number of undergraduate students (including honors undergraduates) from Northeastern Ohio that are looking to involve themselves in applied graduate work closer to home. This program would give them an ideal outlet for such academic pursuits. In addition, my department welcomes doctoral program applicants with a strong applied background, so I would forecast that your program's graduates would be strong candidates for our Ph.D. program as well.

If I can be of any further assistance to you in your efforts to get this program up and running, please do not hesitate to contact me through email at gavazzi.1@osu.edu or by telephone at (614) 292-5620.

Best regards,

Stephen M. Gavazzi, Ph.D.

Digitally signed by Stephen M. Gavazzi, Ph.D.
DN: cn=Stephen M. Gavazzi, Ph.D., c=US, o=The Ohio State University, ou=HDFS, email=sgavazzi@ehe.osu.edu
Date: 2008.07.21 10:41:23 -04'00'

Stephen M. Gavazzi, Ph.D.
Professor, Department of Human Development and Family Science
Lead Director, OSU Center for Family Research

Jus (ASBR) 271

Hispanic Urban Minority Alcoholism and Drug Abuse Outreach Program, Inc.

Miguel Prieto Treatment Centers: Casa ALMA & Casa MARIA • Centro Hispano de Jóvenes—Hispanic Youth Center

A Community-Based Organization Serving Greater Cleveland Since 1989

HUMADAOP INC.

3305 West 25th Street
Cleveland, Ohio 44109
(216) 459-1222
Fax: (216) 459-2696
HUMADAOP@hispanicumadaop.com
http://hispanicumadaop.com

July 22, 2008

Daniel J. Flannery, Ph.D.
Professor and Director
Institute for the Study and Prevention of Violence
230 Cartwright Hall
Kent State University
Kent, OH 44242

Dear Dr. Flannery:

I am writing this letter in support of creating a new department and master's program in Applied Social and Behavioral Sciences. The need for professionals who can provide research and evaluation expertise at community-based organizations like ours is urgent. In addition, there are few academic programs available where students can learn the chemical dependency competencies to practice. Universities and other training programs are largely unaware of projected workforce needs for the addiction treatment field in Ohio.

Respondents to surveys and participants in focus groups in Ohio indicate there is lack of standardized educational pathways available to potential treatment staff. Data also suggest that many current treatment staff in Ohio will be lost to retirement in the coming decade (i.e., 44% of the Ohio treatment workforce is over age 50) and there is a lack of diversity in this workforce (i.e., 78% Caucasian and 64% female) (Ohio Chemical Dependency Professionals Board, 2007). Our agency will be interested in hiring students with all these expertise.

As Executive Director of a Hispanic agency providing prevention, treatment and reentry services, I see first hand the difficulty in finding suitable candidates when positions are available. Equally difficult is

Funded by the Ohio Department of Alcohol & Drug Addiction Services,
The Alcohol & Drug Addiction Services Board of Cuyahoga County, Substance Abuse and Mental Health Services Administration, and Other Entities

JUS (ASBL) 292

finding a curriculum in an academic institution that will prepare my staff in these areas.

In conclusion, Dr. Flannery, growing accountability mandates, in combination with the escalating proliferation of evidence-based practices, has resulted in an increasing need for community-based organizations to evaluate effective practice models. I see potential for Kent State University to be at the cutting edge with this curriculum and have no doubts of the demand for it when establish.

Wishing you success,

Carlos Ivan Ramos, Ph.D.
Executive Director

Jus(ASBR) 293

July 18, 2008

Daniel Flannery, Ph.D.
Professor & Director
Institute for the Study & Prevention of Violence
230 Cartwright Hall
Kent State University
Kent, OH 44242

Re: Master of Science program in Applied Social and Behavioral Sciences

Jeanne A. Sternad, Ph.D.
Superintendent of Schools

Allen D. Sluka
Treasurer

Board of Education

Joseph M. Juby
President

Robert A. Dobies, Sr.
Vice President

Frank J. Geraci, Jr.

June A. Geraci

Christine A. Kitson

Dear Dan:

I would like to offer my enthusiastic support for Kent State University's proposal to develop a Master of Science program in Applied Social and Behavioral Sciences.

As you know, the Garfield Heights City School district is committed to addressing and preventing the non academic barriers to learning for students; our programs and services are centered in the social and behavioral sciences. While we are confident our work in this area has a positive impact on the lives of our students academically, socially and behaviorally, in the era of accountability brought about by such policy decisions as the No Child Left Behind (NCLB) Act, I recognize the supreme importance of hiring individuals who are able to gather, manage and analyze achievement data, discipline and evaluate school-based programs.

There is a need for well trained, well-rounded researchers and practitioners who can conduct meaningful school- and community-based research and evaluation. A Master of Science program would provide individuals with the vital skills needed to perform school-based research and evaluation work. Individuals with this skill set are particularly valuable to all school systems across Cuyahoga County and Northeastern Ohio. The demand, within school systems, for master's level prepared graduates with applied research skills will continue to outpace supply which is why it is so refreshing to see institutions like Kent State take the lead on developing these innovative and much needed programs.

Based on our experience with Kent's graduates, with faculty in the College of Education, and our collaborations involving staff from the Institute for the Study and Prevention of Violence (ISPV), Kent State University seems uniquely positioned to develop and house a Master of Science program in applied social research. We have come to particularly value the staff's research and evaluation expertise.

We offer our support and continued collaboration as you begin to develop this new and promising program, and are certain that its graduates will benefit educational and community-based institutions in the region.

Sincerely,

Jeanne Sternad

Jeanne A. Sternad, Ph.D.
Superintendent of Schools

JAS/dll

Board of Education Offices

Telephone: 216.475.8100
Facsimile: 216.475.1824
5640 Briarcliff Drive
Garfield Heights, Ohio 44125

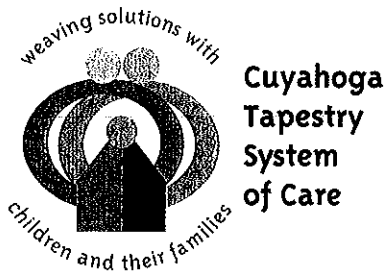
www.garfieldheightscityschools.com

Dan –
Best of luck in your pursuit of this exciting endeavor!
Jeanne

JUS (ASBR) 294

weaving solutions with children and their families

Cuyahoga Tapestry System of Care



Children and Families of the System of Care
Alcohol and Drug Addiction Services Board
Alliance of Child Caring Service Providers
Cleveland Municipal School District
Council of Agency Directors
Cuyahoga County Bar Association
Guardian ad Litem Project
Cuyahoga County Board of County Commissioners
Child Support Enforcement Agency
Department of Children & Family Services
Department of Employment & Family Services
Family & Children First Council
Invest In Children
Justice Affairs
Office of Health and Human Services
Office of Homeless Services
Senior and Adult Services
Workforce Development
Cuyahoga County Board of Mental Retardation & Developmental Disabilities
Cuyahoga County Community Mental Health Board
Cuyahoga County Juvenile Court
Family To Family Administrator's Council
Help Me Grow
Kent State University

July 22, 2008

Daniel J. Flannery, Ph. D.
Professor and Director
Institute for Study and Prevention of Violence
Kent State University
230 Cartwright Hall
Kent, Ohio 44242

Dear Dr. Flannery:

SUBJECT: SUPPORT FOR MASTER'S PROGRAM IN APPLIED SOCIAL AND BEHAVIORAL SCIENCES

I write in support of Kent State University's plan for a new graduate program leading to the degree of Master of Science in Applied Social and Behavioral Sciences. Such a program, community-based within a public health framework and focused on behavioral health, violence and crime prevention, would provide needed leaders and researchers for many northeast Ohio programs, including Cuyahoga Tapestry System of Care. (Tapestry)

Tapestry is a relatively new Cuyahoga County led partnership of child-serving systems, agencies and community groups. Initially funded by a six-year federal Substance Abuse and Mental Health Services Administration (SAMHSA) grant, Tapestry integrates public and private services for multi-need children in a neighborhood based coordinated plan of care that includes all systems, behavioral health services and wraparound supports. Better outcomes and more cost-effective services for children and families with complicated emotional needs are among our goals. So, accountability and transparency through a quality assurance and improvement program as well as timely and accurate reporting on outcomes and costs is crucial.

Our work demands master's level trained professionals who understand the intersection of public child-serving systems, children's behavioral health issues, juvenile justice concerns, and strength-based community and neighborhood programs. Evidence-based practices and on the ground evaluations are critical to our success and that of our partners. Conveying new learnings to the workforce, our funders and to the public are also important to our efforts. Thus, a cadre of practical

CUYAHOGA COUNTY OF OHIO

Cuyahoga Tapestry System of Care
1400 West 25th Street, Cuyahoga
Cleveland, Ohio 44113-3199
Phone: 216.241.3400
Fax: 216.241.3942

JUS (ASBR) 295

weaving solutions with children and their families

Cuyahoga Tapestry System of Care

Children and Families of the System of Care
Alcohol and Drug Addiction Services Board
Alliance of Child Caring Service Providers
Cleveland Municipal School District
Council of Agency Directors
Cuyahoga County Bar Association
Guardian ad Litem Project
Cuyahoga County Board of County Commissioners
Child Support Enforcement Agency
Department of Children & Family Services
Department of Employment & Family Services
Family & Children First Council
Invest In Children
Justice Affairs
Office of Health and Human Services
Office of Homeless Services
Senior and Adult Services
Workforce Development
Cuyahoga County Board of Mental Retardation & Developmental Disabilities
Cuyahoga County Community Mental Health Board
Cuyahoga County Juvenile Court
Family To Family Administrator's Council
Help Me Grow
Kent State University

interdisciplinary-trained, community-based researchers and evaluators would be invaluable to Cuyahoga County's system of care efforts.

As our grantor, SAMHSA has demanded accountability in the use of federal funds. Accountability includes an extensive program evaluation and outcomes demonstration, requiring significant data collection and analysis, interviews, and reporting. In an era of decreasing revenues yet increasing demands for public services, Cuyahoga County itself is taking stock of its various funding commitments. Programs will need to prove they are worth the public investment; only those with a clear research and evaluation component tied to outcomes measurement and reporting will survive. Private funding sources are increasingly requiring outcome and performance measures as well; and both public and private agencies must be able to comprehensively assess and evaluate their programs.

System of care work is strengths-based, community-centered and revolved around the child and family's needs. As we look to strengthen families, address behavioral health issues and reduce juvenile court and child welfare system recidivism, we are looking for new ways to research, evaluate and report on our work. Graduates of the proposed Master of Science in Applied Social and Behavioral Sciences would undoubtedly help us in those efforts.

If you have any questions, please contact me at 216-443-6097 or bdague@cuyahogacounty.us.

Sincerely,

Beth Dague

Beth A. Dague
Executive Officer

CUYAHOGA COUNTY OF OHIO

Cuyahoga Tapestry System of Care
[illegible]
Cleveland, Ohio [illegible]
Phone [illegible]

Jus (ASBR) 296

COURT OF COMMON PLEAS
JUVENILE COURT DIVISION

COUNTY OF CUYAHOGA
2163 EAST 22ND STREET
CLEVELAND, OHIO 44115
(216) 443-8400
FAX: (216) 348-4039
OHIO RELAY SERVICE 711

JOSEPH F. RUSSO
ADMINISTRATIVE JUDGE

JUDGES
PETER M. SIKORA
PATRICK F. CORRIGAN
ALISON L. FLOYD
KRISTIN W. SWEENEY
THOMAS F. O'MALLEY

KENNETH J. LUSNIA
COURT ADMINISTRATOR

August 4, 2008

Daniel J. Flannery, Ph.D.
Professor and Director
Institute for the Study and Prevention of Violence
230 Cartwright Hall
Kent State University
Kent, Ohio 44242

Re: ASBR Master of Science

Dear Dr. Flannery:

I write this letter in support of your initiative to establish a degree offering in Applied Social and Behavioral Research. The need to carefully use available program dollars on effective and evident-based practices has never been greater. Tax dollars available to the Court are coupled with increased demands for accountability so that expenditures truly work for the public good, and that we have the ability to give evidence of it.

This Court is involved with many initiatives including drug treatment, mental health services, anger management and control and developing responses to domestic violence. Professionals skilled in research and evaluation of these efforts will be in demand in the years to come, so that human service agencies can gain a measure of confidence that the services provided effectively address the problems presented.

I wish you success in your efforts and know that the Juvenile Court supports your work.

Very truly yours,

Kenneth J. Lusnia
Court Administrator

KJL:bp

C: Administrative Judge Joseph F. Russo
James Tribble, Chief Probation Officer

THE OHIO STATE UNIVERSITY

Criminal Justice Research Center

Department of Sociology
300 Bricker Hall
190 North Oval Mall
Columbus, OH 43210-1353

Phone (614) 292-7468
Fax (614) 292-0855

July 15, 2008

Daniel J. Flannery, Ph.D.
Professor & Director
Institute for the Study and Prevention
of Violence
230 Cartwright Hall
Kent State University
Kent, OH 44242

Dear Dan,

I have just learned that Kent State University has decided to formally pursue a new department and master's program in Applied Social and Behavioral Sciences. Please accept this letter as my unqualified support of this much-needed and exciting academic program.

As you well know, the scientific research climate – including the social and behavioral sciences – has changed over the past decade. Cutbacks in federal funding have increased competition for governmental and private research funds. At the same time there has been increasing emphasis on the identification and promotion of evidence-based practices in the health and human services. This means that those implementing community programs must be better stewards of their funds, forcing them to rigorously evaluate their programming. All these developments argue for a cadre of researchers who are well-trained in all aspects of community-based health research - data collection, analysis, interpretation, and reporting - as well as in ancillary skills such as applying for and managing research grants, and the responsible conduct of research.

One of the main strengths of the proposed department and associated master's degree is student access to research faculty who are "in the trenches," so to speak, of community-based, health-related research. The proposed core faculty, with whom I am well-acquainted and for whom I have the highest respect, are conducting research on real-world problems related to criminal and juvenile justice, various forms of violence, mental health, and substance abuse. The data they collect will in turn lead to real-world solutions. This simply does not occur in traditional social and behavioral science

departments where the emphasis is on basic research. For the faculty of the new department, the "service to the community" obligation is inherent in, rather than ancillary to, the faculty role. The result for the master's students in the new program will be first-rate training from the very beginning of their academic program. Consequently, they will be better-equipped than traditional students to function as researchers or research managers, or to pursue advanced degrees in a wide variety of disciplines.

I strongly believe that Kent State is uniquely positioned to implement the proposed program. For one, it geographically is situated in the triangle formed by three urban communities – Akron, Cleveland, and Youngstown. The proposed faculty is already conducting applied research in these communities, each a social laboratory that presents limitless opportunities for faculty and students alike. Moreover, KSU enjoys a reputation as a major research university with strengths in liquid crystal technology, nursing, psychology, and violence prevention, to name just a few. A new Department of Applied Social and Behavioral Sciences would complement well KSU's other strengths.

I have closely examined the proposal to the Ohio Board of Regents. The arguments are strong and well-justified. The program will fill a major void that exists between traditional social research training and learning applied research on the job. From my perspective as a social scientist in a research center at a major research university, the graduates of the proposed program would be extremely attractive candidates.

I trust that the Ohio Board of Regents will see the proposed program's merits that are obvious to me and my colleagues. Should you need any other form of support for this program – including discussions or meetings with the Ohio Board of Regents – I will be more than happy to do so.

Best regards,

Mark S. Davis, Ph.D.
Research Scientist

Jus (ASBR) 299

connections

HEALTH • WELLNESS • ADVOCACY

(Formerly North East Ohio Health Services)

July 15, 2008

Daniel J. Flannery, Ph.D.
Professor and Director
Institute for the Study and Prevention of Violence
230 Cartwright Hall
Kent State University
Kent, Ohio 44242

Regarding: Letter of Support for
Master's Degree Program in
Applied Social and Behavioral Sciences

Dear Dr. Flannery:

CONNECTIONS/North East Ohio Health Services and I are pleased to provide you and the concept of a new Masters Degree Program in Applied Social and Behavioral Sciences with our full and enthusiastic support. As a significant community behavioral health, mental health and chemical dependency, treatment agency with all populations of vulnerable diagnosed adults, children and youth, CONNECTIONS is required to provide evidence-based services, and to participate in both research and basic program evaluation by our customers, funders, and our commitment to our own mission. This applied social and behavioral sciences research and evaluation is the only sure way that agencies like mine are able to document effectiveness, worthiness and expertise in providing services.

No one in North East Ohio, and indeed no one in the entire State of Ohio is more respected in the area of social and behavioral science research and evaluation then Daniel J. Flannery and the Institute for the Study in Prevention of Violence, Kent State University. As always, you and the Institute for the Study and Prevention of Violence are on the cutting edge of needed program development. Funding for the most essential services has never been tighter, and thus real world evaluation and research will be especially critical in virtually all areas of service, prevention and treatment. This will be especially true in a major area of your and our expertise, community-based corrections and juvenile justice services. The State of Ohio is now in the process of implementing an over 60% cut in Cuyahoga County juvenile community based

www.connectionscleveland.org

Connections in Beachwood
24200 Chagrin Boulevard
Beachwood, OH 44122
(216) 831-6466

Connections in East Cleveland
Huron Hospital
13951 Terrace Road, 7th Floor
East Cleveland, OH 44112
(216) 761-6996

Connections in Garfield Heights
Marymount Hospital
The Trudell Center, Room 137
12300 McCracken Road
Garfield Heights, OH 44125
(216) 587-6727

East End Neighborhood House
2749 Woodhill Road
Cleveland, OH 44104
(216) 707-6026

Rose Home
2435 West Saint James Parkway
Cleveland Heights, OH 44106
(216) 721-5169

JUS (ASBR) 300

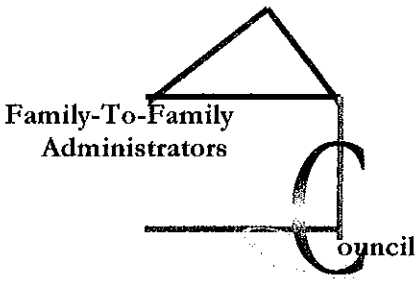
corrections.

Clearly, your new department and master's program and the program's graduates will be needed and sought after. I think that this will be especially true of graduates who are able to do both real world evaluation and research combined with some clinical supervision and practice. Please always free to contact CONNECTIONS and me personally at any time for any reason.

Most Sincerely and Respectfully Yours,

J. Toth

J. Toth
LISW-S, LPCC-S, LCDC III, ICADC
Director of Family and Youth Development
CONNECTIONS
The Office Place, 24200 Chagrin Boulevard
Beachwood, Ohio 44122
Telephone: 216-831-6466 Extension 264; Fax: 216-766-6084
24/7 Mobile Phone: 216-849-8986
E-Mail: jtoth@connectionscleveland.org



Administrators Council

Kevin Hodges Chair
Glenville Collaborative

Tracey Mason, Vice Chair
Broadway Collaborative

Pamela Bradford, Secretary
Cleveland Heights/
University Heights
Collaborative

Central

East Cleveland

Euclid

Harvard/Union/Miles

Hough

Lakewood

Mt. Pleasant

Parma

West Side

Woodhill/Fairfax

Jillian Driscoll
Managing Director
9300 Lorain Avenue
Cleveland, Ohio 44102
(216) 771-7297 ext. 328
(216) 771-0620 Fax

July 22nd, 2008

Daniel J. Flannery, Ph.D.
Professor & Director
Institute for the Study and Prevention of Violence
230 Cartwright Hall
Kent, OH 44242

Dear Dr. Flannery,

On behalf of the Family-to-Family Administrators' Council – a Council comprised of 14 different Cleveland area Settlement Houses, Community Agencies, School Districts and Municipalities – I would like to share the support of the Council for the development of the ISPV's new department and master's program. In our daily work we are confronted daily with increasing mental health needs, increasing poverty and thus an increase in crime from those populations we service.

Unfortunately, due to the current state of affairs in our national, state and local economy we are placed in very precarious positions concerning sustainable funding for any programs we hope to continue and/or create in order to meet the growing needs of the residents we serve. We see the new ISPV program as an opportunity for our agencies to become better educated and supported in accountability efforts, program evaluation and data analysis surrounding our services.

Without the flexibility of IPSV and without their understanding around public and community-based programming the program evaluation, policy direction and evidence based treatment development of Tapestry Systems of Care, Neighbor-to-Neighbor, Truancy Prevention through Mediation and Mental Health in Schools would not be as strong. It is through such partnerships that we can continue to provide Cuyahoga County and its families with high quality programming and services.

Sincerely,

Jillian Driscoll

Jillian Driscoll
Managing Director
Family-to-Family Administrators' Council

JWS(ASBR) 302

TURKISH INSTITUTE
FOR SECURITY AND DEMOCRACY
Security for a Peaceful and Democratic World

Daniel J. Flannery, PhD
Professor and Director
Institute for the Study and Prevention of Violence
230 Cartwright Hall
Kent State University
Kent, OH 44242

August 8, 2008

Dear Dr. Flannery,

Thank you for informing us of the new department and master's program in Applied Social and Behavioral Sciences you are developing. I'm writing to express the support of the Turkish Institute for Security and Democracy (TISD) for this program.

As you know, TISD is an extension of the Turkish Institute for Police Studies (TIPS), which began its work in the United States in 2003. A large part of TIPS' work involved bringing outstanding mid-level executive members of the Turkish National Police (TNP) to US universities to earn their Masters and PhD degrees. Since 2003, more than 40 TNP members have successfully completed their degrees and returned to Turkey. TISD continues to coordinate the academic journeys of more than 150 students throughout the US, in fields such as Criminal Justice, Sociology, Public Policy, and Public Administration throughout the United States. We hope to expand the number of entering students by 35 each year.

In contrast to TIPS, TISD is an umbrella organization, and as such, this coordination of graduate students is just one part of its work. TISD's mission is to contribute innovative democratic solutions to security problems in the world by combining practical experience with academic study on security issues. In order to fulfill this mission, TISD carries out high quality studies and research on related topics and publishes these and other proceedings.

The Applied Social and Behavioral Sciences Master of Arts program at Kent State would complement TISD's mission very naturally. The focus on violence, crime prevention and community behavioral health is well suited to our field and to the research interests of our students. Current research topics include recruitment of members by terrorist organizations, community-based policing, and enhancing police leadership. Furthermore, as both experienced practitioners in law enforcement and academicians, we at TISD are aware of the increasing demand for accountability in the use of public funds as well as the importance of evidence-based practices. Graduates of a program dealing with the art and science of prevention and intervention research would be well prepared to contribute to research and evaluation projects which TISD initiates in Washington, DC and abroad.

1625 Massachusetts Avenue, NW, Suite 601, Washington, DC 20036 • Tel: (202) 232 2112 • Fax: (202) 232 2725 • Email: info@thetisd.org
www.thetisd.org JUS (ASBR) 303

TURKISH INSTITUTE
FOR SECURITY AND DEMOCRACY
Security for a Peaceful and Democratic World

Accordingly, we at TISD are enthusiastic about the development of the Applied Social and Behavioral Sciences Master of Arts program at Kent State. We already have approximately 10 students at Kent State and there is bound to be significant interest among our incoming Master's students in the new program.

I look forward to future correspondence about the development of this program. Please do not hesitate to contact me with any questions or if I can be of assistance in any other way.

Sincerely,

Samih Teymur, PhD
President of Turkish Institute for Security and Democracy (TISD)
1625 Massachusetts Avenue NW
Washington, DC 20036

PROPOSED

CATALOG COPY AND GRADUATION REQUIREMENT SHEET

Jus(ASBR) 305

CATALOG COPY FOR ASBR PROPOSAL

[Note: The Department should be listed after Anthropology and before Biological Sciences in the Fall 2009 **Graduate Catalog**.]

Applied Social and Behavioral Research (ASBR)

XXXXX, Chair
XXXX
330-672-XXXX
xxxxxxx@kent.edu

XXXXX, Graduate Coordinator
XXXX
330-672-XXXX
xxxxxx@kent.edu

Master of Science in Applied Social and Behavioral Research (ASBR)

The interdisciplinary Master of Science degree program 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. 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. In addition, the program also prepares students for advanced study at the doctoral level. The master's program has close affiliation with the Institute for the Study and Prevention of Violence (ISPV) which has an excellent track record of grant-funded community-based research in violence and crime prevention and community behavioral health interventions. The core faculty members of the department are active research faculty affiliated with ISPV and are dedicated to training graduate students through course instruction and seminars and by involving them directly in their research projects. In addition, faculty members from a number of other disciplines (including anthropology, geography, justice studies, sociology, psychology, political science) are affiliated with the department to help deliver a strong research-based program of education for the graduate students in the program.

Core areas of the degree 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.

Visit the programs's website at XXXXX for more information.

Objectives of the Program

The core program will include a focus on the science and methods of prevention and intervention and quantitative and qualitative social science research methods. Two concentrations beyond the core include: Violence and Crime Prevention and Community and Behavioral Health. Both areas share a common focus on developing prevention and intervention strategies based on applying the best research evidence, and on assessment of the effectiveness of prevention and intervention strategies. Students can also work with graduate advisors to develop a set of electives for individualized areas of concentration related to community-based research. The objectives of the program are as follows:

1. Provide students with critical thinking and research skills and learn how to work effectively in multifaceted interdisciplinary community structures.
2. Provide a comprehensive understanding of both qualitative and quantitative methodologies and how these are applied in community-based research.
3. Develop an understanding of the need to examine multiple levels of analysis such as individual, family, group, neighborhood, organization, and communities in developing prevention and intervention strategies.
4. Develop professional skills through exposure to applied community based research.

Admission Requirements

In addition to the application requirements for the University, admission into the Master of Science program requires the following:

1. Minimum undergraduate GPA of 3.0 (on 4.0 scale)
2. Submission of satisfactory scores on the Graduate Records Exam
3. A two page statement of goals and motivations for pursuing a degree in Applied Social and Behavioral Research
4. Three letters of recommendation from academic sources
5. At least two semesters (6 credit hours) with grades of B or better of undergraduate courses in research methods/data analysis in a social or behavioral science or related field

Program Requirements

Students will be required to complete 37 hours of graduate course work, with 16 hours of core courses, 15 hours of electives, and 6 hours of a capstone research project. Requirements are as follows:

Core Courses

- ASBR 62020: Science and Methods of Community-based Prevention & Intervention I (3 hrs)
- ASBR 62030: Science and Methods of Community-based Prevention & Intervention II (3 hrs)
- ASBR 60002: Quantitative Methods for Applied Community Based Research (4 hrs)
- ASBR 60004: Theory and Methods of Qualitative Research (3 hrs)
- ASBR 63040: Advanced methods and analysis for applied community based research (3 hrs)

PROPOSED

Culminating Research Requirement

ABSR 68098: Capstone Research (6 credit hours)

Research Capstone Project: Student works with faculty advisor and community site(s) to examine a 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.

Electives & Concentrations:

Students are asked to choose an area of concentration. The two areas of concentration are Violence and Crime Prevention or Community and Behavioral Health. Within the concentration, students must take a core competency course. Students who choose the Violence and Crime Prevention concentration are required to take ASBR 64632 Etiology of Aggression and Violence. Students who choose the Community and Behavioral Health concentration are required to take ASBR 64634 Behavioral Health and Community Structure.

Beyond the core competency course, students are required to complete 12 hours of elective credit. Of those 12 hours, 6 must be within the student's chosen area of concentration. Students may also select additional courses with graduate coordinator approval.

Violence and Crime Prevention Concentration

ASBR 64632: Etiology of Aggression and Violence (3 credits)
ASBR 66195: Special Topics in Violence Research (3 credits)
ASBR 64654: Geo-spatial analysis and violence prevention (3 credits)

Other possible electives
JUS 66763/POL 70704: Theories of crime and delinquency (3 credits)
JUS 66765: Criminal violence (3 credits)
JUS 66772/POL 70706: Victimology (3 credits)
SOC 52577: Sociology of Family Violence (3 credits)
SOC 62760: Deviance (3 credits)
POL 60701: Proseminar in Issues in Contemporary Justice (3 credits)
POL 60703: Community and Domestic Violence (3 credits)
HED 54550: Drug Abuse and Violence Prevention (3 credits)

Community and Behavioral Health Concentration

ASBR 64634: Behavioral Health and Community Structure (3 credits)
ASBR 66395: Special Topics in Community and Behavioral Health (3 credits)

Other possible electives:
PSYC 60310: Community Psychology (3 credits)
PSYC 60314: Assessment of Organizations and Intervention Strategies (3 credits)

PROPOSED

PSYC 60326: Clinical Aspects of Health Psychology (3 credits)
SOC 52563: Sociology of Health and Health Care (3 credits)
SOC 62323: Sociology of Health Care (3 credits)
SOC 62324: Social Epidemiology (3 credits)
SOC 62326: Sociology of Mental Health and Mental Disorders (3 credits)
SOC 62328: Stratification and Health (3 credits)
JUS 56701: Crime, Justice and Substance Abuse (3 credits)
JUS 56708: Treatment Methods (3 credits)
CHDS 67663: Community Counseling (3 credits)
CHDS 67664: Addictive Behavior and Treatment Issues (3 credits)
CHDS 67665: Substance Abuse Counseling (3 credits)
CHDS 67695: Special Topics in Community Counseling (3 credits)
CHDS 68066: Counseling Adolescents (3 credits)
HED 64060: Grant Writing for Health Education and Promotion (3 credits)
HED 64072: Epidemiology (3 credits)
HED 71250: Public Health Practice and Health Promotion *permission required (3 credits)
HED 71450: Evaluation of Prevention Interventions *permission required (3 credits)
MPH 60103: Epidemiology in Public Health (3 credits)
NUTR 53515: Community Nutrition (3 credits)
RHAB 57712: Introduction to Rehabilitation (3 credits)
RHAB 67744: Drug and Alcohol Rehabilitation (3 credits)
NURS 60205: Introduction to Applied Epidemiology (3 credits)
NURS 60451: Health Policy and Delivery Systems (3 credits)

Other Courses that can be used as electives beyond the core and concentration areas

ASBR 67496: Individual Investigation
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 54023: Building Family Strengths
HDFS 54029: Family Policy
MPH 60101: Public Health Concepts
MPH 60102: Social and Behavioral Sciences in Public Health
MPH 60110: Grant Writing in Public Health Practice

PROPOSED

RHAB 67726: Measurement and Appraisal in Rehabilitation

Courses ASBR

ASBR 60002
Quantitative Methods for Applied Community Based Research (4)
Introduces the basic concepts and methods of statistics as applied to diverse problems in social and behavioral research. Demonstrates methods of exploring, organizing, and presenting data, and introduces fundamentals of probability, including probability distributions and conditional probability, with applications to 2x2 tables. Presents the foundations of statistical inference, including concepts of population, sample parameter, and estimate; and approaches to inferences using the likelihood function, confidence intervals, and hypothesis tests. Introduces and employs the statistical computing package to manipulate data and prepare students for remaining course work in this sequence. Lecture 3 hours, laboratory 1 hour weekly.

ASBR 60004
Theory and Methods of Qualitative Research (3)
This course provides an overview of the theory and methods of qualitative research for graduate students in the Social and Behavioral Sciences. Course examines the philosophy of qualitative research, data production, and data analysis.

ASBR 62020
Science of Community Based Prevention and Intervention I (3)
This course explores the science of research design and methodology for prevention and intervention research for graduate students in the Social and Behavioral Sciences.

ASBR 62030
Science of Community Based Prevention and Intervention II (3)
This course provides an overview of the science of prevention and intervention research for graduate students in the Social and Behavioral Sciences. Course examines prevention and intervention science, ethics, and principles of community based research and evaluation.
Prerequisites: ASBR 62020

ASBR 63040
Advanced Methods and Analysis of Applied Community Based Research (3)
Explores advanced statistical and methodological approaches to the study of violence and community behavioral health. Students will examine issues related to the use of large, complex public health data sets. Analysis methods include: survival analysis, hierarchical linear modeling, advanced multiple regression models including those with nonparametric dependent variables, interrupted time series modeling, and complex sampling techniques.
Prerequisites: ASBR 60002, ASBR 60004, ASBR 62020

ASBR 64632
Etiology of Aggression and Violence (3)
This course provides an overview of the theories and research evidence concerning the etiology of aggressive and violent behavior.

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PROPOSED

ASBR 64634
Behavioral Health and Community Structure (3)
This course provides an overview of the reciprocal relationship between community structures and behavioral health. In particular, the course will review topics such as mental health, addictions, poverty, treatment interventions and prevention efforts.

ASBR 64654
Geo-spatial Analysis and Violence Prevention (3)
This course provides an overview of the spatial nature of violence. Intermediate and advanced geo-spatial methods for identifying spatially structured community problems and strategies for assessing community interventions will be taught.

ASBR 66195
Special Topics in Violence Research (3)
Intensive analysis of significant and current research related to violence prevention and intervention which are not covered in regular courses.

ASBR 66395
Special Topics in Community Behavioral Health (3)
Intensive analysis of significant and current research related to community behavioral health which are not covered in regular courses.

ASBR 67496
Individual Investigation (1-3)
Intensive study of a particular topic that can not normally be pursed in a regular course setting. Individual investigation topic must be approved by instructor.
Prerequisite: Special approval for registration

ASBR 68098
Capstone Research ~~Requirement~~ (6) Experience in ASBR
Student works with faculty advisor and community site(s) on relevant community-based research project. A paper (grant proposal, research study, needs assessment, etc.) that demonstrates the application of learned material which is reviewed by a faculty committee. Written paper and oral defense required. S/U grading; IP permissible.
Prerequisites: ASBR 62030, ASBR 63040, special approval for registration.

Jus(ASBR) 3/1

PROPOSED

MS APPLIED SOCIAL AND BEHAVIORAL RESEARCH

COLLEGE OF ARTS AND SCIENCES
KENT STATE UNIVERSITY
MASTERS OF SCIENCE
MAJOR REQUIREMENT SHEET
2009-2010 GRADUATE CATALOG

NAME _____
ID NUMBER _____
DATE _____

SUMMARY OF MS GENERAL GRADUATION REQUIREMENTS (see catalog for additional details)
*Minimum of 37 total hours
*Minimum of 3.0 cumulative GPA
*Capstone Research Requirement

CORE REQUIREMENTS.....16

ASBR Science & Methods of Community based Prevention & Intervention	62020_____	3
ASBR Science & Methods of Community based Prevention & Intervention II	62030_____	3
ASBR Quantitative Methods for Applied Community Based Research	60002_____	4
ASBR Theory and Methods of Qualitative Research	60004_____	3
ASBR Advanced Methods & Analysis for Applied Community Based Research	63040_____	3

CHOOSE ONE FROM.....3

Violence & Crime Prevention Concentration
ASBR Etiology of Aggression & Violence 64632_____ 3

Community & Behavioral Health Concentration
ASBR Behavioral Health & Community Structure 64634_____ 3

MAJOR ELECTIVES 12
AT LEAST 6 CREDIT HOURS MUST BE FROM THE STUDENT'S CHOSEN CONCENTRATION AREA. THE REMAINING 6 HOURS CAN BE SELECTED FROM EITHER CONCENTRATION OR ANY OF THE COURSES LISTED.

Violence and Crime Prevention Concentration

ASBR Special Topics in Violence Research	66195_____	3
ASBR Geo-spatial analysis and violence prevention	64654_____	3

Other possible electives

JUS/POL	Theories of crime and delinquency	66763/70704_____	3
JUS	Criminal violence	66765_____	3
JUS/POL	Victimology	66772/70706_____	3
SOC	Sociology of Family Violence	52577_____	3
SOC	Deviance	62760_____	3
POL	Proseminar in Issues in Contemporary Justice	60701_____	3
POL	community and Domestic Violence	60703_____	3
HED	Drug Abuse and Violence Prevention	54550_____	3

Community and Behavioral Health Concentration

ASBR	Special Topics in Community and Behavioral Health	66395_____	3

Other possible electives:

PSYC	Community Psychology	60310_____	3
PSYC	Assessment of Organizations and Intervention Strategies	60314_____	3
PSYC	Clinical Aspects of Health Psychology	60326_____	3
SOC	Sociology of Health and Health Care	62563_____	3
SOC	Sociology of Health Care	62323_____	3
SOC	Social Epidemiology	62324_____	3
SOC	Sociology of Mental Health and Mental Disorders	62326_____	3
SOC	Stratification and Health	62328_____	3

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JUS	Crime, Justice and Substance Abuse	56701	3
JUS	Treatment Methods	56708	3
CHDS	Community Counseling	67663	3
CHDS	Addictive Behavior and Treatment Issues	67664	3
CHDS	Substance Abuse Counseling	67665	3
CHDS	Special Topics in Community Counseling	67695	3
CHDS	Counseling Adolescents	68066	3
HED	Grant Writing for Health Education and Promotion	64060	3
HED	Epidemiology	64072	3
HED	Public Health Practice and Health Promotion	71250	3
HED	Evaluation of Prevention Interventions	71450	3
MPH	Epidemiology in Public Health	60103	3
NUTR	Community Nutrition	53515	3
RHAB	Introduction to Rehabilitation	57712	3
RHAB	Drug and Alcohol Rehabilitation	67744	3
NURS	Introduction to Applied Epidemiology	60205	3
NURS	Health Policy and Delivery Systems	60451	3

Other Courses that can be used as electives beyond the core and concentration areas

ASBR	Individual Investigation	67496	1-3
POL	Proseminar in Policy Analysis and Administration	60301	3
POL	Seminar: Problems in Public Policy	51391	3
PADM	Program Evaluation I	60379	3
PADM	Program Evaluation II	60380	3
SOC	Wealth, Poverty and Power	52558	3
SOC	Advanced Techniques in Research	62216	3
SOC	Sociology of Race and Ethnicity	62870	3
SOC	Social Inequalities	62546	3
GEOG	GIS	59070	3
GEOG	Advanced GIS	59080	3
CHDS	Principles of Measurement and Appraisal	68126	3
HED	Health Informatics	64010	3
HED	Public Health Practice and Health Promotion	72150	3
HED	Evaluation of Preventive Interventions	71450	3
HDFS	Building Family Strengths	54023	3
HDFS	Family Policy	54029	3
MPH	Public Health Concepts	60101	3
MPH	Social and Behavioral Sciences in Public Health	60102	3
MPH	Grant Writing in Public Health Practice	60110	3
RHAB	Measurement and Appraisal in Rehabilitation	67726	3

TOTAL MAJOR HOURS.....37

Jus (ASBR) 3/3

DESCRIPTIONS OF ISPV RESEARCH PROJECTS

JWS (ASBR) 3/4

Institute for the Study
ISPV
& Prevention of Violence

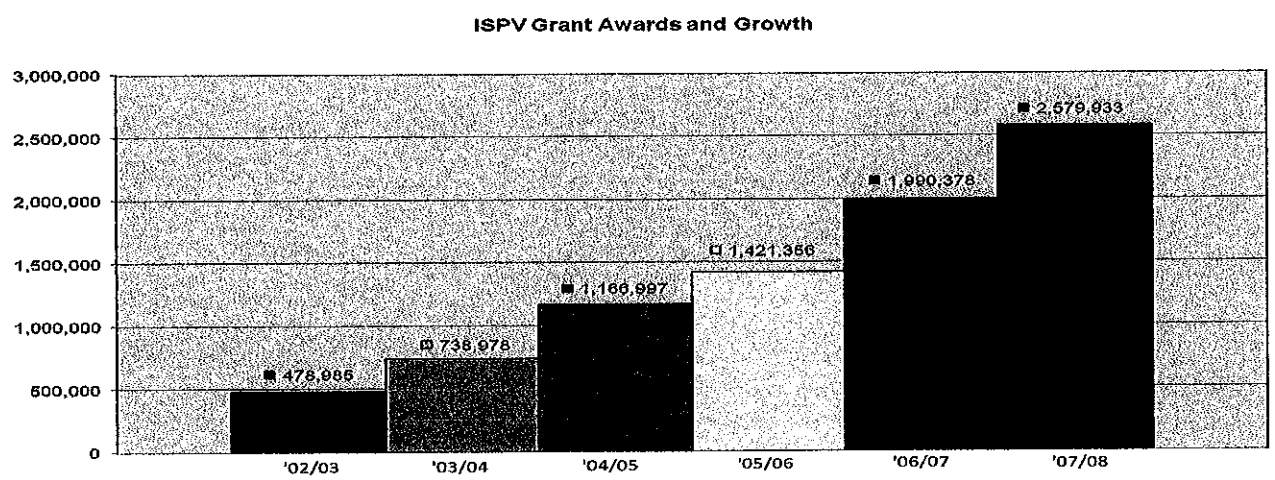
History and Mission

In February 1998 KSU established the multi-disciplinary Institute for the Study and Prevention of Violence (ISPV) where faculty, staff and students from across campus work together on research, training and policy related to violence prevention. The role and mission of the ISPV is to promote interdisciplinary research into the causes and prevention of violence, engage in the design, implementation and evaluation of community-based programs for violence prevention. ISPV brings together local and national expertise to develop multi-disciplinary research strategies that inform the development and implementation of best practices and policy, thereby bridging the gap between science and practice. Activities occur in collaboration with law enforcement agencies, schools, community-based organizations, social service providers, and government entities so that the long-term goal of a significant reduction in crime and violence will be achieved in a systematic, practicable way. ISPV has a brief but impressive history of translating research into practice, of conducting applied evaluation studies of school and community programs, and of disseminating information to non-researchers about how to conduct their own evaluations of program effectiveness.

ISPV has grown to a staff of 14 (about 12 FTE's) and includes master and doctoral level research assistants, research associates, project directors and affiliated faculty. ISPV is also proud of the support that continues to be provided to local and international graduate students through faculty lead research with tuition and graduate assistantships. The staff, students and faculty are culturally diverse and represent the fields of human services, research and evaluation studies, law enforcement, social work, mental health, public health and education.

ISPV Funding Levels

ISPV has consistently grown in research funding generated and relative rank (within the top five) at the university within the past five years. The following chart represents approximate funding from multiple sources from 2002 through 2008:



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Current Projects at ISPV

Tapestry (2004-present)

Funding Agency: **Substance Abuse and Mental Health Services Agency**

Project Description: Project Tapestry is an 18.5 million-dollar system of care demonstration and research project through the Substance Abuse and Mental Health Services Administration. ISPV investigators are examining the dynamics of system of care development in Cuyahoga County from three perspectives: 1) the macro perspective looking at how large child serving systems (i.e., education, mental health, health, juvenile justice, and child welfare) develop coordinated planning, governance, and service delivery structures to better serve youth with severe emotional disturbances (SED); 2) the individual systems level and the challenges that child serving systems experience in coordinating care and implementing effective, evidence-based services; and 3) the individual perspective, examining changes in youth and family behavioral functioning over time. The initial project planning year ends 9/30/04, and services will be implemented through 2009.

The Treatment Effectiveness Study (TES) (2005-2008)

Funding Agency: **Substance Abuse and Mental Health Services Agency (subcontract with ORC Macro International)**

Project Description: TES project is a sub-study of The Tapestry Project, intended to conduct a study on a subset of children involved in the national evaluation, specifically the Longitudinal Child and Family Outcome Study (LOS) which will involve additional measures and an assessment of the effectiveness of an evidence-based therapy delivered within a system of care. The Treatment Effectiveness Study (TES) is a randomized control trial of Brief Strategic Family Therapy (BSFT) for a subset of LOS clients. The study will assess the effectiveness of BSFT within a system of care on clinical outcomes by comparing outcomes among children who received the standard system-of-care services plus an evidence-based treatment to those among children who received the standard system-of-care services including an individually matched therapy. The TES measures treatment fidelity and outcomes specific to treatment goals, with measures administered to service providers, caregivers and youth. Areas of child clinical and functional status assessed include symptomatology, diagnoses, strengths, functioning, development (among young children), substance use, school attendance and performance, delinquency and juvenile justice involvement, and stability of living arrangements. Assessment of families includes family support, communications, resources, and caregiver strain.

Youth and Family Community Partnership (2008-present)

Funding Agency: **Cuyahoga County**

Project Description: The study will investigate the effectiveness of diverting youth who would have been served by the Youth Development Center in Hudson Ohio but who will receive, as an alternative, residential and community based treatment in Cuyahoga County. The project will follow youth for 12 months. The project team will conduct home based interviews with youth and caregivers at six and 12 months post intake. Finally, the project will collect outcome data on all participants at 12 months post intake. The outcome data will include any new adjudications, arrests, or technical violations.

Comprehensive Anti-Gang Initiative (2006-present)

Funding Agency: **United States Department of Justice**

Project Description: ISPV is the research coordinator for CAGI; a balanced, comprehensive approach to reducing gang crime and violence through the implementation of three strategies: (1) Prosecution/enforcement strategies; (2) Prevention/intervention

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strategies, and; (3) Prisoner re-entry strategies. Initial implementation is focused on the Hough and St. Clair/Superior neighborhoods in Cleveland and involves the United States Attorney General for Northeast Ohio, law enforcement, service providers, Cleveland schools, and reentry experts. ISPV researchers are providing evaluation technical assistance and working with the CAGI partners to create a sustainable and replicable system for providing prevention and reentry services to at-risk youth. Researchers are also collecting, analyzing and mapping all available gang-related gang and crime data for the target neighborhoods in order to assess law enforcement efforts to reduce gang-related crime and violence.

HUMADAOP Outreach to Promote Empowerment (Project H.O.P.E.) (2005-present)

Funding Agency: **Center for Substance Abuse Treatment, Substance Abuse and Mental Health Services Administration**

Project Description: Evaluation of culturally--relevant drug treatment and wrap-around services to young adult Hispanic offenders returning to Cleveland area after confinement in Ohio correctional facilities. Project H.O.P.E. ISPV researchers are gathering and analyzing GAIN assessment data at intake, 3-month, and 6-month follow-ups. Data is being analyzed on an ongoing basis and results are shared with HUMADAOP senior management and case managers in order to inform programmatic decision-making and service provision.

Disproportionate Minority Contact (2007-present)

Funding Agency: **Ohio Department of Youth Services**

Project Description: Researchers are working closely with court staff from all Cuyahoga and Trumbull, County OH Juvenile Court departments (e.g., intake, diversion, probation, prosecution) to understand procedures and policies for handling youth throughout the entire Cuyahoga County juvenile justice continuum. A team of ISPV researchers are analyzing Cuyahoga County Juvenile Court data to identify specific decision-making points where disparities may be occurring, resulting in disproportionately large numbers of minority youth in Ohio's juvenile justice system. In addition, researchers have been participating in ODYS technical assistance institutes aimed at guiding Ohio counties through the DMC identification, assessment, and reduction processes.

An Evaluation of State of Ohio Title II Programming (2006-present)

Funding Agency: **Ohio Department of Youth Services**

Project Description: The use of formula grants to support delinquency prevention and juvenile justice system strengthening activities, at the state level, was initiated in 1974 by the Juvenile Justice and Delinquency Prevention Act. Since, formula grants have been awarded by the Office of Juvenile Justice and Delinquency Prevention (OJJDP) to states in three year cycles. In Ohio, the Department of Youth Services (ODYS) is the agency responsible for administering this program. An evaluation of programs receiving Title II funds is required by the OJJDP. The Institute is currently engaged in an evaluation of Ohio's Title II programs

Examining the Effects of Migration on Turkey's Security (2007-2008)

Funding Agency: **Turkish Institute of Police Studies**

Project Description: The goal of this project is to develop a research protocol for studying the criminal and anti-governmental activities of migratory populations in Turkey. Specifically, a research team from Kent State University's Institute for the Study and Prevention of Violence is working with researchers to develop a methodologically sound research plan to examine the scope and nature of the criminal and terrorism-related activities of groups generally migrating from the rural southeast of Turkey to urban centers . The theoretical framework for this research is the Social Disorganization perspective developed by Chicago

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School criminologists. The transferability of this neighborhood-level explanation of crime and violence to Turkey will be assessed. The current eighteen month project will serve as the first-phase of a multi-year effort.

Behavioral Health / Juvenile Justice Program Evaluation (2005-2009)

Funding Agency: Ohio Department of Mental Health, Ohio Department of Youth Services, Ohio Department of Alcohol and Drug Addiction Services

Project Description: Statewide evaluation of six counties in Ohio who, with support from the above agencies have been funded to provided services to meet the needs of juvenile offenders, age 10-17, who also have mental health problems. Three of the six sites are focusing solely on females. Sites are using models such as Multisystemic Therapy, Functional Family Therapy, and Intensive home based treatment to address the multiple needs of these children and their families. ISPV is serving as the evaluation partner on this project. The goals of the evaluation include 1) identification and description of the target population, 2) evaluation of the success of the specific programs by assessing children on several measures throughout treatment, 3) examination of youth post-treatment to determine whether the program produces lasting effects, and 4) evaluation of the processes by which juvenile offenders with mental health problems are identified and treated.

Safe Schools/Healthy Students Evaluation Consortium (2005-2008)

Funding Agency: Research Triangle Institute, International

Project Description: The initiatives include: three Safe Schools/Health Students (SS/HS) grants, and two systems of care (SOC) cooperative agreements through the Substance Abuse Mental Health Services Administration (SAMHSA). The SAMHSA cooperative agreements are through the Center for Substance Abuse Treatment (CSAT) and the Center for Mental Health Services (CMHS). Investigators propose to examine the dynamics of system of care development within a community by specifically studying the relationship between schools, or education systems, and SOC development. We will study this relationship from two perspectives: 1) the macro perspective -- looking at how schools interface with coordinated systems of care infrastructure development (Figure 1), and, 2) the evidence based perspective -- examining the selection, implementation, evaluation, and sustainability of evidence-based practices within and across SS/HS and SOC sites.

The Prison Experience and Reentry: Examining the Impact of Victimization on Coming Home (2006-2008)

Funding Agency: National Institute of Justice (with University of Akron)

This study will explore the incidence and impact of emotional, physical, and/or sexual victimization on inmates who are returning to the community. Little, if any, research has explored the additive effect victimization may have on an already difficult transition period for offenders. This victimization impact intensifies mental health problems,
substance abuse rates, family conflicts, and criminal behavior. Halfway house clients from nearly 25 halfway house programs will be selected for this study. Standardized instruments will be used to assess the inmates psychological status in various areas, including but not limited to post-traumatic stress disorder, depression, criminality,
coping mechanisms, cognitive processes, and addiction. Post release interviews will delineate the process of reentry and ascertain the perceived long-term effects of the victimization. The final analysis will compare recidivism rates between those who report having been victimized and those who have reported not being victimization.

Cuyahoga County Strengthening Communities-Youth (SCY) (2002-2009)

Funding Agency: Substance Abuse and Mental Health Services Agency

Project Description: This project is a systems-of-care initiative designed to impact the major child-serving systems in the following ways: 1) Improve linkages and networking mechanisms throughout the community; 2) Increase capacity across the

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continuum of substance abuse services (e.g., best practice models); 3) Develop and integrate county MIS capacity to facilitate identification, referral, treatment, and tracking of youth; 4) Address morbidity issues between substance abuse and violence; and 5) Develop and implement outreach activities leading to earlier identification, referral, and treatment for court involved youth.

Census of Law Enforcement Gang Units (2006-Present)

Funding Agency: United States Department of Justice, Bureau of Justice Statistics

Project Description: This project seeks to understand both the scope and nature of the police response to street gangs in the United States. All state, county, and local law enforcement agencies, with over 100 sworn officers, who reported maintaining a specialized gang task force, are being asked to complete a census instrument detailing their size, compostion, operations, jurisdiction, problems faced, and prevention activities undertaken. The instrument was developed through a lengthy process which included nationwide meeting of gang experts from both academia and law enforcement as well as site-visits to agencies across the country. We are using an innovative method of distributing the instrument and collecting the results. Respondents can choose to receive the instrument and respond via e-mail, fax, a secured online website, or U.S. Mail.

Suicide Prevention (AFSP) Pilot Grant (2007-2008)

Funding Agency: American Foundation for Suicide Prevention:

Recent court involvement and risk of suicide: a population-based study utilizing a comprehensive criminal justice database. Investigators utilize sophisticated matching controls with three separate public-record data sources including death certificate data; criminal justice system data; and coroner records database utilizing personal identifiers to investigate court involvement and risk of suicide with an emphasis on two mechanisms underlying the association: 1) the role of greater impulsivity among suicide victims leading to increased likelihood of court involvement and 2) the immediate diminished psychological functioning and depressogenic effects following court-related stressors, particularly among people with underlying disorders with a high risk for suicide.

Northern Ohio Violent Crime Consortium (2008-ongoing)

Funding Agency: U.S. Department of Justice

NOVCC is an intelligence-lead, data driven, multi-jurisdictional response to violent crime and gangs. Federal and state partners include the U.S. Attorney's Office, FBI, AFT, DEA, U.S. Marshal's Service, Ohio Attorney General, BCI, Ohio State Highway Patrol, and Ohio High Intensity Drug Trafficking Area. Local partners are the police departments of Akron, Canton, Cleveland, Elyria, Lorain, Mansfield, Toledo, Youngstown, and the Cuyahoga County Department of Justice Affairs.

Berea Children's Home Evaluation Services (2004 - ongoing)

Funding Agency: Berea Children's Home and Family Services

Project Description: This collaboration involves several programs. One project is the evaluation of the Berea's ProKids program. This program provides juvenile court diversion services to children who have been found to be unruly by the juvenile courts. ISPV is also conducting an evaluation of the MST Services and the Sister to Sister programs. The outcome focus is on measuring recidivism rates and treatment success for youth receiving community-based treatment.

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New ISPV Initiatives

ISPV is in the process of adding two new Initiatives by summer 2008; The Center for Innovative Practices (CIP) and the Turkish National Police Initiative (TNP). These new programs will operate under the ISPV umbrella as core components of the ISPV mission to engage in the design and implementation of multidisciplinary research and evidence based training and technical assistance approaches for teachers, law enforcement personnel, mental health providers, family advocates and other professionals in real-world community and international settings.

CIP is an existing program established by the Ohio Department of Mental Health as one of the original Coordinating Centers of Excellence in 2001. CIP will contribute to the ISPV mission through a well established six-year record of providing training and technical assistance utilizing evidence based and promising practices that improve the quality of treatment services. Improved quality can support the transformation of Ohio's mental health system toward a culturally competent, consumer driven, recovery/resiliency-oriented, integrated and coordinated framework for a system of care. CIP works to increase partnerships and connections to public youth serving systems in relationship to evidence based and promising practices.

The TNP Initiative will contribute to the ISPV mission through producing research, opportunities for training, and technical assistance related to law enforcement and global security. This Initiative, along with the Ohio law Enforcement Community (OLEC) and the International Center for Applied Policing and Training (ICAPT), will develop specific research, evidence-based best practices and training protocols in international law enforcement related to global security and terrorism, and will inform public policy and practice related broadly to issues of violence prevention, policing and international security.

Previously funded Projects

Children Who Witness Violence Cuyahoga County (1999- 2006)

Funding Agency: Cuyahoga County Board of Commissioners

Project Description: The project was created to intervene with families and provide services to children who have been exposed to violent incidents. The program is currently being implemented in Cleveland (Districts 1 and 4), Euclid, Maple Heights and Lakewood, Ohio. The CWWV program is based on the premise that law enforcement officers often are the first to encounter violence-exposed children, especially in domestic violence situations, and that police officers could be a critical "first line" referral source for children and their families. A model was developed for police officers to provide information and referral services when encountering situations in which children were exposed to violence. More specifically, when police officers respond to a violent incident witnessed by a child, they refer the family to the CWWV program by calling the Mental Health Services (MHS) crisis line. An intervention specialist is assigned to the family, makes contact with them typically within 24 hours and schedules an initial visit at the family's earliest convenience. The specific goals of this project were to determine the effectiveness of project implementation, to evaluate delivery of services to the target population, to determine intervention outcomes and to assess community awareness and education efforts. The Program was housed under Cuyahoga County Mental Health Services in Cleveland, Ohio.

Safe Schools/Healthy Students Initiative, Cleveland Heights -- University Heights (2003-2006)

Funding Agency: U. S. Department of Education

Project Description: The Safe Schools/Healthy Students Initiative seeks to promote safe and healthy environments in which children can learn and develop without the distractions of violence and substance abuse issues that compromise the educational climate. The Cleveland Heights-University Heights City School District is implementing and evaluating a comprehensive plan to promote Safe Schools and Health Students. The plan includes a number of components including Life Skills, a substance abuse prevention program; Second Step, a violence prevention program; and Multisystemic Therapy which is an intensive family- and community-based treatment for juvenile offenders. The goals of the evaluation conducted by ISPV are to: 1) Provide and maintain a safe school environment with community support, 2) Improve mental health and functioning of students and promote

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prevention of mental health difficulties through collaboration among school-based mental health providers, community providers, and administrators of mental health services and 3) Decrease alcohol and drug use and promote prevention through education.

Summit County Children Who Witness Violence (2002- 2007)

Funding Agency: Robert Wood Johnson Foundation

Project Description: The project was created to intervene with families and provide services to children who have been exposed to violent incidents. The program began in Cuyahoga County and has expanded to Summit County. The CWWV program is based on the premise that law enforcement officers often are the first to encounter violence-exposed children, especially in domestic violence situations, and that police officers could be a critical "first line" referral source for children and their families. A model was developed for police officers to provide information and referral services when encountering situations in which children were exposed to violence. More specifically, when police officers respond to a violent incident witnessed by a child, they refer the family to the CWWV program by calling the Mental Health Services (MHS) crisis line. An intervention specialist is assigned to the family, makes contact with them typically within 24 hours and schedules an initial visit at the family's earliest convenience. This program offers immediate home-based crisis intervention and trauma support services for children ages' birth to 17 who witness domestic violence. This program is currently being implemented in Akron, Ohio through the collaboration of Akron Children's Hospital and 28 community partners. The Program is housed under Akron Children's Hospital in Akron, Ohio.

Stark County Gang Assessment (2004-2006)

Funding Agency: Stark County Citizens Council for Non Violence

Project Description: This project outlines a procedure to assess the extent of the gang problem in Stark County. This initiative is a collaboration of Kent State University's Institute for the Study and Prevention of Violence, Case Western Reserve University's Begun Center for Violence Prevention Research and Education, and the Stark County Citizens Council for Non-violence. This project has two goals. The first goal is to gather data that will clearly identify the nature of the gang problem in Stark County, its major population centers, and a sample of rural communities. The initial focus of the gang assessment will be Canton. The expression "nature of the gang problem" refers to assessing the number of gangs and gang members, and the types and severity of crime gang members commit. The nature of the gang problem will permit a clear assessment of the adverse effects gangs and gang crime has had on Stark County and its constituent communities. The second goal is to use assessment data as a planning guide that will permit the development and implementation of the gang prevention and intervention initiatives in local communities.

Idaho Drug Court Evaluation (2005-2006)

Funding Agency: National Institute of Justice (subcontract with University of Cincinnati)

Project Description: The project will provide a longitudinal statewide evaluation of 12 selected felony drug courts across Idaho. The project will examine the differences among the drug court and comparison group members along a variety of measures. Examining a variety of outcomes between both groups will provide an assessment of the impact of drug courts on future criminal behavior. While most published evaluations report outcomes of only one court, the current study reports outcomes of twelve drug courts across the state in an effort to fill a much needed gap in our knowledge of drug courts overall.

Mental Health Services to Juvenile Offenders Program – Follow Up Study (2004)

Funding Agency: Ohio Department of Mental Health

Project Description: The Mental Health Services to Juvenile Offenders Program - Follow up Study was conducted to determine current status of those youth and their families who were referred/released from the original project from two of the three participating sites' projects. The original evaluation consisted of three counties in Ohio who were funded to provide services to meet the needs of youth who are mentally ill, violent offenders. Communities utilized a local continuum of care collaborative model, from secure treatment to intensive community- based services and supports, which address their multiple needs. The goals of the follow up evaluation conducted by ISPV were to: 1) determine the current status of referred/released youth and their families, and 2) assess the degree to which the projects made any longer term systemic changes in local systems of care.

Parent Project (2004-2005)

Funding Agency; Office of the Ohio Attorney General

Project Description; With support from the Office of the Ohio Attorney General, ISPV staff conducted an evaluation of Parent Project, a training curriculum for the parents of adolescents who engage in various forms of destructive behavior. Data were collected from both parents and their children, as well as from juvenile courts in Cuyahoga, Mahoning and Stark Counties.

Mental Health Services to Juvenile Offenders Program (2000-2003)

Funding Agency: Ohio Department of Mental Health, Ohio Department of Youth Services, Ohio Department of Job and Family Services, Office of Criminal Justice Services

Project Description: Statewide evaluation of three counties in Ohio who, with support from the above agencies, were funded to provide services to meet the needs of youth who are mentally ill, violent offenders. Communities utilized a local continuum of care collaborative model, from secure treatment to intensive community- based services and supports which address their multiple needs. The goals of the evaluation conducted by ISPV were to: 1) Describe the target population; 2) Assess whether treatment results in a measurable change in targeted behaviors; 3) Examine post-treatment outcomes for the targeted population; 4) Examine the process used by each participating community system to identify and treat juvenile offenders with significant mental health needs; and 5) Provide qualitative case study information to enrich data derived from other sources.

Violent Death Surveillance (2005-2006)

Funding Agency: Joyce Foundation

Project Description: This project will enhance the Ohio statewide capability for surveillance of death by violent injuries by establishing a system for collection of violent death data and a mechanism for acquisition of police reports. The project will work towards completion of a plan to develop and implement a system for the collection of violent injury death data in Ohio. This system will be modeled after the National Violent Death Reporting System developed by the Centers for Disease Control and Prevention. This system will include data from multiple sources including but not limited to death certificates, coroners' reports, police reports and other data as appropriate.

Project Safe Neighborhoods (2002-2007)

Funding Agency: U.S. Department of Justice

Project Description: The ISPV has been selected as the Research Partner for the Northern District of Ohio's Project Safe Neighborhoods (PSN) initiative. PSN is the Federal government's gun violence reduction strategy that involves collaborative problem-solving approaches to reducing gun violence among juveniles and adults in local communities. As a PSN Research Partner, the ISPV will perform analyses to identify local concentrations of gun violence, work with the PSN team to devise

effective interventions, provide analytical support for the Violent Fugitive Task Force and examine the effect of the interventions over time. Areas targeted by the Northern District of Ohio's PSN initiative include Akron, Cleveland, Toledo, and Youngstown.

Research Challenge: Using Crime Mapping for Violence Prevention (2003-2004)

Funding Agency: Ohio Board of Regents

Project Description: The goal of this project is to develop an internet-based mapping application that will assist police problem solving – tentatively called the Internet Mapping Application for Police Problem Solving (iMAPPS). Specifically, the iMAPPS system will inform the Scanning, Analysis, and Assessment phases of the SARA model and will be transferable to other law enforcement agencies, as it will be based primarily on a geographically enhanced NIBRS data structure.

County Profile (2004)

Funding Agency: Ohio Office of Criminal Justice Services

Project Description: ISPV is working to identify how state and local justice agencies can identify and make better use of data for strategic planning, grant writing and evaluation. This pilot project, which is funded by a grant from the Ohio Office of Criminal Justice Services, is using Belmont County to develop the various data models.

ODMH Violent Risk Screen (2004-2006)

Funding: Ohio Department of Mental Health

Project Description: The overall goal of the Violence Risk Assessment project is to meet the needs of adults who are receiving mental health services in Ohio. A significant problem that exists in the behavioral health organizations (BHO) and community mental health agencies, are the large influx of patients involved in these settings and the limited number of resources available. Because of this, there needs to be a process that would briefly and efficiently identify people at elevated risk of violence. As a result, the Ohio Department of Mental Health has developed a brief risk assessment tool. This assessment tool will be tested for demonstrated reliability and validity to identify risk factors that could be integrated into a patient's treatment plan, thus allowing treatment providers to better manage and reduce the risk of potential violence.

The Culture of Prison Sexual Violence (2003-2005)

Funding Agency: National Institute of Justice

The goal of this research was a nationwide study of the culture of prison inmate sexual violence. Data were collected in personal interviews 564 randomly selected inmates in 30 prisons and 10 states. This study conducted a culturally sensitive analysis of prison inmates' subjective perceptions of prison sexual violence. This research had numerous previously unreported findings. Three findings of particular interests are that prison inmates said prison rape was detrimental to inmates' social order; prison rapists were unwelcome in a prison community; and while men's and women's prisons show differences in observable social behavior, these prison cultures share a system of cultural beliefs, values, and norms. A shared culture results in similar subjective interpretations of sexual violence.

KENT STATE
UNIVERSITY

INTERDEPARTMENTAL CORRESPONDENCE
College of Arts and Sciences

To: Robert G. Frank, Provost

From: Tim Moerland, Dean
College of Arts and Sciences

Date: September 18, 2008

Re: Proposal for a Master of Science Degree in Applied Social and Behavioral Research and the Establishment of the Department of Applied Social and Behavioral Research

I forward the attached proposals to establish a Master of Science degree in Applied Social and ~~Behavioral Research~~ and a Department of Applied Social and Behavioral Research. The proposal for the Master of Science degree was reviewed in the College of Arts and Sciences Curriculum Committee and received a tie vote. It was unanimously accepted by the College Advisory Committee. The proposal to establish a new department was defeated in the College Curriculum Committee but passed in the College Advisory Committee.

I send these proposals forward for consideration with my full support.

KENT STATE
UNIVERSITY

Interdepartmental memo
Department of Justice Studies

To: Dr. Mary Ann Haley, Assistant Dean of Curriculum, Arts and Sciences

From: Dr. Mark Colvin, Chair

Date: August 13, 2008

Re: Transmittal Memo: Proposal to Establish New Degree Program, Master's of Science in Applied Social and Behavioral Research

Following meetings and votes of the Justice Studies Faculty Advisory Committee (February 7, 2008; reaffirmed July 21, 2008), the full faculty of Justice Studies (February 19, 2008), and the Justice Studies Curriculum Committee (February 20, 2008; reaffirmed August 6, 2008), all of which supported establishing a master's degree program "Master's of Science in Applied Social and Behavioral Research," I am recommending to the College of Arts and Sciences and to the University that the proposed graduate degree program be established. The proposal for the new master's degree was developed by a group of faculty members from Justice Studies who are associated with the Institute for the Study and Prevention of Violence (ISPV), which will be a key partner with the proposed master's degree.

Several academic units were consulted during the process of developing this proposal, including Sociology, Psychology, Geography, Political Science, College of Education, Health and Human Services, and the College of Nursing (see memos and emails attached). The need for the degree is supported and demonstrated by over a dozen letters from agencies external to KSU that attest to the need and demand for the master's degree (see external letters attached).

Please find attached the Proposal Summary, CCP form, Fiscal Impact Statement, and attachments that support the proposal. Also attached are several CCP-BDS forms that create new courses that are part of the proposed master's degree program.

Please contact me (mcolvin1@kent.edu) and the Department's CCC Representative, Dr. Tom Brewer (twbrewer@kent.edu), if you have any questions.

cc: Dr. Tim Moerland, Dean, College of Arts and Sciences
Dr. John Stalvey, Associate Dean, Graduate Studies, College of Arts and Sciences
Dr. Evelyn Goldsmith, Interim Dean, Research and Graduate Studies
Therese Tillett, Director of Curriculum Services, Provost's Office

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Proposal Summary

Title: Establish New Degree, Master's of Science in Applied Social and Behavioral Research

Subject Specification: The intent of this proposal is to establish a new master's of science degree in Applied Social and Behavioral Research (ASBR).

Background Information:

Description of action, including its intended effect: The proposed action establishes a new interdisciplinary master's of science program in Applied Social and Behavioral Research. Its intended effect is to fill a growing and demonstrated need for applied social and behavioral researchers with master's level training to fill positions in private, state and local agencies and other community entities that are increasingly affected by accountability mandates. (See External Letters of Support.) Students in the degree program will complete intensive training, and receive practical experience, in applied community based research, implementation of prevention and intervention strategies, and performance of outcome assessments of community-based interventions. Graduates of the program will be ideal candidates for a growing number of positions in applied social and behavioral research settings created by federal, state and private foundation accountability mandates.

Circumstances that led to the recommendation: Three circumstances have come together to prompt this recommendation.

First, a core of Kent State faculty members have developed the building blocks for a viable graduate research program through their grant funded activities (associated with the Institute for the Study and Prevention of Violence, ISPV) in applied research in violence/crime prevention and community behavioral health intervention.

Second, during the past two decades there have been dramatic increases in legislative mandates requiring recipients of state and federal monies to demonstrate explicitly the efficacy of their programs. In addition, private foundations that fund community based programs enforce similar accountability mandates. Thus, a growing number of community-based programs have become subject to increasingly complex accountability mandates. The mental health and treatment community is increasingly required to demonstrate that their program interventions are grounded in "evidence-based practices." In addition, more recently, the criminal justice system and community violence/crime prevention initiatives have fallen under this movement toward greater accountability. Furthermore, program initiatives now require the participation of university research partners; identification and collection of measurable outcomes; and timely, accurate reporting. Emerging from these partnerships is the recognition of the growing need for a highly skilled professional workforce of applied social and behavioral researchers. (See next sections "Rationale for Action" and "Evidence of Need and Sustainability" and the "External Letters of Support" attached to this proposal.)

Third, Kent State University has a number of faculty members and courses spread across several departments and colleges that can be brought together with a new set of core courses to create a coherent interdisciplinary program focused on applied community-based research grounded in the social and behavioral sciences. In this applied master's program, students will learn the principles and methods of prevention and intervention, research and data analysis, use of evidence-based practices, and other skills. These will position them for professional positions in

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the public and private sectors created by the accountability mandates and by growing community needs in the areas of violence/crime prevention and behavioral health interventions.

These three elements combine to give Kent State University a unique opportunity to build a viable graduate research program that prepares both traditional and non-traditional graduate students for careers as program directors and applied researchers, well trained in the art and science of community-based research. The proposed program will draw new students to Kent State University, as demonstrated in the external letters attached to this proposal. Thus, there is an opportunity to create a strong interdisciplinary master's level graduate program in Applied Social and Behavioral Research that does not duplicate any other program offered at Kent State University, or at any Ohio university.

Rationale for Action: Built around a unique core of courses in community-based prevention and intervention, applied research methods and analysis, the proposed master's degree in Applied Social and Behavioral Research draws on a number of disciplines to create an interdisciplinary graduate 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 illness, addictions, and other social adversities. Solutions to these complex community challenges call for new and innovative approaches that foster competencies and protective factors in youth and community development employing a diverse mixture of knowledge and skills. Effective community/university partnerships hold considerable promise in meeting such challenges, particularly when funding mandates increasingly call for the use of best practices and approaches, grounded in sound scientific research. As KSU prepares for its Centennial Celebration, the proposed program honors Kent State's mission by enhancing not only academic and teaching excellence, but also a distinguished history of public service and community outreach.

The rationale and need for the proposed degree arises from several recent trends: The explosive growth of evidence-based practices; rise of accountability mandates; the gap between research and practices in violence/crime prevention and community behavioral health; the need for interdisciplinary collaboration to deal with complex community-based social and behavioral problems.

The Explosive Growth of Evidence-Based Practices. Historically, healthcare reform in the United States and Britain has spurred the growth of evidence-based practices (EBPs). EBPs are practices that typically are standardized and manualized, implemented with fidelity, examined using rigorous research designs, and have demonstrated positive outcomes in repeated studies. From 1900 to 1990 there were no evidence based practices (EBPs). From 1990 to 1995, seven were identified in the scholarly literature. From 1995 to 2002, there were 459. The explosive growth in evidence-based practice (EBP) is demonstrated by the number of references to the term in major treatment, practice, and medical journals. From 1900 to 1989 there were zero references. From 1990 to 1995 there were 86 references. From 1996 to 2002 there were 5,947 references (Hoagwood & Johnson, 2003; see references at end of "Rationale and Need for Action" section). It is safe to assume that this number has at least doubled from 2003 to 2008. Thus, a graduate degree built around training in evidence-based practices for prevention and intervention in community settings fits with an important recent trend.

The Rise of Accountability Mandates. Most public policy mandates as well as private and grant funded initiatives now routinely call for the use of best or evidence-based practices (EBPs). (See External Letter of Support.) These practice mandates cut across a wide

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variety of professions and fields including health and behavioral health, criminal justice and law enforcement, social welfare and education. Since 2004, this explosive growth of EBPs has spread into federal and state policy planning. Federal mandates such as the *Government Performance Accountability Act* (GPRA) and *No Child Left Behind* legislation are just two examples of national accountability legislation. On a state level, a growing number of state legislative bodies also are requiring the use of EBPs.

Oregon and Washington (www.wrd.state.or.us/DHS/mentalhealth/ebp/main.shtml; www.wispp.wa.gov/default.asp) are leaders, as is Pennsylvania through its current initiative to integrate expansion of EBPs with support for increased evaluation of local programs. The Oregon Legislature actually directed the Department of Human Services and four other state agencies to spend increasing shares of public dollars on evidence-based services, culminating in 75% by the 2009-11 budget cycles.

Locally, the State of Ohio has implemented a mandated public mental health outcome assessment system called the Ohio Mental Health Consumer Outcomes System (http://www.mh.state.oh.us/oper/outcomes/outcomes.index.html). This system is an ongoing effort to (a) manage consumer care, (b) improve service delivery, and (3) account for public resources by obtaining outcome measures for consumers served by Ohio's public mental health system.

The proposed degree will specifically train graduate students who will be prepared as applied researchers in community prevention, intervention and outcome assessment to fill professional positions created by these legislative mandates.

The Gap Between Research and Practice in Violence/Crime Prevention and Community Behavioral Health. The President's New Freedom Commission on Mental Health released a report in 2003, *Achieving the Promise: Transforming Mental Health Care in America*, calling for significant and transformative changes in service delivery in order to improve access, quality, and outcomes in mental health care. The report highlighted critical workforce challenges. Indeed, in spite of the growth of EBPs, previous Surgeon General's Reports (1999; 2001) have highlighted the disparities between research and practice. Policies and accountability pressures are ahead of the knowledge base. It is increasingly important to understand the science of translation efficacy into effectiveness, and then effectiveness to dissemination, particularly dissemination on a large, community or population-wide scale. Barriers include an array of translation and transportability problems such as organizational and workforce limitations, and community and cultural issues. Advances in new service delivery models have outpaced workforce education. As Huang, Macbeth, Dodge, and Jacobstein (2004) note:

> "*The field is lagging, however, in transporting these interventions to actual practice. Changing behaviors of providers has been a difficult challenge. As knowledge of evidence-based practices becomes available, training programs will have to build the capacity to teach this new knowledge base, develop new skills, and reduce the discrepancy between what has been shown to work, what is being taught in academic programs, and what is practiced in the field.*" (p. 176).

Currently, there is little science to guide implementation and little knowledge of process variables associated with effective adoption and implementation of EBPs. While there is a compelling need to imbed prevention and intervention practices in favorable

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community contexts and organizational settings (Glisson & Himmelgarn, 1997; Glisson & James, 2002; Schoenwald et al., 2003), scientific guidance is lacking on how to best accomplish this due to the complexities of linking research with practice in "real world" community-based settings.

The proposed master's degree helps to close the gap between research and practice by training researchers in the art of translating research evidence into applied prevention and intervention strategies to address problems of violence and community behavioral health.

Future Directions in Interdisciplinary Research and Graduate Studies. 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. The university partners that they seek are not necessarily traditionally trained academic researchers. This is apparent from the Institute of Medicine's 2000 report, *Promoting Health: Intervention Strategies from Social and Behavioral Research.*

> *" ...the most effective interventions have involved research evidence that transcends the boundaries of a single scientific discipline... the science underpinning this work must integrate the work of many disciplines and professions...A review of successful and unsuccessful interventions also reveals that communities must be involved as partners in the design, implementation, and evaluation of interventions. The best intervention results have been achieved when people who benefit from interventions work closely with researchers and public health practitioners" (p. 5).*

Faculty members associated with Kent State University's Institute for the Study and Prevention of Violence (ISPV) have an impressive record of community-based translational research. Since its inception in 1998, ISPV affiliate faculty have been involved in over 30 community-related applied research projects. These projects involve many of the major publicly funded systems including health, behavioral health, education, criminal justice, and social welfare. Emerging from these partnerships, and corresponding with burgeoning accountability mandates, 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.

Capitalizing on the relationship with ISPV, the dual focus of the proposed master's program will be applied research and evaluation of violence/crime prevention initiatives, and applied research and evaluation of community behavioral health initiatives. ISPV associated faculty can provide expertise, along with faculty members from a variety of related disciplines, to incorporate the necessary multidisciplinary focus into the master's program. The integration of theory, social and behavioral research, and community experience can be brought together under a coherent, applied research umbrella.

On July 1, 2008, Kent State, through ISPV, added a new affiliate partner, the Center for Innovative Practices (CIP). CIP, which is now part of ISPV, is an existing program established by the Ohio Department of Mental Health as one of the original Coordinating Centers of Excellence in 2001. CIP works to increase partnerships and connections to public youth serving systems in relationship to evidence-based and promising practices. CIP will contribute to the ISPV mission (and to the proposed master's degree) through a

well established six-year record of providing training and technical assistance utilizing evidence-based practices that improve the quality of treatment services. Such affiliates, in conjunction with the proposed degree, provide additional expertise and community practice laboratories central to the training of master's level researchers. Students will work closely with core and affiliated faculty to develop applied social and behavioral research skills. Students will apply their knowledge through a capstone research project in a community-based setting.

A Brief Review of the Applied Social and Behavioral Science Research Programs. Below is a brief listing of applied social and behavioral science research programs. Within Ohio, there appears to be only one program, at Wright State University in Dayton, which is somewhat similar in scope. That program is the Applied Behavior Science Master of Arts Program Criminal Justice and Social Problems Track. However, that program is primarily focused on training practitioners for the criminal justice system, rather than training applied researchers for community-based prevention, intervention and outcome assessment. Thus while there is some overlap with the Wright State program, the proposed master's degree is unique to the State of Ohio.

http://www.wright.edu/cola/ABS/ABSCRIMINALJUSTICE/faculty.htm.

Examples of other programs, listed below, emanate from a variety of different disciplines including sociology, anthropology, medicine, psychiatry, public health, and psychology.

Queens College Department of Sociology MA Program in Applied Social Research
http://soc.qc.cuny.edu/MA_Program/
http://soc.qc.cuny.edu/MA_Program/maprogram.html

West Virginia University, Division of Sociology and Anthropology, The School of Applied Social Sciences, Masters of Sociology in Applied Social Research
http://www.as.wvu.edu/soca/academic/graduate/maprogram.htm

Hofstra University, Masters in Applied Social Research and Policy Analysis
http://www.hofstra.edu/Home/News/PressReleases/031307_QuantitativeFinance.html

Hunter College Department of Sociology, BA/MS accelerated Bachelor of Arts in Sociology and Master of Science in Social Research Program
http://maxweber.hunter.cuny.edu/socioundergrad/docs/BAMS%20Program%20Fall%202007.pdf

University of Connecticut School of Medicine, Community Medicine and Health Care – Health Services Research Unit
http://www.commed.uchc.edu/healthservices/introduction.htm
Master of Science Program in Clinical and Translational Research
http://grad.uchc.edu/mctr/mctr_intro.html

Yale Dept. of Psychiatry – Division of Prevention and Community Research
http://www.med.yale.edu/psych/research/preventcom.html

University of Iowa Department of Community and Behavioral Health
Master of Science Track in Community and Behavioral Health
http://www.public-health.uiowa.edu/cbh/

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Portland State University Department of Psychology Graduate Study in Applied Social and Community Psychology
http://www.psy.pdx.edu/grad/social.php

References cited in section "Rationale for Action"

Glisson, C., & Himmelgarn, A. (1997). The effects of organizational climate and inter-organizational coordination of the quality and outcomes of children's service systems. *Child Abuse and Neglect, 22*, 401-421.

Glisson, C., & James, J. R. (2002). The cross-level effects of culture and climate in human service teams. *Journal of Organizational Behavior, 23*, 767-794.

Hoagwood, K, & Johnson, J. (2003). Treatment/Practice/Medicine in major journals. Number of citations. Cited by Kimberly Hoagwood in: *Building a science on implementation of evidence-based practices in children's mental health.* Downloaded 3/2/2008 from http://mhtransformation.wa.gov/ppt/MHTG/1.

Huang, L., Macbeth, G., Dodge, J., & Jacobstein, D. (2004). Transforming the workforce in children's mental health. *Administration and Policy in Mental Health, 32*(2), 167-187.

Institute of Medicine (2000). *Promoting health: Intervention strategies from social and behavioral research.* Brian D. Smedley and Lenorad Syme (Editors). Division of Health Promotion and Disease Prevention. National Academy Press, Washington, D.C.

New Freedom Commission on Mental Health (2003). *Achieving the promise: Transforming mental health care in America, final report.* Rockville, MD: DHHS Pub. No. SMA-03-3832.

Schoenwald, S. K., Sheidow, A. J., Letourneau, E. J., Liao J. G. (2003). Transportability of multisystemic therapy: Evidence for multilevel influences. *Mental Health Services Research, 5*(4), 223-239.

U.S. Department of Health Human and Services (1999). *Mental health: A report of the Surgeon General.* Rockville, MD: U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, Center for Mental Health Services, National Institutes of Health, National Institute of Mental Health.

U.S. Department of Health Human and Services (2001). *Mental health: Culture, race, and ethnicity, a supplement to mental health: A report of the Surgeon General.* Rockville, MD: U.S. Department of Health and Human Services, Public Health Service, Office of the Surgeon General.

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Evidence of need and sustainability:

Evidence of the need and demand for the proposed graduate degree program is provided in external letters of support attached to this proposal; these external letters constitute the needs assessment for the proposal. All of the external letters enthusiastically support the proposed degree program and see it as filling a growing and important need in the nation, state and region. We received external letters of support from the following:

Thomas R. Simon, Ph.D., Deputy Associate Director for Science, Division of Violence Prevention, Centers for Disease Control and Prevention, Atlanta, Georgia.

Sandra Stephenson, Director, Ohio Department of Mental Health.

James McCafferty, County Administrator, Cuyahoga County, Ohio.

William M. Denihan, Chief Executive Officer, Cuyahoga County Community Mental Health Board.

Lisa L. Bottoms, Program Director for Human Services and Child/Youth Development, The Cleveland Foundation, Cleveland, Ohio.

Thomas J. Stickrath, Director, Ohio Department of Youth Services.

Gregory L. Brown, Executive Director and President, The Center for Community Solutions, Cleveland, Ohio.

Stephen M. Gavazzi, Ph.D., Lead Director, OSU Center for Family Research, and Professor, Department of Human Development and Family Science, Ohio State University.

Carlos Ivan Ramos, Ph.D., Executive Director, Hispanic Urban Minority Alcoholism and Drug Abuse Outreach Program, Inc., Cleveland, Ohio

Jeanne A. Sternad, Ph.D., Superintendent of Schools, Garfield Heights City Schools.

Beth A. Dague, Executive Officer, Cuyahoga Tapestry System of Care.

Kenneth J. Lusnia, Court Administrator, Court of Common Pleas, Juvenile Court Division, County of Cuyahoga.

Mark Davis, Ph.D., Research Scientist, Criminal Justice Research Center, Ohio State University.

J. Toth, Director, Family and Youth Development, CONNECTIONS, Beachwood, Ohio.

Jillian Driscoll, Managing Director, Family-to-Family Administrators' Council, Cleveland, Ohio.

Below are excerpts from the external support letters (the complete letters are attached to this proposal).

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First, all of the external letters indicate that the proposed degree program's graduates will be in high demand in what is becoming a growing professional field that meets a pressing need.

Dr. Thomas R. Simon of the Centers for Disease Control and Prevention, after indicating his support for the proposed master's program, writes that he is "particularly impressed with the proposed program's emphasis on preparing scientists to help communities make informed choices about evidence-based prevention efforts." He sees an increasing need for applied researchers with skills in "translation research." After discussing recent funding opportunities in translational research from the CDC, he writes:

> *Graduates with the training that you are proposing would likely be valuable contributors to the types of studies supported under these [funding] announcements and they would also play an important role in helping communities take full advantage of the results from this line of research. In conclusion I think graduates from this program would be an asset not only to community health and research settings, but also state and national public health agencies. Graduates from this program would likely be competitive for positions as science/project officers at CDC where they would be responsible for monitoring research activities and for interpreting and disseminating results for the benefit of the general public.* [July 28, 2008 letter from Thomas R. Simon, underlining added for emphasis]

Sandra Stephenson, Director of the Ohio Department of Mental Health, writes:

> *The Ohio Department of Mental Health enthusiastically supports Kent State University's new Masters Degree Program in Applied Social and Behavioral Sciences, emphasizing community behavioral health, along with crime and violence prevention. . . . The translation of research to effective practice and the opportunity to develop community based evidence for stronger service delivery is a common goal for the Department and Kent State University. We anticipate that graduates from this program will bring new skills to address critical needs within the intersection of mental health and criminal justice systems. . . . As you know, the Department provides a measure of limited subsidy support to nearly three dozen college and university programs annually across Ohio* [to provide didactic and practicum experiences so that students will choose careers in Ohio's community mental health system]. . . . *As the master's degree program becomes operational, we invite Kent State University to explore with us opportunities for potential participation in this program to strengthen our workforce development.* [July 31, 2008 letter from Sandra Stephenson, underlining added for emphasis]

Cuyahoga County Administrator James McCafferty, after noting the large size of his county workforce and large number of agencies he oversees, writes:

> *I can say without hesitation that given our challenges with limited resources and increasing demands for accountability, the proposed Master of Science program will train individuals with skills that are essential to the effective implementation and evaluation of programs and services. In particular, I believe individuals who are skilled in the science of evidence-based practices, who have the capacity to gather, manage and analyze data, and the knowledge to evaluate community-based programs will be a valuable commodity for many years to come . . . .*
>
> *I believe that the demand for individuals with the skill set you seek to provide will continue to increase locally and nationally. Our limited resources and demands for accountability will make these individuals essential to the success of our programs and*

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> *public systems. I can see an increasing demand for hiring individuals who graduate from a Master of Science Program in Applied Social and Behavioral Sciences, and I would be fully supportive of Cuyahoga County employing these graduates in the future.* [July 18, 2008 letter from James McCafferty, underlining added for emphasis]

William M. Denihan, Chief Executive Officer of Cuyahoga County Community Mental Health Board expresses his "strong support" for the development the master's degree program in Applied Social and Behavioral Sciences at Kent State University." After discussing the growing emphasis on accountability and evidence-based practices in community behavioral health settings he writes:

> *[T]he opportunity for graduate-level training in these areas would be of great benefit to service agencies and communities. This accountability is especially relevant to the work of Cuyahoga County's publicly-funded mental health system, and we would enthusiastically welcome graduates from this program to lend knowledge to our system. The need for professionals who have been trained in assessment practice models, and particularly those trained in the creation and/or implementation of new models aimed at prevention and intervention is great, and there is little doubt that Cuyahoga County's mental health system would benefit tremendously from this sort of expertise.* [July 25, 2008 letter from William Denihan, underlining added for emphasis.]

Lisa Bottoms of the Cleveland Foundation writes:

> *As communities strive to improve their conditions, they require the expertise of community based researchers and evaluators skilled in prevention and intervention research. Applied community based researchers will help to fill this need through the development of a skill-set that integrates research from the above disciplines [behavioral health, criminal justice, law enforcement, social work and education] to the "real world" settings of communities. . . . Through the Foundation's long-term strategic initiatives in the areas of workforce development, community and neighborhood development, human services, arts and culture and education, the need for community researchers to evaluate community impact is great. It has been difficult to find master level researchers to do this important work. . . . We are in full support of this new master's program. We look forward to working with Kent State University in making Cuyahoga County a model community for working, playing and raising healthy children.* [August 4, 2008 letter from Lisa L. Bottoms, underlining added for emphasis.]

Thomas J. Stickrath, Director, Ohio Department of Youth Services offers his "support for Kent State University's proposal to develop a new Master of Science program in Applied Social and Behavioral Sciences." After describing the size of his agency, Director Stickrath writes:

> *Given the limited resources and increased demands for accountability and professionalism at every level of government, the proposed Master of Science program seems to address real needs through providing students with the skills that are essential to effective implementation and evaluation of programs and services. Understanding program evaluation, realizing that program design must be based upon available research, comprehending the importance of making data-informed decisions—these are skills that managers must acquire if they are to advance in their careers while promoting effective, responsive program interventions. Skilled researchers and practitioners are needed throughout the public sector as well as in the private systems that provide vital human services. I believe this demand will grow as government reconfigures and*

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redesigns to more efficiently meet the needs of the communities we serve. [August 1, 2008 letter from Thomas J. Stickrath, underlining added for emphasis.]

Gregory L. Brown, Executive Director and President of The Center for Community Solutions, "heartily supports the creation of a new . . . Master's program in Applied Social and Behavioral Sciences at Kent State University." He explains that his agency provides "strategic leadership to improve targeted health, social, and economic conditions in the greater Cleveland area." Thus,

> *We understand the need to prepare Master's level applied community-based researchers skilled in the art and science of prevention and intervention research. In our organization, these researchers would work on issues such as youth development, workforce development, and community-based health and social services. To meet the increasing demand for objective community-based research and analysis, Community Solutions would be interested in offering internship and employment opportunities to students and graduates of this newly created program. . . . I can envision that community-based researchers trained by this new program would be outstanding candidates to aid us in our efforts to improve health, social and economic conditions in our region. I would strongly suggest that this new Master's program is not only needed, but critical to the renaissance of our region and state.* [July 22, 2008 letter from Gregory L. Brown, underlining added for emphasis.]

Professor Stephen M. Gavazzi, Lead Director, OSU Center for Family Research also provides support for the proposal and indicates that his Center would seek to hire graduates of the program. He also indicates that a sizable number of undergraduate students may be attracted to the program:

> *I believe that students trained through your* [proposed program's] *efforts would of tremendous value to the OSU Center for Family Research, as we routinely look to hire individuals at exactly that level of education attainment with expertise in assessment and evaluation. Further, I believe that such a program would also be of importance to my home department, in that we train a sizable number of undergraduate students (including honors undergraduates) from Northeastern Ohio that are looking to involve themselves in applied graduate work closer to home. This program would give them an ideal outlet for such academic pursuits. In addition, my department welcomes doctoral program applicants with a strong applied background, so I would forecast that your program's graduates would be strong candidates for our Ph.D program as well.* [July 21, 2008 letter from Professor Gavazzi]

Dr. Carlos Ivan Ramos, Executive Director of the Hispanic Urban Minority Alcoholism and Drug Abuse Outreach Program, supports "creating a new . . . master's program in Applied Social and Behavioral Sciences." In discussing the need for the degree program he writes:

> *The need for professionals who can provide research and evaluation expertise at community-based organizations like ours is urgent. . . . Universities and other training programs are largely unaware of the projected workforce needs for the addiction treatment field in Ohio. . . . Data also suggest that many current treatment staff in Ohio will be lost to retirement in the coming decade . . . and there is a lack of diversity in this workforce. . . . Our agency will be interested in hiring students with all these expertise. . . [G]rowing accountability mandates, in combination with the escalating proliferation of evidence-based practices, has resulted in increasing need for community-based*

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> *organizations to evaluate effective practice models. I see potential for Kent State University to be at the cutting edge with this curriculum and have no doubts of the demand for it when established.* [July 22, 2008 letter from Carlos Ivan Ramos]

Dr. Jeanne A. Sternad, Superintendent of Schools, Garfield Heights City Schools, offers her "enthusiastic support for Kent State University's proposal to develop a Master of Science program in Applied Social and Behavioral Sciences." In discussing the need for the degree, she writes:

> *There is a need for well trained, well-rounded researchers and practitioners who can conduct meaningful school- and community-based research and evaluation. A Master of Science program would provide individuals with the vital skills needed to perform school-based research and evaluation work. Individuals with this skill set are particularly valuable to all school systems across Cuyahoga County and Northeastern Ohio. The demand within school systems for master's level prepared graduates with the applied research skills will continue to outpace supply which is why is so refreshing to see institutions like Kent State take the lead on developing these innovative and much needed programs.* [July 18, 2008 letter from Dr. Jeanne A. Sternad, underlining added for emphasis.]

Beth A. Dague, Executive Officer, Cuyahoga Tapestry System of Care writes in support of the proposed program noting that:

> *Such a program, community-based with a public health framework and focused on behavioral health, violence and crime prevention, would provide needed leaders and researchers for many northeast Ohio programs, including Cuyahoga Tapestry System of Care. Tapestry is a relatively new Cuyahoga County led partnership of child-saving systems, agencies and community groups. . . . Our work demands master's level trained professionals who understand the intersection of public child-serving systems, children's behavioral health issues, juvenile justice concerns, and strength-based community and neighborhood programs. Evidence-based practices and on the ground evaluations are critical to our success and that of our partners. . . . Thus, a cadre of practical interdisciplinary-trained, community-based researchers and evaluators would be invaluable to Cuyahoga County's system of care efforts. . . . Graduates of the proposed Master of Science in Social and Behavioral Sciences would undoubtedly help us in those efforts.* [July 23, 2008 letter from Beth Dague, underlining added for emphasis.]

Kenneth Lusnia, Court Administrator, Juvenile Court Division, Cuyahoga County, writes in support of the proposal and notes:

> *The need to carefully use available program dollars on effective and evidence-based practices has never been greater. . . . Professionals skilled in research and evaluation of these efforts will be in demand in the years to come, so that human service agencies can gain a measure of confidence that the services provided effectively address the problems presented.* [August 4, 2008 letter from Kenneth J. Lusnia, underlining added for emphasis.]

Dr. Mark Davis, Research Scientist at Ohio State University's Criminal Justice Research Center offers his "unqualified support for this much needed and exciting academic program." He notes that:

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> *One of the main strengths of the proposed . . . master's degree is student access to research faculty who are "in the trenches," so to speak, of community-based, health-related research. . . . The program will fill a major void that exists between traditional social research training and learning applied research on the job. From my perspective as a social scientist in a research center at a major university, the graduates of the proposed program would be extremely attractive candidates.* [July 15 letter from Mark Davis]

J. Toth, Director, Family and Youth Development for the CONNECTIONS/North East Ohio Health Services, indicates "full and enthusiastic support" for the proposed program.

> *As a significant community behavioral health, mental health and chemical dependency, treatment agency with all populations of vulnerable diagnosed adults, children and youth, CONNECTIONS is required to provide evidence-based services, and to participate in both research and basic program evaluation by our customers, funders, and our commitment to our own mission. This applied social and behavioral sciences research and evaluation is the only sure way that agencies like mine are able to document effectiveness, worthiness and expertise in providing services. . . . Funding for the most essential services has never been tighter, and thus real world evaluation and research will be especially critical in virtually all areas of service, prevention and treatment. . . . Clearly your new . . . master's program and the program's graduates will be needed and sought after.* [July 15, 2008 letter from J. Toth, underlining added for emphasis]

Jillian Driscoll, Managing Director of Family-to-Family Administrators' Council conveys her agency's support for the proposed master's program.

> *In our daily work we are confronted daily with increasing mental health needs, increasing poverty and thus an increase in crime from those populations we service. Unfortunately, due to the current state of affairs in our national, state and local economy, we are place in very precarious positions concerning sustainable funding for any programs we hope to continue and/or create in order to meet the growing needs of the residents we serve. We see the new ISPV program as an opportunity for our agencies to become better educated and supported in accountability efforts, program evaluation and data analysis surrounding our services.* [July 22, 2008 letter from Jillian Driscoll.]

Second, external letters attest to Kent State University as an ideal site for the proposed graduate degree, because of the degree's affiliation with the Institute for the Study and Prevention of Violence. Cuyahoga County Administrator McCafferty writes,

> *I can think of no better institutional setting to develop and implement a Master of Science program in applied community-based research than Kent State and the Institute for the Study and Prevention of Violence. We have enjoyed a long history of working with you, your colleagues and students, and I have every confidence that you will develop a high quality program that would be beneficial to both a variety of traditional and non-traditional graduate students.*

In a similar vein, Director of Family and Youth Development, J. Toth writes,

> *No one in North East Ohio and indeed no one in the entire State of Ohio is more respected in the area of social and behavioral science research and evaluation than . . .*

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the Institute for the Study and Prevention of Violence. As always, you and the Institute for the Study and Prevention of Violence are on the cutting edge of needed program development.

In addition, Dr. Sernad, Garfield Heights Superintendent of Schools writes:

Based on our experience with Kent's graduates, with faculty in the College of Education, and our collaborations involving staff from the Institute for the Study and Prevention of Violence (ISPV), Kent State University seems uniquely positioned to develop and house a Master of Science program in applied social research.

Finally, Mark Davis of OSU's Criminal Justice Research Center writes:

I strongly believe that Kent State is uniquely positioned to implement the proposed program. For one, it geographically is situated in the triangle formed by three urban communities – Akron, Cleveland and Youngstown. The proposed faculty is already conducting applied research in these communities. . . . Moreover, KSU enjoys a reputation as a major research university with strengths in liquid crystal technology, nursing, psychology, and violence prevention. A new [master's program in] *Applied Social and Behavioral Sciences would complement well KSU's other strengths.*

In conclusion, the needs assessment that these external letters provide attest to the strong and sustained demand for the program, the marketable skills that students will obtain from the degree and the strong contribution the program and its graduates will make to the local region and state.

Conformity of action with mission of sponsoring unit:

The degree will be established in the College of Arts and Sciences. The Mission Statement of the College of Arts and Sciences states:

It is the mission of the College of Arts and Sciences to deliver a first-rate education dedicated to the traditions and values of the liberal arts. These traditions include developing the skills of critical reasoning, writing, reading and deduction and providing a firm grounding in the theories and methodologies of the humanities, social sciences, and natural sciences and mathematics. These values include a commitment to rigorous questioning of principles and practices, intellectual integrity, community responsibility, and diversity of perspectives in the pursuit of truth and social justice. Fundamental to a liberal education is the acquisition, preservation, and transmission of new ideas and knowledge. Study within the College of Arts and Sciences broadens and enriches a student's intellectual and cultural background. The College provides a core curriculum for all students whatever their major fields or career goals. With specialized and interdisciplinary programs at the undergraduate and graduate levels, the College strives to offer a wide variety of learning and research opportunities to its students guided by nationally and internationally renowned faculty--faculty as passionate and intent on adding to human understanding as they are to passing this understanding on to future generations.

The proposed master's degree not only conforms to, but dynamically advances, the stated mission of the College of Arts and Sciences. The development of critical reasoning, writing, reading, and deduction skills lay at the very core of the proposed curriculum of the master's degree. Students will be required to reason and conceptualize problems, both in theory and practice. Writing, reading, and comprehension skills will be tested at various phases. Students will be expected to critically examine academic literature and translate this knowledge into practical action; learn to

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read and respond to funding solicitations; develop and clearly articulate a research plan; apply evidence-based best practices; interact with multiple community research partners, public agencies, and clients; and disseminate progress and findings.

The nature of Applied Social and Behavioral Research necessarily involves not only a well-developed foundation in empirical research, but an understanding and sensitivity towards issues of race, culture, history, and personality. The interdisciplinary nature of the program ensures that students will be exposed to a variety of theories and methodologies. The close affiliation with the Institute for the Study and Prevention of Violence (ISPV) ensures that the students will be well socialized into the professional research culture. Students currently working with ISPV faculty have published in peer-reviewed academic journals, presented at professional meetings, assisted in the preparation of grant applications, and worked directly in numerous community based research projects. The proposed master's degree will enhance the College's core mission.

Relationship to strategic planning: This proposal will directly advance the Strategic Goals of Kent State University. Each is discussed individually below.

Focus on those we serve, especially our students: The primary intent of the proposed degree program is to serve students by preparing them to enter the workforce with a specific set of skills that is very much in demand. Students will have the benefit of close collaboration with faculty who are active researchers in the field. The multi-disciplinary nature of the program means that students will be able to concentrate their studies in their specific area of interest.

Advance innovation and excellence in teaching to support student success: The level of faculty involvement will serve as an innovation that will support student success. Interdisciplinary study is certainly not a new idea; however, the scope of the curriculum across disciplines in the proposed degree is innovative: courses from eleven existing departments across three Colleges at Kent State University are listed as elective courses for the proposed degree. The synthesis of different research methodologies and methods of inquiry into one curricular umbrella around a core of unique research courses provides unequalled breadth and exposure to the program. Teaching excellence will be promoted by allowing core faculty members in the program to concentrate on pedagogical areas related to their research interests. The capstone research experience offers hands-on practical application of learned knowledge in the types of community settings that students will eventually work.

Promote excellence in research and creative endeavors: Motivated and capable graduate students are an indispensable part of a university's research mission. The symbiotic relationship between teacher/researcher and student serves both parties. This strategic goal is well served by the creation of a degree that focuses on recruiting, training, and supporting students in an environment that is inherently research-driven through its close affiliation with ISPV and its community research partners.

Engage with the world beyond our campuses: The core faculty developing this proposal, as well as many others in departments offering elective courses, already engage in active, applied, community-based research outside of the university. Inherent in this proposal is the idea that students would be trained in the same manner, and would actively engage in applied research in community-based research settings. The close relationship between the proposed degree and the ISPV will ensure a wide range of research experiences in the various federal, state and local research projects currently underway.

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Build and sustain relationships and economic development opportunities with our alumni, communities and businesses that foster success for them and for Ohio: Students trained in applied community-based research, technical assistance, and other service would positively affect the economic climate and public service agencies in northeast Ohio. The ultra-competitive nature of grant applications, grants management and research dissemination demand highly trained individuals. By serving as the premier training-ground for professionals with these unique skills, Kent State University will add another domain to its regional and national reputation.

Secure our financial future through efficient management, increased levels of external funding and building a strong endowment: In addition to promoting excellence in research, the creation of this program will assist in the accumulation of extramural funding. During their training students will have the opportunity for hands-on experience in the preparation of grant applications.

Effect on current programs, offerings, students and staff (including potential encroachment): The proposed degree is designed to attract a new set of students to Kent State University, rather than draw students away from existing programs or offerings. While the degree is related to several current KSU graduate programs (and uses a selection of elective courses from several departments and colleges at KSU), the scope of the proposed degree is unique; it draws upon a distinct knowledge base and provides a unique set of skills in applied community-based research, prevention and intervention. It will primarily attract students who work in public and private agencies in the region who seek the applied research and prevention and intervention skills offered by the degree. It will also be an option for undergraduate students seeking a terminal master's degree, and will provide a strong research foundation for master's level students who may decide to pursue doctoral training.

Because the degree is not designed to train criminal justice practitioners and does not deal directly with the law or justice system as topics of study, as is the case with the Justice Studies program, the degree will not draw significantly from the current student base of the Justice Studies MA program. The proposed degree is in fact beyond the scope of Justice Studies, which does not focus on community-based prevention and intervention in the areas violence and community behavioral health. The degree draws upon an entirely different knowledge base and a unique set of research skills than those informing the Justice Studies MA degree.

The impact on other units will be minimal since it is not foreseen that courses would be moved from other degrees to the new degree. Faculty from other academic units may seek affiliation with the new degree program, but this will require approval from their home departments and colleges.

In the process of developing this proposal, the following academic units were consulted: Departments of Geography, Justice Studies, Psychology, Political Science, Sociology; College of Education, Health and Human Services; and College of Nursing. In face-to-face meetings with faculty from these units or in email exchanges, the listing of elective courses from these various entities was not seen as problematic. Because of the unique focus of the degree and its distinct knowledge base, issues of duplication and encroachment did not appear to be major concerns. The Departments with the greatest similarity to the proposed degree include Sociology, Psychology, Geography, and Adult, Counseling, Health, and Vocational Education (in the College of Education, Health, and Human Services). Memos from the Chairs of all four departments indicate strong support for the degree and indicate no issues with duplication or encroachment. Other units expressed no concerns (either in meetings or in emails) with

encroachment or duplication. (See Internal Memos and Emails from various academic units attached.)

Encroachment and duplication is not a major issue for the proposed degree for two reasons:

1) The degree will contain its own unique core of foundation courses and applied research methods and analysis courses. While there is obvious overlap between research related courses in several departments, the new applied methods courses in the proposed degree will indeed teach general research skills but will also provide specific focus and application to the distinct methodological issues involved in community-based prevention and intervention and community-based outcome assessments. For the most part, elective courses are drawn from existing courses in several other departments that are related to community behavioral health, violence prevention, research and evaluation, rather than duplicating courses in these areas. The elective courses are drawn from the following departments and colleges (which were consulted during the development of this proposal): Departments of Geography, Justice Studies, Psychology, Political Science, Sociology; College of Education, Health and Human Services; and College of Nursing. Thus, many courses that already exist in other academic units can be taken by ASBR students to fulfill elective requirements of the proposed degree; the effect will be to increase enrollments in courses of these other academic units, not take students from these courses. Some new courses (listed in the Catalog Copy and described in detail in the Basic Data Sheets attached to this summary) developed for the proposed degree will be unique to the new degree and will not infringe on exiting course offerings of other departments.

Of particular importance, the degree program does not duplicate the Evaluation and Measurement program in EHHS. The proposed degree has a broad focus on applied community-based research in community programs that offer prevention and intervention into problems of violence, crime and behavioral health disorders. The primary purpose of the Evaluation and Measurement program is "to prepare professionals in the fields of test development, research and data analysis. It is anticipated that specialists prepared by this program will work in research units of central offices in larger school systems; as advisors to teachers and other educators regarding test construction and research design; and as liaison staff members operating between school personnel and computer installation operators" (*2008-2009 Graduate Studies Catalog*, p. 299). The Evaluation and Measurement program focuses on, and draws most of its students from, education, which is not a focus of the proposed degree program, except to the extent that violence prevention is often related to schools.

2) No other graduate program offers the unique set of core courses contained in the degree or the full scope of electives drawn from multiple departments. The full focus of study offered in the proposed degree is not found in any other single department. Some aspects of the proposed area of study are scattered across several departments and are brought together for the first time into a coherent whole to create a unique area of study in applied community-based research focusing on prevention and intervention with special emphasis on violence and crime prevention and community behavioral health intervention. Further, the proposed graduate degree will enjoy a direct connection with a well-established research institute to provide a unique avenue for students to apply knowledge in community-based research settings under the direction of faculty with extensive experience in applied community-based research. The Institute for the Study and Prevention of Violence (ISPV), an existing research institute at Kent State

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University, will be closely affiliated with the degree. The research activities involving graduate students in the degree program will be conducted primarily through ISPV. (See later section of Proposal Summary, "Affiliated institutes," for information about ISPV.)

The proposed master's degree will benefit existing departments in a number of ways. For example, students from existing departments such as psychology, sociology, geography, justice studies or others could take ASBR courses to count as electives in their home departments. Taking courses in violence prevention, as an example, would allow students pursuing other degrees to have exposure to this important issue. In addition to coursework, the degree is well positioned to foster cross-departmental collaborations among faculty both in terms of graduate student research and student mentorship. The Institute for the Study and Prevention of Violence (ISPV) has a variety of projects that involve faculty collaborations from a number of departments (e.g., Nursing; Psychology; Sociology; Justice Studies; Education, Health and Human Services). The proposed degree would help solidify these relationships and provide a superb opportunity for students to work on existing projects already housed in the ISPV. Finally, the proposed degree will prepare students for advanced study at the doctoral level (in existing Kent State University departments) should they choose to pursue doctoral studies at some point in the future.

The proposed program draws on faculty and coursework from a number of departments at Kent State University to train graduate students for employment as program directors or in internal research positions in a number of agencies. These skills will be transferable to wide range of applied community-based settings. 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. Thus, a new area of graduate research training will be offered at Kent State University through the proposed degree that will attract a new set of students to KSU. As the external letters of support indicate, undergraduate students at other universities will find this as an attractive alternative, as will employees in public and private agencies in Northeastern Ohio and statewide.

We thus envision that the program will build rather than infringe upon existing course offerings and programs at Kent State University. The program provides a specialized niche for graduate training not found in other graduate programs in Ohio. The core courses included in the proposed program focus on principles and methods of prevention and intervention and the strengthening of skills in quantitative and qualitative methodology with special focus on application of these skills to community prevention/intervention and outcome assessments. Skills in these areas are highly marketable given the focus on evidence-based and outcome driven policies. Beyond the core, students can choose a concentration in Violence and Crime Prevention or Community and Behavioral Health. Similarly, these areas are sufficiently broad to allow students to gain employment in a variety of settings while simultaneously offering a specialization in a particular social science arena. (Given the research intensive nature of the degree, admission requirements to the degree program will include at least two semesters, with B or higher grades, of undergraduate research methods/data analysis in social/behavioral science or related field, a 3.0 undergraduate GPA, and GRE scores.)

Affiliated institutes: The proposed master's degree will enjoy a strong affiliation with the Institute for the Study and Prevention of Violence (ISPV), which is housed administratively under Research and Graduate Studies (RAGS). Established in February 1998 by the KSU Board of Trustees, the ISPV is a university-wide, multidisciplinary unit where faculty, staff and students from across campus work together on research, training and policy related to violence prevention and community behavioral health. The role and mission of the ISPV is to promote interdisciplinary research into the causes and prevention of violence and behavioral health

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problems, engage in the design, implementation and evaluation of community-based programs for violence prevention and community behavioral health interventions. ISPV brings together local and national expertise to develop multi-disciplinary research strategies that inform the development and implementation of evidence-based best practices and policy, thereby bridging the gap between science and practice. Activities occur in collaboration with law enforcement agencies, schools, community-based organizations, mental health treatment providers, social service providers, and government entities so that the long-term goal of a significant reduction in crime and violence and behavioral health problems are achieved in a systematic, practicable way. ISPV has an impressive history of translating research into practice, of conducting applied studies of school and community programs, and of disseminating information to non-researchers about how to conduct their own assessments of program effectiveness. The ISPV has a full-time Director (a full Professor currently tenured in Justice Studies) who reports to the Provost via the Vice President and Dean of Research and Graduate Studies. The ISPV also has a full time Associate Director, receptionist and grants manager, whose salaries are funded primarily through grant funds.

From its inception ISPV has grown to a staff of 22 (about 20 FTE's, including the recently added 8 FTE's for the Center for Innovative Practices) that includes master and doctoral level research assistants, research associates, and project directors. ISPV also works closely with many affiliated faculty who serve as Principal Investigators and collaborators on funded projects. ISPV provides fiscal support to graduate students from multiple departments and to post-doctoral fellows through faculty led research. The staff, students and faculty are culturally diverse and represent the fields of human services, research and evaluation studies, law enforcement, social work, mental health, public health and education. Additional information about the ISPV and its staff and projects can be found on its website: dept.kent.edu/ispv.

Scope of action: The proposal establishes a new master's of science degree in Applied Social and Behavioral Research. The degree will have a unique set of core required courses that focus on the Science of Prevention and Intervention Research, Quantitative and Qualitative Research Design and Analysis for community based research. The degree will also provide an array of elective courses in the areas of violence/crime prevention and community behavioral health, which are primarily drawn from exiting courses in several departments at KSU. The areas of concentration (violence/crime prevention and community behavioral health) will allow students with the core set of skills to apply their knowledge in specific areas to address community problems. A capstone research project will give students, under the direct supervision of program faculty, hands-on applied research experience in community-based research settings. These research experiences and development of the core sets of skills will draw on the research expertise of the Institute for the Study and Prevention of Violence, which has developed an impressive record of research with community partners in the areas of violence and crime prevention and community behavioral health interventions. (See attached documentation listing ISPV projects).

Alternatives and Consequences: At this time, there is no current master's level degree at either Kent State or any other Ohio University that covers the scope of the applied social and behavioral research program proposed here. Clearly, the proposed program meets a growing and pressing need created by the growing accountability mandates. (See External Letters of Support.) No other degree program is designed to specifically meet this need. Kent State, especially with its Institute for the Study and Prevention of Violence, is well positioned to take advantage of this opportunity to create a master's degree program that will draw new students to KSU who will be taught the applied research skills that will position them well in this growing area of the professional job market. The alternative is not to develop this unique degree program at Kent

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State University. The consequence of that alternative would be that new students who might come to KSU will go elsewhere, though no other Ohio university offers this degree. Or students might be involved in social science master's programs (at KSU or elsewhere) that do not provide them with the specific skill set that will adequately position them for the growing market for applied community-based researchers. We see no other alternative except developing a new master's degree with the specific focus on prevention/intervention and applied community-based research. If KSU fails to implement this master's degree program, the need will not be adequately met by existing programs at Kent State or other universities. Students, essentially on their own, could take a set of courses from a variety of existing programs to "simulate" the degree program proposed. However, the training would not be coordinated, coherent, focused, or well supervised, and it would not connect them to the essential hands-on community based research experiences they would receive via the proposed degree and its attachment to ISPV. There is no good alternative to the proposed degree if Kent State University wishes to be in the forefront of this growing area of graduate student training, which that will clearly meet a demand in the local, state and national job market.

Specific Recommendation and Justification: It is recommended that a new master's of science degree in applied social and behavioral research be established. The core faculty members who will teach and supervise students in the proposed degree program have been conducting community-based research in community behavioral health interventions and violence prevention through ISPV; they are thus uniquely positioned to develop, coordinate, and implement the proposed graduate program. The program offers a unique niche in applied community-based research not offered by other universities or other departments at KSU. It provides graduate students with highly marketable skills in applied research.

Timetable and Actions Required:

The initial proposal for the new master's degree was presented by a member of the faculty group from Justice Studies developing the proposal to the Justice Studies Department's FAC on February 7, 2008. The proposal was supported by the FAC with a vote of 4-Yes, 1-No. (The Justice Studies' FAC on July 21, 2008, reaffirmed its support by a vote of 5-Yes, 0-No.)

The initial proposal was then presented to the full faculty of the Department of Justice Studies on February 19, 2008. It received a vote (8-Yes, 3-No) of support and an instruction to proceed with the curricular process.

On February 20, 2008, the Justice Studies Curriculum Committee also voted to support the proposal, 3-Yes, 1-Absent. (The Justice Studies Curriculum Committee on August 6, 2008, reaffirmed its support for the formal proposal by a vote of 3-Yes, 0-No, 1-abstain.)

On July 31, 2008, we received from the Ohio Board of Regents the final memo offering feedback on the Program Development Plan for the proposed degree. The OBR reviewers offered suggestions and raised questions about the proposal as outlined in the PDP. These issues have been addressed in the current formal proposal.

Future actions will include reviews by 1) the College Curriculum Committee and Dean of Arts and Sciences, 2) Research and Graduate Studies (RAGS), 3) EPC and Provost, 4) Board of Trustees, and 5) OBR. The goal is to have the new master's degree approved, included in the graduate catalog, and operational by Fall 2009, with preliminary start up completed by summer 2009.

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KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 13-Aug-08 Curriculum Bulletin _____
Effective Date Fall 2009 Approved by EPC _____

Department Justice Studies, as department of origin of proposal to establish academic unit
College AS - Arts and Sciences
Degree MS - Master of Science
Program Name **Applied Social and Behavorial Research** Program Code **ASBR**
Concentration(s) Concentration(s) Code(s)
Proposal Establish Program

Description of proposal:
Establish Master's of Science Degree in Applied Social and Behavioral Research

Does proposed revision change program's total credit hours? ☒ Yes ☐ No
Current total credit hours: 0 Proposed total credit hours 37

Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):
Many courses that already exist in other academic units can be taken by students to fullfill elective requirements of the proposed degree, but the effect will be to increase enrollments in courses of these other academic units, not take students from these courses. New courses developed for the new degree will be unique to the new degree and will not infringe on exiting course offerings of other departments. No other academic unit offers the full scope of the proposed interdisciplinary degree program, nor does any other academic unit have the direct connection with a well-established research institute (ISPV) that the proposed academic unit will have. The need for the degree is supported by over a dozen external letters from relevant agencies, attached to the proposal. Support is also expressed by the units consulted during the proposal development (see Internal Memos attached). None expressed concerns with duplication or encroachment. Pre-requisites for admittance to the degree program will include at least two semesters (with B or higher grades) of undergraduate research methods and data analysis in social/behavioral science or related field, a 3.0 undergraduate GPA and GRE scores.

Units consulted (other departments, programs or campuses affected by this proposal):
Geography, Justice Studies, Psychology, Political Science, Sociology; Education, Health and Human Services; Nursing.

REQUIRED ENDORSEMENTS

_____ 8/13/08
Department Chair / School Director / Campus Dean

_____ 9/18/08
College Dean

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Executive Dean of Regional Campuses

_____ ____/____/____

Senior Vice President for Academic Affairs and Provost

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RACGS Fiscal Impact Statement for New Graduate Programs

Fiscal Impact Statement					
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Projected Enrollment					
Head-count full time	4	6	8	10	12
Head-count part time	6	8	9	10	14
Full Time Equivalent (FTE) enrollment	9	9	9	9	9
Program Income					
In-state tuition (paid by student or sponsor)	3,627.	3,736.	3,885.	4,079.	4,334.
Out-of-state tuition (paid by student or sponsor)	6,552.	6,749.	7,019.	7,370.	7,812.
State subsidy**	25,272.	36,516.	45,990.	55,800.	72,768.
Externally funded stipends	20,000.	20,000.	20,400.	20,400.	20,400.
Other income* (describe below)					
Total Projected Income	55,451.	67,001.	77,294.	87,649.	105,314.
Program Expenses					
New Faculty (All Current KSU faculty, none new)	--	--	--	--	--
New Staff	39,685.	40,662.	41,475.	42,305.	43,151.
New facilities/space renovation	--	--	--	--	--
University graduate scholarship (UGS) support					
University dean stipend support					
College & unit stipend support (GA support)	13,724	13,724.	13,724.	13,724.	13.724.
Additional library resources	--	--	--	--	--
Other expenses* (describe below)					
Total Projected Expense	53,409.	54,386.	55,199.	56,029.	56,875.
Net Program Income or Expense	2,045	12,615	22,095	31,620	48,439

* NA

** Formula for determining state subsidy: (assumes $351 per credit hour in Year 1 with 2 percent inflation factor each successive year):

FT = amt/credit hour X 9 hours X # FT students each year =Total FT

PT = amt/credit hour X 6 hours X # PT students each year =Total PT

Annual Total Subsidy

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INTERNAL MEMOS FROM KENT STATE UNIVERSITY DEPARTMENTS AND COLLEGES POTENTIALLY AFFECTED BY THE PROPOSAL

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KENT STATE
UNIVERSITY

MEMORANDUM

Department of Sociology
(330) 672-2562
Fax: (330) 672-4724

TO: Mark Colvin, Chair Justice Studies

FROM: Richard T. Serpe, Chair

DATE: July 23, 2008

SUBJECT: Proposal for Interdisciplinary Master's Degree in Applied Social and Behavioral Research

The Department of Sociology has carefully reviewed the proposed new Interdisciplinary Master's Degree in Applied Social and Behavioral Research. We discussed the proposal in our FAC, circulated the proposal to the entire the faculty and discussed the proposal at our department meeting with faculty from Justice Studies in May 2008. The Sociology faculty found the proposal quite interesting, well designed and collaborative in nature. The discussion was quite detailed and focused on both conceptual and logistical issues. The result of the meeting is a clear position of support for the development of this new degree. The Sociology faculty sees this degree as having beneficial connections with the department and our graduate program in several ways:

1. There a set of substantive courses the fit well within the various concentrations within degree. We expect students in the ASBR degree to enroll in the courses as part of educational experience and to meet degree requirements.
2. While there are some logistical issues around ASBR students taking our statistical and methodological courses (because of the joint nature of graduate program with the University of Akron), we do expect that some of the ASBR students enroll in some of these courses when appropriate for their educational goals.
3. Give the fact that the ASBR program will be developing a set of methodological and statistical courses that focus on applied community based research, we fully anticipate that some of the graduate students in Sociology will enroll in those courses to broaden their educational experience where appropriate.
4. There are several faculty within Sociology who have strong interest in applied research and policy questions who will likely affiliate with the new degree program.
5. We fully expect that some of the ASBR students will continue their education at the doctoral level and many of them will do so in Sociology.
6. The new degree will provide an alternative for students graduating in the social sciences at Kent State University who want to pursue graduate education, but who are not initially interested in more traditional graduate programs in Political Science, Psychology and Sociology and we see this as a strong value added component to development of an applied emphasis.

If you have any questions or if we can be of any assistance as you move forward with the development of the new degree program, please don't hesitate to ask.

KENT STATE
UNIVERSITY

INTERDEPARTMENTAL CORRESPONDENCE

DEPARTMENT OF PSYCHOLOGY

TO: Mark Colvin, Chair, Department of Justice Studies

FROM: Mary Ann Stephens, Chair, Department of Psychology *MAps*

DATE: August 6, 2008

SUBJECT: ASBR Proposal

Psychology's FAC, at its March 27, 2008 meeting, discussed the original proposal for the Applied Social and Behavioral Research (ASBR) master's degree. The FAC felt that the original plan to include Psychology's first year statistics courses (PSYC 61651 and PSYC 61654) as options for ASBR students was problematic. The concern was that these courses typically are filled and have waiting lists each year. If the ASBR program indeed admits 15 to 20 new students each year, it would be difficult for us to admit all (or even most) of the new class into these courses under current circumstances.

ASBR's development of a unique set of core courses that focus on quantitative research methods within the context of community based prevention and intervention has eliminated Psychology's concerns. Furthermore, the proposed MS program's focus on community based prevention and intervention does not appear to duplicate, encroach on or negatively impact Psychology's Ph.D. programs in Clinical and Experimental Psychology.

Thus, Psychology supports the proposal for the Applied Social and Behavioral Research master's degree program, and we encourage ASBR students to enroll in the variety of health psychology courses we offer.

Jus (MS-ASBR) 103

KENT STATE
UNIVERSITY

27 July 2008

To: Dr. Mark Colvin, Chair
Department of Justice Studies
Kent Campus

From: Jay Lee
Professor and Chair of Geography

Re: Program Development Plan for ASBR

I am writing to provide my support for the proposed degree proposal for ASBR and to comment on issues related to course offering in the proposed program and in Geography.

First, I support the development of the proposed degree program. I believe it will provide students at Kent State University a way to gain practical knowledge and experience in applied social and behavioral sciences and to prepare themselves for the increasingly competitive job markets after they graduate.

Second, I welcome the inclusion of GEOG 59070 GIS and GEOG 59080 Advanced GIS as electives in the proposed degree program. Currently, Geography offers GEOG59070 three times a year. While both Fall and Spring semesters are typically registered to full capacity, the offering in Summer I typically has open seats that will allow students in the proposed program to attend. For GEOG 59080, we will have no problem in accommodating several more master students.

Third, I believe there will be significant overlap between the two proposed new courses and several existing Geography courses.

- The proposed new course, Geo-spatail Analysis and Violence Prevention course will have significant overlap with GEOG 54070 Spatial Analysis and Location Theory and GEOG 69004 Analysis of Spatial Data.
- Furthermore, the proposed new course, Crime Mapping, will also overlap significantly with GEOG 59165 Geomaping and GEOG GIS.

Given the overlap, it seems that cross-listing both new courses in the proposed degree program, as stated in the program's development plan, will resolve the encroachment issue.

With the anticipation that the aforementioned cross-listing two new courses with Geography, I support your new degree program.

As always, please feel free to contact me at my office should you need me to elaborate any of my comments above.

Best wishes to you for successful implementation of the degree program plan.

Department of Geography
413 McGilvrey Hall, Kent, Ohio 44242-0001
(330) 672-2045 or (330) 672-2231 Fax (330) 672-4304
JUS (MS-ASBR) 104

KENT STATE
UNIVERSITY

April 29, 2008

Mark Colvin, Ph.D.
Chair and Professor
Department of Justice Studies
Kent State University
Kent, Ohio 44242

Dear Dr. Colvin:

Dean Bubenzer, Jason McGlothlin, Ph.D., Coordinator of School and Community Counseling master's degree programs, and Dianne Kerr, Ph.D., Coordinator of Health Education and Promotion program, and I appreciated meeting with you, Dr. Flannery, and Dr. Hussey on April 9th to discuss and find out more about your proposed master's degree program in Applied Social and Behavioral Research. As we understand it, this proposed master's degree program is designed to produce graduates with an expertise in program evaluation and research as these might pertain to violence and crime prevention as well as topics pertaining to community and behavioral health. We understand that the proposed degree program does not intend to produce clinicians but individuals with strengths in program evaluation and research. As a result Dr. Bubenzer, Dr. McGlothlin, Dr. Kerr, and I do not see a duplication in your proposed degree program with existing programs in the Department of Adult, Counseling, Health, and Vocational Education.

During our meeting we discussed courses from our department that might serve as electives in your proposed master's degree program, Applied Social and Behavioral Research. From the Health Education and Promotion program, five courses might be considered:

HED 54550 Drug Abuse and Violence Prevention
HED 64060 Grant Writing for Health Education and Promotion
HED 64072 Epidemiology
HED 71250 Public Health Practice and Health Promotion
HED 71450 Evaluation of Preventive Interventions

Nancy E. Barbour, Ph.D., Associate Dean for Administrative Affairs and Graduate Education mentioned to me that because HED 71250 and HED 71450 are 7000 level courses, they are designated as doctoral level courses. Dr. Barbour mentioned to me that master's degree level students wishing to register for these two courses (HED 71250 and HED 71450) would need to secure permission from the Coordinator of the Health Education and Promotion program before enrolling.

Adult, Counseling, Health, and Vocational Education
P.O. Box 5190 • Kent, Ohio 44242-0001
http://www.kent.edu

JUS(MS-ASBR) 105

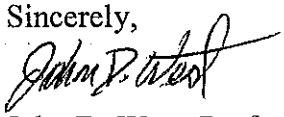
Mark Colvin, Ph.D.
Page 2

From the Counseling and Human Development Services program, two courses might be considered as electives for your proposed master's degree program in Applied Social and Behavioral Research:

CHDS 68066 Counseling Adolescents
CHDS 67665 Substance Abuse Counseling

Again, we appreciated the opportunity to meet with you on April 9th, and I offer you our best wishes with your Applied Social and Behavioral Research master's degree program proposal.

Sincerely,



John D. West, Professor
Interim Chair, Department of Adult, Counseling,
Health, and Vocational Education, 310 White Hall

Donald L. Bubenzer, Ph.D., Interim Dean, College and Graduate School of Education, Health, and Human Services
Nancy E. Barbour, Ph.D., Associate Dean for Administrative Affairs and Graduate Education
Dianne Kerr, Ph.D., Coordinator, Health Education and Promotion
Jason McGlothlin, Ph.D., Coordinator, School and Community Counseling

Jus (MS-ASBR) 106

Email Correspondence with Political Science

COLVIN, MARK

From: LOGUE, JOHN
Sent: Friday, March 07, 2008 1:22 PM
To: COLVIN, MARK; HOOK, STEVEN
Cc: BARNES, ANDREW; BANKS, CHRISTOPHER
Subject: RE: Proposal for New Master's Program in Applied Social and Behavioral Sciences

Mark –

Thanks for this extensive presentation of the ASBR proposal & its origins. We obviously want to be supportive of your initiatives.

As you know from the discussion between you, me, and Steve, the concern from our side is the viability and integrity of the joint PhD track in justice policy and politics and how to be sure we maintain that. We certainly appreciate your assurances on this subject.

I'll orient our FAC on what is under consideration.

Best regards,

John

From: COLVIN, MARK
Sent: Monday, March 03, 2008 1:34 PM
To: LOGUE, JOHN; HOOK, STEVEN
Subject: Proposal for New Master's Program in Applied Social and Behavioral Sciences

Dear John and Steve,

This email is a follow-up to our discussion last week. As you know, we are in the process of developing a new master's degree program in Applied Social and Behavioral Sciences, and would like to solicit your comments about the proposed program and offer to you and your faculty an invitation to help build the new program and, if it comes into being, to join us in the research and teaching activities that will be part of the new master's program.

Jus (MS-ASBR) 108

A collaborative group of research faculty from Justice Studies has proposed that Kent State University develop a new master's level Interdisciplinary Program in Applied Social and Behavioral Research (ASBR). The proposed program would draw on faculty and coursework from a number of departments at Kent State University to train graduate students as program directors and researchers in applied community-based settings. The applied focus provides students with specific training in evidence-based community program development and research focusing on the areas of violence and crime prevention, and community behavioral health.

I have attached a draft of the Program Development Plan, which represents the preliminary proposal for the new master's degree. The PDP, along with a formal proposal to establish a new Department of Applied Social and Behavioral Research to house the new degree and core faculty, will be submitted to the College of Arts and Sciences at the end of March to initiative the formal review process. A formal proposal for the new master's degree will be submitted to the College of Arts and Sciences later this summer, after we receive feedback on the Program Development Plan from OBR.

Given that the proposal was developed by a group of Justice Studies' faculty, it was decided that the proposal review process should begin in the Department of Justice Studies. The proposal received support from the Department of Justice Studies. (The FAC of Justice Studies voted, 4 – yes and 1 – no, to support the proposal on February 7, 2008, and the full faculty of Justice Studies followed up on February 19, 8 – yes and 3 – no, to support the proposal. The Justice Studies curriculum committee on February 20 added its support, 3 – yes, 1 – absent. As Chair of Justice Studies, I have given my support to the proposal as well.) Thus, the proposal has successfully passed through departmental faculty review and now goes to the College of Arts and Sciences and eventually to the Provost's level for further review.

While the proposal came out of Justice Studies, proposal is for an interdisciplinary master's degree program that is beyond the scope of Justice Studies or any other single department. Thus, along with the proposed new degree program, a proposal for a new department is also being developed to house the new degree and core faculty who will be most involved in the degree. The new department will be involved in coordinating the activities of the program, including coordinating the program with affiliated faculty from a number of departments and colleges at KSU.

In your review of the attached Program Development Plan, you will see that courses from your department are listed as potential courses for students to take to complete the degree requirements. It is important to note that we are not proposing that courses be moved to (or necessarily be cross-listed with) the new department. We are proposing that students be able to take existing courses in a number of departments across KSU that are directly related to the focus of the new degree. A few new courses, as you will note, will be proposed that specifically cover the areas of the science and methods of prevention and intervention, and bolster the areas of concentration: violence and crime prevention, and community behavioral health.

I look forward to your feedback on the proposal. If you would like to meet with me and faculty members involved in developing this proposal, please let me know and we will arrange a meeting. If you are any of your faculty would be interested in collaborating on the development of this new master's degree, we welcome your participation. If you feel that it is appropriate, we would also like to solicit letters of support for the proposal that can accompany the formal proposal for the degree that will be presented to the College of Arts and Sciences later this summer. If you have any issues or concerns about the proposal, please let us know about them so that we can address these as early as possible in the review process.

JUS (MS-ASBR) 109

COLVIN, MARK

From: BANKS, CHRISTOPHER
Sent: Monday, February 25, 2008 6:15 PM
To: COLVIN, MARK
Cc: LOGUE, JOHN; HOOK, STEVEN
Subject: RE: Proposal for new master's degree-reply

Thanks very much Mark, I look forward to reading it and discussing it with you, John, and Steve.

All the best,

Chris

From: COLVIN, MARK
Sent: Mon 2/25/2008 3:04 PM
To: BANKS, CHRISTOPHER
Cc: LOGUE, JOHN; HOOK, STEVEN
Subject: Proposal for new master's degree

Dear Chris,

I discussed the attached proposal with Steve and John for the first time today. It was approved last week by the full faculty of Justice Studies. It should not have any effect on the joint Ph.D. track or on you, but I want to give you a heads up about the proposal since you act as liaison with Justice Studies and Political Science.

Let me know if you have any questions about the proposal contained in the attached FAC minutes. Perhaps we can discuss in person if you are around tomorrow. Feel free to drop by tomorrow or on Wednesday.

Thanks,

Mark

Mark Colvin, Ph.D.
Chair and Professor
Department of Justice Studies
Kent State University
Kent, Ohio 44242-0001
Phone: 330-672-2775
Fax: 330-672-5394
Email: mcolvin1@kent.edu

JUS (MS-ASBR) 110

COLVIN, MARK

From: COLVIN, MARK
Sent: Friday, May 02, 2008 10:33 AM
To: LOGUE, JOHN; HUSSEY, DAVID
Cc: STALVEY, JOHN; HOOK, STEVEN
Subject: RE: Does the new Masters in Applied Social Science have to be approved by the Board of Regents?

Dear John,

David Hussey will be joining me to meet with your faculty about the proposal on Wednesday. We will come up the 317 Bowman at 3:45. Look forward to the discussion.

Mark

Mark Colvin, Ph.D.
Chair and Professor
Department of Justice Studies
Kent State University
Kent, Ohio 44242-0001
Phone: 330-672-2775
Fax: 330-672-5394
Email: mcolvin1@kent.edu

From: LOGUE, JOHN
Sent: Thursday, May 01, 2008 3:26 PM
To: COLVIN, MARK; HUSSEY, DAVID
Cc: STALVEY, JOHN
Subject: RE: Does the new Masters in Applied Social Science have to be approved by the Board of Regents?

Dear Mark and David,

If one or both of you are free on Wednesday, 5/7, we have a faculty meeting from 3:30 to 4:30 in 317 Bowman, and would like to invite you to attend to say a few words about the PDP and answer questions.

We have two other agenda items which I believe to be short which have to be concluded this semester. I imagine that we will finish these in under 30 minutes. If one or both of you could be there for the 3:45 – 4:30 period, that would be super.

I look forward to hearing from you.

Best regards,
John

From: COLVIN, MARK
Sent: Thursday, May 01, 2008 9:29 AM
To: LOGUE, JOHN
Cc: HUSSEY, DAVID; STALVEY, JOHN
Subject: RE: Does the new Masters in Applied Social Science have to be approved by the Board of Regents?

Jus (MS-ASBR) III

Dear John,

I would be happy to talk with your faculty about the proposal (if David Hussey, who was the primary author of the proposal, is available, he can also join me). Just let me know when the faculty meeting is. In my March 3 email to you and Steve Hook (which contained the PDP) I had offered to meet with your faculty, so that offer is still good. In our earlier discussion in late February we talked about the impact on Poly Sci and at that point it appeared that it would mostly serve to help enrollments in some of your graduate courses. We did not see any significant impact on the joint program and we think with affiliated status even those faculty members from Justice Studies who move to the new entity can still participate. (I note that none of the four faculty members we know at this point who have expressed a desire to move, none of them have taught courses in the joint Ph.D. track, though some have been involved in co-directing dissertations.) Also, please be aware that courses listed in the PDP are potential courses. The PDP is only the preliminary outline of what might be contained in the formal degree proposal, which has not yet been written and for which we strongly desire input from your department (and from all social science departments) as formal degree proposal is developed. That is why we sent the PDP out to all social science chairs in emails on March 3.

Thanks,

Mark

Mark Colvin, Ph.D.
Chair and Professor
Department of Justice Studies
Kent State University
Kent, Ohio 44242-0001
Phone: 330-672-2775
Fax: 330-672-5394
Email: mcolvin1@kent.edu

From: STALVEY, JOHN
Sent: Wednesday, April 30, 2008 6:54 PM
To: LOGUE, JOHN
Cc: COLVIN, MARK
Subject: Re: Does the new Masters in Applied Social Science have to be approved by the Board of Regents?

Dear John,

OK. Would you like Mark Colvin and David Hussey to come to the meeting to answer questions? We're trying to move this along and would rather be proactive than have it stalled over questions they could easily answer.

Cheers,
John

John R. D. Stalvey, Ph.D.
Professor of Biological Sciences and
Associate Dean, College of Arts and Sciences
108 Bowman Hall
Kent State University
Kent, OH 44242
330-672-2681
330-672-8104

"A liberal education is not something any of us ever achieve; it is not a state. Rather, it is a way of living in the face of our own

JUS(MS-ASSC) 112

ignorance, a way of groping towards wisdom in full recognition of our own folly, a way of educating ourselves without any illusions that our education will ever be complete"
>> - William Cronon

From: "LOGUE, JOHN" <jlogue@kent.edu>
Date: Wed, 30 Apr 2008 18:49:16 -0400
To: "STALVEY, JOHN" <jstalvey@kent.edu>
Conversation: Does the new Masters in Applied Social Science have to be approved by the Board of Regents?
Subject: RE: Does the new Masters in Applied Social Science have to be approved by the Board of Regents?

John –

Thanks for the info!

I imagine we'll discuss it at the PoliSci faculty meeting Wednesday. We'll find out then if there is an issue other than concern about the viability of the joint PhD track with Justice Studies.

John

From: STALVEY, JOHN
Sent: Wednesday, April 30, 2008 6:34 PM
To: LOGUE, JOHN
Cc: FEEZEL, JERRY; COLVIN, MARK
Subject: Re: Does the new Masters in Applied Social Science have to be approved by the Board of Regents?

Dear John,

Sorry, I forgot to answer the first question. It has been considered by the CCC and it has been introduced to the CAC and the members of the CAC were provided a copy of the PDP. We need to get the CAC back together to consider the PDP and also some other business and will do so shortly. The PDP then goes to John West to present to EPC and to OBR.

If Poli Sci faculty see this as a major problem, we need to know this now. I am sure that Mark Colvin and David Hussey would be pleased to speak with your faculty and answer any questions. In all honestly, I am having a hard time understanding how this would have a negative impact on Poli Sci. If anything, it might provide some novel opportunities for Poli Sci faculty and students.

Cheers,
John

John R. D. Stalvey, Ph.D.
Professor of Biological Sciences and
Associate Dean, College of Arts and Sciences
108 Bowman Hall
Kent State University
Kent, OH 44242
330-672-2681
330-672-8104

"A liberal education is not something any of us ever achieve; it is not a state. Rather, it is a way of living in the face of our own ignorance, a way of groping towards wisdom in full recognition of our own folly, a way of educating ourselves without any illusions that our education will ever be complete"
>> - William Cronon

From: "FEEZEL, JERRY" <jfeezel@kent.edu>
Date: Wed, 30 Apr 2008 16:39:41 -0400
To: "STALVEY, JOHN" <jstalvey@kent.edu>
Conversation: Does the new Masters in Applied Social Science have to be approved by the Board of Regents?
Subject: FW: Does the new Masters in Applied Social Science have to be approved by the Board of Regents?

John, please advise him.

Jerry D. Feezel, Ph.D.
Interim Dean
College of Arts and Sciences
104 Bowman
Kent State University
Kent, OH 44242
Ph.330-672-2650, Fax 672-2938

Jus (MS-ASBR) 113

COLVIN, MARK

From: LOGUE, JOHN
Sent: Wednesday, June 04, 2008 2:51 PM
To: COLVIN, MARK
Subject: RE: Program Development Plan for new master's degree proposal

They are

Chris Banks

Andrew Barnes

Mark Cassell

And Joe Drew.

J

From: COLVIN, MARK
Sent: Wednesday, June 04, 2008 1:36 PM
To: HOOK, STEVEN; BANKS, CHRISTOPHER; LOGUE, JOHN
Cc: HUSSEY, DAVID
Subject: Program Development Plan for new master's degree proposal

Dear Steve, Chris and John,

FYI, the attached PDP (Program Development Plan) was reviewed by EPC and has been forwarded to Ohio Board of Regents for review. Not sure how soon we will hear back from OBR, but are beginning the process of drafting the formal degree proposal in anticipation of a positive response.

I do not remember all of the faculty members (except Chris Banks) who were named to the Poly Sci subcommittee to give updates on the proposal. Could you email us the list of POL faculty members who were selected for this?

Thanks,

Mark

Mark Colvin, Ph.D.
Chair and Professor
Department of Justice Studies

Jus (MS-ASBC) 114

COLVIN, MARK

From: COLVIN, MARK
Sent: Thursday, July 03, 2008 12:44 PM
To: BANKS, CHRISTOPHER; BARNES, ANDREW; CASSELL, MARK; DREW, JOSEPH
Cc: HOOK, STEVEN; HUSSEY, DAVID
Subject: Update on Applied Social and Behavioral Sciences Proposal
Attachments: Program Development Plan for ASBR 5 27 08.doc

Dear Chris, Andrew, Mark and Joe,

I want to give you an update on the ASBR proposal. The Ohio Board of Regents (OBR) should be getting back to us within the next couple of weeks (according to Evelyn Goldsmith of RAGS) concerning the attached Program Development Plan for the Applied Social and Behavioral Research master's degree. We thus will probably begin drafting formal proposals in the next couple of weeks, depending on the feedback from OBR. As proposal summaries are drafted (possibly by the end of July), I will send these to you for your review. If we do indeed hear back from OBR as soon as Dr. Goldsmith indicates, we anticipate that formal proposals will be ready to turn in to the College by the beginning of the Fall semester. (As a reminder, the four of you were appointed to a subcommittee at your last faculty meeting for this purpose.)

Thanks,

Mark

Mark Colvin, Ph.D.
Chair and Professor
Department of Justice Studies
Kent State University
Kent, Ohio 44242-0001
Phone: 330-672-2775
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Email: mcolvin1@kent.edu

JUS (MS-ASBR) 115

COLVIN, MARK

From: COLVIN, MARK
Sent: Thursday, July 24, 2008 3:53 PM
To: COLVIN, MARK; BANKS, CHRISTOPHER; BARNES, ANDREW; CASSELL, MARK; DREW, JOSEPH
Cc: HOOK, STEVEN; HUSSEY, DAVID
Subject: RE: Update on Applied Social and Behavioral Sciences Proposal
Attachments: DRAFT Proposal Summary for new MS degree ASBR.doc; Curriculum for the proposed ASBR master.doc

Dear Chris, Andrew, Mark, Joe and Steve,

We have been given the go ahead by OBR (Ohio Board of Regents) to develop a formal proposal for the Applied Social and Behavioral Research degree, after they reviewed the Program Development Plan (PDP) I sent to you on July 3.

We are currently working on a draft of the degree proposal; I have attached a first draft of the proposal summary, to which will be attached several documents including memos of support from departments and external letters of support for agencies in the region. I have already received, following our discussions with these departments in May, memos of support from Sociology, Psychology, Geography, and College of Education, Health and Human Services indicating support for the program and indicating no issues, from their points of view, concerning encroachment or duplication.

You are invited to review the attached draft and make comments. (It is not yet a completed document, but will certainly give you the essential elements of the degree)

However, we are working under a very tight deadline. Dean Moerland and Provost Frank want the proposals submitted to the College by August 13, before I formally step down as chair. So we are proceeding with the proposal development to meet this deadline.

Beginning in late February, I have endeavored to consult with Political Science in this process; the discussions I had with former chair John Logue and current chair Steve Hook in late February indicated support from Political Science. A key concern voiced by John and Steve was the potential impact on the Ph.D. track in Justice Policy. As we indicated at our May meeting with Political Science faculty, the faculty who are associated with the new degree can still be involved in the Ph.D. track (and desire to be involved) so there should be no impact on this. (Graduate Faculty Status of these faculty members can be maintained in Political Science whether the faculty are in Justice Studies or ASBR). Some of the courses listed in the PDP (I have attached a list of courses for the ASBR masters degree, and have highlighted the Political Science courses listed as electives) include some courses cross listed between Justice Studies and Political Science, which ASBR faculty can teach. The proposed program will add to the number of students in these courses, and faculty who have taught these courses in the past will still be teaching them, whether they are in Justice Studies or the new ASBR. The ASBR students will also be able to enroll for elective credit in several other Political Science courses listed as electives for the proposed degree, which will enhance enrollments in these courses for Political Science.

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Since the proposed program has a specific applied focus in the science of prevention and intervention, in which evidence-based programming in the areas of violence prevention and community behavioral health is emphasized, we do not see duplication with the Pubic Administration program. Students in the ASBR will be able to take the "program evaluation" course sequence in Public Adm as electives for which they will have research methods background from the set of core required courses in ASBR in quantitative and qualitative community-based research. The proposed program does not duplicate any programs at KSU and (according to OBR) any other graduate programs in the state of Ohio.

We would appreciate any feedback you can give us.

One item that the formal proposal guidelines call for is internal memos concerning duplication, encroachment, impact, and support from departments. Would you, Steve, be willing to write a memo that addresses these issues from political science's point of view so that we can attach the memo to the formal proposal?

I will be out of town next week, but you can communicate with David Hussey, who is cc'd on this email, since he joined me at the meeting with your faculty in May. I will be back on August 4.

I apologize for the short time line on this, but we have been trying to include political science in this process from the day after the original concept was approved by Justice Studies in February.

Thanks,

Mark

Mark Colvin, Ph.D.
Chair and Professor
Department of Justice Studies
Kent State University
Kent, Ohio 44242-0001
Phone: 330-672-2775
Fax: 330-672-5394
Email: mcolvin1@kent.edu

From: COLVIN, MARK
Sent: Thursday, July 03, 2008 12:44 PM
To: BANKS, CHRISTOPHER; BARNES, ANDREW; CASSELL, MARK; DREW, JOSEPH
Cc: HOOK, STEVEN; HUSSEY, DAVID
Subject: Update on Applied Social and Behavioral Sciences Proposal

Dear Chris, Andrew, Mark and Joe,

I want to give you an update on the ASBR proposal. The Ohio Board of Regents (OBR) should be getting back to us within the next couple of weeks (according to Evelyn Goldsmith of RAGS)

JUS (MS-ASBR) 117

concerning the attached Program Development Plan for the Applied Social and Behavioral Research master's degree. We thus will probably begin drafting formal proposals in the next couple of weeks, depending on the feedback from OBR. As proposal summaries are drafted (possibly by the end of July), I will send these to you for your review. If we do indeed hear back from OBR as soon as Dr. Goldsmith indicates, we anticipate that formal proposals will be ready to turn in to the College by the beginning of the Fall semester. (As a reminder, the four of you were appointed to a subcommittee at your last faculty meeting for this purpose.)

Thanks,

Mark

Mark Colvin, Ph.D.
Chair and Professor
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Phone: 330-672-2775
Fax: 330-672-5394
Email: mcolvin1@kent.edu

Jus (MS-ASBR) 118

COLVIN, MARK

From: COLVIN, MARK
Sent: Thursday, August 07, 2008 5:08 PM
To: BANKS, CHRISTOPHER; BARNES, ANDREW; CASSELL, MARK; DREW, JOSEPH
Cc: HOOK, STEVEN; HUSSEY, DAVID
Subject: RE: Update on Applied Social and Behavioral Sciences Proposal
Attachments: Proposal Summary for new MS degree ASBR.doc; Proposal Summary ASBR Department 8_07_08.doc; Catalog Copy for Proposed Department 8_7_08 (2).doc

Dear Chris, Andrew, Mark, Joe and Steve,

Attached are what we believe are the final versions of the proposal summaries for 1) establishing the new master's degree in Applied Social and Behavioral Sciences and 2) establishing the new Department in Applied Social and Behavioral Sciences.

We have received strong letters of support for the proposals from Sociology, Geography, Psychology and the Education, Health and Human Services.

I have tried to keep you up to date as proposals were completed over the summer. We plan to submit the proposals to the College on Wednesday August 13 to begin the curricular review process. It will be a few weeks before the CCC meets on these proposals, so I would like to offer you the opportunity to comment on the proposals and (hopefully Steve) to write a letter of support.

As I explained in the last email (July 24) we do not feel that there are any issues with encroachment with Political Science. We list some Political Science courses that students can take for elective credit (see draft of Catalog Copy). Also, we do not feel that the proposed action poses any threat to our on-going involvement in the Ph.D track in Political Science, since faculty that may move to the new unit would still retain their graduate faculty status in Political Science for purposes of teaching and graduate student supervision. (Many of the courses listed as electives in the new degree are also courses included in the Ph.D. track in Justice Politics and Policy.)

I wanted to give you the latest update (all of the attached were completed today) and offer once again an invitation to comment upon the attached proposals.

Thanks,

Mark

Mark Colvin, Ph.D.
Chair and Professor
Department of Justice Studies
Kent State University
Kent, Ohio 44242-0001
Phone: 330-672-2775
Fax: 330-672-5394
Email: mcolvin1@kent.edu

Jus (MS-ASBR) 119

Memos/Email Correspondence with College of Education, Health and Human Services

KENT STATE
UNIVERSITY

April 29, 2008

Mark Colvin, Ph.D.
Chair and Professor
Department of Justice Studies
Kent State University
Kent, Ohio 44242

Dear Dr. Colvin:

Dean Bubenzer, Jason McGlothlin, Ph.D., Coordinator of School and Community Counseling master's degree programs, and Dianne Kerr, Ph.D., Coordinator of Health Education and Promotion program, and I appreciated meeting with you, Dr. Flannery, and Dr. Hussey on April 9th to discuss and find out more about your proposed master's degree program in Applied Social and Behavioral Research. As we understand it, this proposed master's degree program is designed to produce graduates with an expertise in program evaluation and research as these might pertain to violence and crime prevention as well as topics pertaining to community and behavioral health. We understand that the proposed degree program does not intend to produce clinicians but individuals with strengths in program evaluation and research. As a result Dr. Bubenzer, Dr. McGlothlin, Dr. Kerr, and I do not see a duplication in your proposed degree program with existing programs in the Department of Adult, Counseling, Health, and Vocational Education.

During our meeting we discussed courses from our department that might serve as electives in your proposed master's degree program, Applied Social and Behavioral Research. From the Health Education and Promotion program, five courses might be considered:

HED 54550 Drug Abuse and Violence Prevention
HED 64060 Grant Writing for Health Education and Promotion
HED 64072 Epidemiology
HED 71250 Public Health Practice and Health Promotion
HED 71450 Evaluation of Preventive Interventions

Nancy E. Barbour, Ph.D., Associate Dean for Administrative Affairs and Graduate Education mentioned to me that because HED 71250 and HED 71450 are 7000 level courses, they are designated as doctoral level courses. Dr. Barbour mentioned to me that master's degree level students wishing to register for these two courses (HED 71250 and HED 71450) would need to secure permission from the Coordinator of the Health Education and Promotion program before enrolling.

Adult, Counseling, Health, and Vocational Education
P.O. Box 5190 • Kent, Ohio 44242-0001
http://www.kent.edu

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Mark Colvin, Ph.D.
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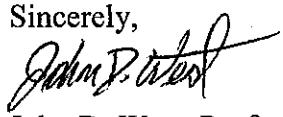
From the Counseling and Human Development Services program, two courses might be considered as electives for your proposed master's degree program in Applied Social and Behavioral Research:

CHDS 68066 Counseling Adolescents
CHDS 67665 Substance Abuse Counseling

Again, we appreciated the opportunity to meet with you on April 9th, and I offer you our best wishes with your Applied Social and Behavioral Research master's degree program proposal.

Sincerely,



John D. West, Professor
Interim Chair, Department of Adult, Counseling,
Health, and Vocational Education, 310 White Hall

Donald L. Bubenzer, Ph.D., Interim Dean, College and Graduate School of Education, Health, and Human Services
Nancy E. Barbour, Ph.D., Associate Dean for Administrative Affairs and Graduate Education
Dianne Kerr, Ph.D., Coordinator, Health Education and Promotion
Jason McGlothlin, Ph.D., Coordinator, School and Community Counseling

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COLVIN, MARK

From: COLVIN, MARK
Sent: Friday, March 14, 2008 10:11 AM
To: HAMILTON, AWILDA
Cc: FITZGERALD, SHAWN; 'Phil Rumrill'; BUBENZER, DONALD; FLANNERY, DANIEL; HUSSEY, DAVID
Subject: RE: Proposal for New Master's Program in Applied Social and Behavioral Sciences

Dear Awilda,

Dan Flannery and I can meet with you on Thursday morning (Mar. 27) anytime after 9:30 a.m. Would some time between 9:30 and noon work for you and your colleagues on that day? (David Hussey may also join us in the meeting). If need be we can also meet early afternoon on that day. We can come over to your place to meet (you are in White Hall I believe), or if you prefer we can meet in the Cartwright Building in the ISPV conference room above the RAGS offices.

Thanks,

Mark

Mark Colvin, Ph.D.
Chair and Professor
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Kent, Ohio 44242-0001
Phone: 330-672-2775
Fax: 330-672-5394
Email: mcolvin1@kent.edu

From: HAMILTON, AWILDA
Sent: Thursday, March 13, 2008 1:39 PM
To: COLVIN, MARK
Cc: FITZGERALD, SHAWN; 'Phil Rumrill'; BUBENZER, DONALD; FLANNERY, DANIEL; HUSSEY, DAVID
Subject: RE: Proposal for New Master's Program in Applied Social and Behavioral Sciences

Hello Mark,

This additional information is helpful and yes, meeting is our preference as well. I believe both Phil and Shawn are in town after the break, so I'll propose March 26 or 27. Let me know what works and we'll go from there.

Awilda

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From: COLVIN, MARK
Sent: Thursday, March 13, 2008 1:23 PM
To: HAMILTON, AWILDA
Cc: FITZGERALD, SHAWN; 'Phil Rumrill'; BUBENZER, DONALD; FLANNERY, DANIEL; HUSSEY, DAVID
Subject: RE: Proposal for New Master's Program in Applied Social and Behavioral Sciences

Dear Awilda,

I believe that it would be helpful to have a meeting with you and your faculty and those who are developing the proposal. No formal response is needed at this time. I believe that we are interested in seeing if there is interest in any collaborations and affiliations with the proposed degree. As for encroachment issues, we also need to discuss these. While program evaluation may be a piece of the new degree, the focus is on community-based research in violence prevention and community behavioral health.

One thing that may not have been made clear enough in the PDP for the proposed master's degree is that the initial core faculty members who are developing the proposed degree program (and who would become the initial core faculty for the degree) are affiliated with the Institute for the Study and Prevention of Violence (ISPV), which has a strong record of community-based research in violence and crime prevention and community behavioral health interventions. I have attached a document that gives a detailed listing of the current and past research projects these faculty members have been involved in. Information on ISPV can also be found at this web site: dept.kent.edu/ispv

We see ISPV as a major building block of the proposed degree along with collaborations with faculty from around the KSU campus.

The proposal was originated in Justice Studies because these faculty members associated with ISPV currently have their tenure lines in Justice Studies. But this is not a just a group of criminal justice folks moving into unknown areas for them. In fact, the degrees for these faculty members include social work, clinical-health psychology, sociology as well as criminal justice. Those with criminal justice focus on areas of treatment and rehabilitation, GIS mapping, research methods, data analysis, and community responses to gangs. So it is a fairly diverse group of initial core faculty to which we hope to attract an even more diverse group of affiliated faculty who share research and teaching interests. As you read the descriptions of the community-based research at ISPV that these faculty members have been involved in, you will see that community behavioral health has been a clear research focus along with violence prevention, which are both clearly related.

The proposal involves creating a new academic unit because of the interdisciplinary nature of the program. It would not be instituted in Justice Studies.

I thought that perhaps this background information might help with your assessment, and those of your faculty, of the proposed master's degree program.

Again, we would like to meet with you and your faculty to discuss the proposal. As this moves through the review levels, we hope to collaborate on the development of the degree and to build

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relations that might lead to faculty affiliations by those faculty members who might be interested in contributing to the proposed graduate program.

Perhaps during the week after Spring Break we can set up a meeting. Dr. Dan Flannery and David Hussey and I would be happy to meet and answer any questions you have.

Thanks,

Mark

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Email: mcolvin1@kent.edu

From: HAMILTON, AWILDA
Sent: Thursday, March 13, 2008 1:07 PM
To: COLVIN, MARK
Cc: FITZGERALD, SHAWN; Phil Rumrill
Subject: RE: Proposal for New Master's Program in Applied Social and Behavioral Sciences
Importance: High

Hello Mark,

Phil, Shawn, and I have met regarding this proposal. After discussing it, we're unsure as to what you're requesting from us. Are you asking for our involvement / participation or consent for your unit to offer this program? As for RHAB Counseling, it's fine to include those courses as part of the degree. With respect to Evaluation & Measurement, there's potential encroachment at the master's level. Also, there are concerns if this evolves into a Ph.D. program.

If you'd like to meet with us, call, or e-mail, just let us know.

Awilda

From: COLVIN, MARK
Sent: Monday, March 03, 2008 2:28 PM
To: HAMILTON, AWILDA
Cc: BUBENZER, DONALD; prumrill@kent.edu; FITZGERALD, SHAWN
Subject: Proposal for New Master's Program in Applied Social and Behavioral Sciences

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Dear Dr. Hamilton,

I am cc'ing program directors on this email (Rehabilitation; and Evaluation and Measurement) from your department, as well as your College Dean, who I had emailed earlier today.

We are in the process of developing a new master's degree program in Applied Social and Behavioral Sciences, and would like to solicit your comments about the proposed program and offer to you and your faculty an invitation to help build the new program and, if it comes into being, to join us in the research and teaching activities that will be part of the new master's program.

A collaborative group of research faculty from Justice Studies has proposed that Kent State University develop a new master's level Interdisciplinary Program in Applied Social and Behavioral Research (ASBR). The proposed program would draw on faculty and coursework from a number of departments at Kent State University to train graduate students as program directors and researchers in applied community-based settings. The applied focus provides students with specific training in evidence-based community program development and research focusing on the areas of violence and crime prevention, and community behavioral health.

I have attached a draft of the Program Development Plan, which represents the preliminary proposal for the new master's degree. The PDP, along with a formal proposal to establish a new Department of Applied Social and Behavioral Research to house the new degree and core faculty, will be submitted to the College of Arts and Sciences at the end of March to initiative the formal review process. A formal proposal for the new master's degree will be submitted to the College of Arts and Sciences later this summer, after we receive feedback on the Program Development Plan from OBR.

Given that the proposal was developed by a group of Justice Studies' faculty, it was decided that the proposal review process should begin in the Department of Justice Studies. The proposal received support from the Department of Justice Studies. (The FAC of Justice Studies voted, 4 – yes and 1 – no, to support the proposal on February 7, 2008, and the full faculty of Justice Studies followed up on February 19, 8 – yes and 3 – no, to support the proposal. The Justice Studies curriculum committee on February 20 added its support, 3 – yes, 1 – absent. As Chair of Justice Studies, I have given my support to the proposal as well.) Thus, the proposal has successfully passed through departmental faculty review and now goes to the College of Arts and Sciences and eventually to the Provost's level for further review.

While the proposal came out of Justice Studies, the proposal is for an interdisciplinary master's degree program that is beyond the scope of Justice Studies or any other single department. Thus, along with the proposed new degree program, a proposal for a new department is also being developed to house the new degree and core faculty who will be most involved in the degree. The new department will be involved in coordinating the activities of the program, including coordinating the program with affiliated faculty from a number of departments and colleges at KSU.

In your review of the attached Program Development Plan, you will see that a few courses from the Rehab program are listed as potential courses for students to take to complete the degree requirements. It is important to note that we are not proposing that courses be moved to (or necessarily be cross-listed with) the new department. We are proposing that students be able to take existing courses in a number of departments across KSU that are directly related to the focus of the new degree. A few new

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courses, as you will note, will be proposed that specifically cover the areas of the science and methods of prevention and intervention, and bolster the areas of concentration: violence and crime prevention, and community behavioral health. It is also important to point out that while students graduating from the proposed program may be involved in evaluation research, this will be in community programs and community-based interventions, not in education (with the possible exception of school violence prevention.) Some of these students may also serve in government as researchers involved in government-sponsored community-based interventions.

I look forward to your feedback on the proposal. If you would like to meet with me and faculty members involved in developing this proposal, please let me know and we will arrange a meeting. If you are any of your faculty would be interested in collaborating on the development of this new master's degree, we welcome your participation. We feel that this is truly an interdisciplinary endeavor. If you feel that it is appropriate, we would also like to solicit letters of support for the proposal that can accompany the formal proposal for the degree that will be presented to the College of Arts and Sciences later this summer. If you have any issues or concerns about the proposal, please let us know about them so that we can address these as early as possible in the review process.

Thank you,

Mark

Mark Colvin, Ph.D.
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COLVIN, MARK

From: COLVIN, MARK
Sent: Thursday, July 24, 2008 2:57 PM
To: FITZGERALD, SHAWN
Cc: TANKERSLEY, MELODY
Subject: Applied Social and Behavioral Research master's program proposal
Attachments: Program Development Plan for ASBR 5 27 08.doc

Dear Shawn,

On March 27, 2008 faculty from ISPV and I met with you, Phil Rumrill and Awilda Hamilton (then interim chair) to discuss the proposed Applied Social and Behavioral Research master's degree program. (I have attached the Program Development Plan). At that time, we discussed potential concerns about duplication and potential encroachment with the Evaluation and Measurement program. We were able to agree that the proposed program did not duplicate since it involved applied community-based research that focused on violence prevention and community behavioral health, and not on education. Also, we reiterated that we had no plans or desire to turn the program into a doctoral offering at any point in the future, since our hope was to generate master's level professionals who would be involved in prevention and intervention efforts in the community agencies who could also conduct assessments of these efforts. The proposed program did not involve evaluation of educational programs, except to the extent that schools might be involved in violence prevention programs.

You had also indicated that there were courses in Evaluation and Measurement that might be useful as elective courses for the proposed program students. We are not sure which courses you had in mind, and were wondering if you could send us a list with course prefixes and numbers.

We are in the process of developing the formal proposal for the new program. The Ohio Board of Regents, after reviewing the Program Development Plan, gave us the go ahead to proceed with development of the proposal. One item that the formal proposal guidelines call for is internal memos concerning duplication, encroachment, impact, and support from departments and programs. Would you be willing to write a memo that addresses these issues from Evaluation and Measurement's point of view so that we can attach it to the formal proposal? I appreciate the expressions of support for the proposal you voiced to us at the meeting in March.

We want to turn the formal proposal into the College of Arts and Sciences before August 13. I know that this is a tight timeline, but my Dean and the Provost want this done before I leave as chair on August 15 (I am stepping down because of some family medical issues). So if you could get a memo to me in the next couple of weeks it would be very helpful. Also if you could email me the courses that you think would be appropriate from your program we would like to look at these for possible inclusion as elective offerings.

Thanks,

Mark

Mark Colvin, Ph.D.

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Email Correspondence with College of Nursing

COLVIN, MARK

From: COLVIN, MARK
Sent: Thursday, March 13, 2008 12:54 PM
To: DZUREC, LAURA
Subject: RE: Response to Program Development Plan
Attachments: ISPV projects 3-08.docx

Dear Laura,

One thing that may not have been made clear enough in the PDP for the proposed master's degree is that the initial core faculty members who are developing the proposed degree program (and who would become the initial core faculty for the degree) are affiliated with the Institute for the Study and Prevention of Violence (ISPV), which has a strong record of community-based research in violence and crime prevention and community behavioral health interventions. I have attached a document that gives a detailed listing of the current and past research projects these faculty members have been involved in. Information on ISPV can also be found at this web site: dept.kent.edu/ispv

We see ISPV as a major building block of the proposed degree along with collaborations with faculty from around the KSU campus.

The proposal was originated in Justice Studies because these faculty members associated with ISPV currently have their tenure lines in Justice Studies. But this is not a just a group of criminal justice folks moving into unknown areas for them. In fact, the degrees for these faculty members include social work, clinical-health psychology, sociology as well as criminal justice. Those with criminal justice focus on areas of treatment and rehabiliation, GIS mapping, research methods, data analysis, and community responses to gangs. So it is a fairly diverse group of initial core faculty to which we hope to attract an even more diverse group of affiliated faculty who share research and teaching interests. As you read the descriptions of the community-based research at ISPV that these faculty members have been involved in, you will see that community behavioral health has been a clear research focus along with violence prevention, which are both clearly related.

I thought that perhaps this background information might help with your assessment, and those of your faculty, of the proposed master's degree program.

Again, we invite you and your faculty to meet and discuss the proposal with us. As this moves through the review levels, we hope to collaborate on the development of the degree and to build relations that might lead to faculty affiliations by those faculty members who might be interested in contributing to the graduate program.

Thanks,

Mark

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Chair and Professor
Department of Justice Studies
Kent State University
Kent, Ohio 44242-0001

Jus (MS-ASEC) 130

Phone: 330-672-2775
Fax: 330-672-5394
Email: mcolvin1@kent.edu

From: DZUREC, LAURA
Sent: Monday, March 10, 2008 11:47 AM
To: COLVIN, MARK
Subject: RE: Response to Program Development Plan

Thanks again, Mark.

Laura

From: COLVIN, MARK
Sent: Monday, March 10, 2008 10:57 AM
To: DZUREC, LAURA
Subject: RE: Response to Program Development Plan

Dear Laura,

Thank you for emailing the comments from the faculty member from Community Health Nursing. I have forwarded the comments to the faculty members who are developing the proposal. It should be noted that the PDP is only preliminary and the full formal proposal (which would be developed after we here back from OBR) would have to have a full needs assessment. The PDP outlines the proposed program. However, we can do more (within the 5 page limit) to address better some of the issues raised by the faculty member.

We would also like to extend an invitation for you and any interested faculty members to meet with us to discuss the proposal outlined in the PDP. Just let me know and we can set up a meeting.

Thanks,

Mark

Mark Colvin, Ph.D.
Chair and Professor
Department of Justice Studies
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Phone: 330-672-2775
Fax: 330-672-5394
Email: mcolvin1@kent.edu

From: DZUREC, LAURA
Sent: Sunday, March 09, 2008 7:34 PM
To: COLVIN, MARK
Subject: FW: Response to Program Development Plan

Dear Mark, I am forwarding a response from one of the faculty in our Community Health Nursing track.

Jus (MS-ASBR) 131

COLVIN, MARK

From: DZUREC, LAURA
Sent: Thursday, March 06, 2008 11:13 AM
To: COLVIN, MARK
Subject: RE: Proposal for New Master's Program in Applied Social and Behavioral Sciences

Thanks, Mark. We will keep working on this.

laura

From: COLVIN, MARK
Sent: Thursday, March 06, 2008 10:35 AM
To: DZUREC, LAURA
Cc: BUDD, KAREN; SMITH, YVONNE; BROMLEY, GAIL
Subject: RE: Proposal for New Master's Program in Applied Social and Behavioral Sciences

Dear Laura,

Thank you for the feedback. This is the kind of information we need before we finalize the proposal. We will not be sending it to the College of Arts and Sciences until March 26. We listed courses that we thought might potentially be used, but of course, we were not sure if they were appropriate for the students or if there might be problems with students outside of Nursing taking the course, which is why we wanted to consult with you.

We can drop the two courses from the list of potential electives (NURS 60041 - ADVANCED ASSESSMENT OF ADULT CLIENTS and NURS 60056 - ADULT HEALTH NURSING INTERVENTION/PSYCHOSOCIAL HEALTH) since these appear to be clinical in nature, only for nursing students, and not really appropriate for the students in the proposed program. (I think that we were picking up on the words "assessment" and "psychological health" when we listed these). We would like to keep on the list the other two courses as electives, if this passes muster with you and OBN. Let us know.

In the meantime, let us know if you have any other concerns or comments or if any of your faculty might be interested with working with us in the future. I think that there is potential for collaborative research opportunities and potential teaching if any of your faculty have an interest.

Thanks,

Mark

Jus (MS-ASBS) 132

Mark Colvin, Ph.D.
Chair and Professor
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From: DZUREC, LAURA
Sent: Thursday, March 06, 2008 10:12 AM
To: COLVIN, MARK
Cc: BUDD, KAREN; SMITH, YVONNE; BROMLEY, GAIL
Subject: FW: Proposal for New Master's Program in Applied Social and Behavioral Sciences

Dear Mark,

Please see Karen Budd's analysis of use of the graduate nursing courses below. Let me know what the next steps are, please.

Thanks. Best of luck.

Laura

From: BUDD, KAREN
Sent: Tuesday, March 04, 2008 10:22 PM
To: DZUREC, LAURA; SMITH, YVONNE; BROMLEY, GAIL
Subject: RE: Proposal for New Master's Program in Applied Social and Behavioral Sciences

This does seem interesting.....

Of the four nursing courses proposed as electives:

I believe both NURS 60205 Introduction to Applied Epidemiology and NURS 60451 Health Policy and Delivery Systems have had students in them from other disciplines.

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Neither of the other two will work as currently taught, however. The first is a foundational NP course. Its catalog description is:

NURS 60041 - ADVANCED ASSESSMENT OF ADULT CLIENTS

Assessment, reasoning and decision making skills for the advanced practice nurse to formulate comprehensive health data bases and therapeutic regimens for adult clients. Only students admitted to the Adult NP, Family NP, Geriatric NP, Adult CNS, Women's Health NP and Acute Care NP concentrations or post-master's certificate programs may register for this course. Prerequisite: graduate standing.
3.000 Credit Hours
3.000 Lecture hours
1.000 Other hours

The second is an Adult CNS clinical course. The description is:

NURS 60056 - ADULT HEALTH NURSING INTERVENTION/PSYCHOSOCIAL HEALTH

Clinical reasoning applied to complex problems of clients and their health behaviors. Includes analysis of socioeconomics, health policies, developmental stages, belief systems and life styles. Clinical sites individualized. Prerequisite: NURS 60045 and graduate standing. (Which is Pathophysiology for Advanced Practice Nurses)
5.000 Credit Hours
6.000 Other hours

Perhaps the ACNS faculty might be approachable to consider having students from other disciplines enroll---and your question about the OBN, Laura, is a good one.

Karen

From: COLVIN, MARK
Sent: Monday, March 03, 2008 2:39 PM
To: DZUREC, LAURA
Cc: FRANK, ROBERT G; FEEZEL, JERRY; JONES, NANCY; DRAUCKER, CLAIRE; DOHENY, PEGGY; TAFT, SUSAN
Subject: Proposal for New Master's Program in Applied Social and Behavioral Sciences

Dear Dean Dzurec,

I have cc'd (along with the Provost and my college dean) Nursing College faculty who appear from your faculty listings to be coordinators of various Nursing programs in your College. I believe that

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this email and the attached proposal may be of interest to them.

We are in the process of developing a new master's degree program in the College of Arts and Sciences in Applied Social and Behavioral Sciences, and would like to solicit your comments about the proposed program and offer to you and your faculty an invitation to help build the new program and, if it comes into being, to join us in the research and teaching activities that will be part of the new master's program.

A collaborative group of research faculty from Justice Studies has proposed that Kent State University develop a new master's level Interdisciplinary Program in Applied Social and Behavioral Research (ASBR). The proposed graduate program would draw on faculty and coursework from a number of departments at Kent State University to train graduate students as program directors and researchers in applied community-based settings. The applied focus provides students with specific training in evidence-based community program development and research focusing on the areas of violence and crime prevention, and community behavioral health.

I have attached a draft of the Program Development Plan, which represents the preliminary proposal for the new master's degree. The PDP, along with a formal proposal to establish a new Department of Applied Social and Behavioral Research to house the new degree and core faculty, will be submitted to the College of Arts and Sciences at the end of March to initiative the formal review process. A formal proposal for the new master's degree will be submitted to the College of Arts and Sciences later this summer, after we receive feedback on the Program Development Plan from OBR.

Given that the proposal was developed by a group of Justice Studies' faculty, it was decided that the proposal review process should begin in the Department of Justice Studies. The proposal received support from the Department of Justice Studies. (The FAC of Justice Studies voted, 4 – yes and 1 – no, to support the proposal on February 7, 2008, and the full faculty of Justice Studies followed up on February 19, 8 – yes and 3 – no, to support the proposal. The Justice Studies curriculum committee on February 20 added its support, 3 – yes, 1 – absent. As Chair of Justice Studies, I have given my support to the proposal as well.) Thus, the proposal has successfully passed through departmental faculty review and now goes to the College of Arts and Sciences and eventually to the Provost's level for further review.

While the proposal came out of Justice Studies, the proposal is for an interdisciplinary master's degree program that is beyond the scope of Justice Studies or any other single department. Thus, along with the proposed new degree program, a proposal for a new department is also being developed to house the new degree and core faculty who will be most involved in the degree. The new department will be involved in coordinating the activities of the program, including coordinating the program with affiliated faculty from a number of departments and colleges at KSU.

In your review of the attached Program Development Plan, you will see that courses from College of Nursing are listed as potential courses for students to take to complete the degree requirements. It is important to note that we are not proposing that courses be moved to (or necessarily be cross-listed with) the new department. We are proposing that students be able to take existing courses in a number of departments across KSU that are directly related to the focus of the new degree. A few new courses, as you will note, will be proposed that specifically cover the areas of the science and methods of prevention and intervention, and bolster the areas of concentration: violence and crime prevention, and community behavioral health.

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I look forward to your feedback on the proposal. If you would like to meet with me and faculty members involved in developing this proposal, please let me know and we will arrange a meeting. If you are any of your faculty would be interested in collaborating on the development of this new master's degree, we welcome your participation. If you feel that it is appropriate, we would also like to solicit letters of support for the proposal that can accompany the formal proposal for the degree that will be presented to the College of Arts and Sciences later this summer. If you have any issues or concerns about the proposal, please let us know about them so that we can address these as early as possible in the review process.

Thank you,

Mark

Mark Colvin, Ph.D.
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Jus (MS-ASAC) 136

EXTERNAL LETTERS OF SUPPORT

DEPARTMENT OF HEALTH & HUMAN SERVICES

Public Health Service

Centers for Disease Control
and Prevention (CDC)
Atlanta GA 30341-3724

7/28/2008

Daniel J. Flannery, Ph.D.
Professor & Director
Institute for the Study and Prevention of Violence
230 Cartwright Hall
Kent State University
Kent, OH 44242

Dear Dr. Flannery,

I am writing in support of your efforts to establish a new department and master's program in Applied Social and Behavioral Sciences. I am particularly impressed with the proposed program's emphasis on preparing scientists to help communities make informed choices about evidence-based prevention efforts. I think of prevention research as existing on a continuum from surveillance and etiologic research through efficacy trials of promising interventions and finally to translation research and efforts to bring effective programs to scale. I see an increasing need for applied researchers with expertise on the right side of this continuum. As you know, the field of violence prevention has made enormous progress in the past two decades. We now have substantial information about effective prevention strategies. Unfortunately, it remains difficult for communities to stay informed of the latest research, to critically understand the studies that are available, and to use the results from past research to make decisions. Graduates from the proposed program would be enormously valuable in helping community leaders make informed choices. The curriculum will also prepare students to guide the implementation and ongoing evaluation of programs to ensure that they are conducted with appropriate fidelity and that the limited resources available for community-based prevention continue to be spent effectively.

The Centers for Disease Control and Prevention recognizes translation research as important for maximizing the impact of prevention programs. This is evident by recent funding opportunity announcements, including the $4.5 million made available to address health disparities through translation research (see RFA-CD-08-001) and the $10 million announced for efforts to improve public health practice through translation research (see RFA-CD-07-005). Graduates with the training that you are proposing would likely be valuable contributors to the types of studies supported under these announcements and they would also play an important role in helping communities to take full advantage of the results from this line of research.

In conclusion, I think graduates from this program would be an asset not only in community health and research settings, but also in state and national public health agencies. Graduates from this program would likely be competitive for positions as science/project officers at CDC where they would be responsible for monitoring research activities and for interpreting and disseminating results for the benefit of the general public.

Sincerely,

Thomas R. Simon, Ph.D.
Deputy Associate Director for Science
Division of Violence Prevention
National Center for Injury Prevention and Control
Centers for Disease Control and Prevention

JUS (MS-ASBR) 138

Ohio Department of Mental Health

30 East Broad Street
Columbus, Ohio 43215-3430

Phone: (614) 466-2596
TDD: (614) 752-9696
Fax: (614) 752-9453

www.mh.state.oh.us

July 31, 2008

Daniel J. Flannery, Ph.D.
Professor and Director
Institute for the Study and Prevention of Violence
230 Cartwright Hall
Kent State University
Kent, OH 44242

Dear Dr. Flannery:

The Ohio Department of Mental Health enthusiastically supports Kent State University's new Masters Degree Program in Applied Social and Behavioral Sciences, emphasizing community behavioral health, along with crime and violence prevention.

The Department and Universities across Ohio have benefitted from public-academic partnerships which add new knowledge and provide Ohio's behavioral healthcare workforce with state-of-the-art knowledge and abilities. These partnerships are absolutely vital at this critical time of constrained resources, when implementing evidence-based treatment for persons affected by mental illness is becoming a requirement, rather than a goal. The translation of research to effective practice and the opportunity to develop community based evidence for stronger service delivery is a common goal for the Department and Kent State University. We anticipate that graduates from this program will bring new skills to address critical needs within the intersection of the mental health and criminal justice systems.

As you know, the Department provides a measure of limited subsidy support to nearly three dozen college and university programs annually across Ohio. The goal of these programs is to provide emerging mental health practitioners with state of the art didactic and practicum experiences, so they may select careers in Ohio's community mental health system. As the master's degree program becomes operational, we invite Kent State University to explore with us opportunities for potential participation in this program to strengthen our workforce development.

Sincerely,

Sandra Stephenson, MSW, MA
Director

JUS (MS-ASBC) 139

COMMISSIONERS
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Peter Lawson Jones

July 18, 2008

Daniel Flannery, PhD
Professor & Director
Institute for the Study & Prevention of Violence
230 Cartwright Hall
Kent State University
Kent, OH 44242

Re: Master of Science program in Applied Social and Behavioral Sciences

Dear Dan:

I am writing to offer my enthusiastic support for Kent State University's proposal to develop a new Master of Science program in Applied Social and Behavioral Sciences. As Chief Administrator of one of the largest counties in the state of Ohio, I am responsible for the 9500 FTE's in approximately 50 different county agencies, boards and commissions. I can say without hesitation that given our challenges with limited resources and increasing demands for accountability, the proposed Master of Science program will train individuals with skills that are essential to the effective implementation and evaluation of programs and services. In particular, I believe that individuals who are skilled in the science of evidence-based practices, who have the capacity to gather, manage and analyze data, and the knowledge to evaluate community-based programs will be a valuable commodity for many years to come.

Skilled researchers and practitioners, with a foundation in evidence-based interventions and program evaluation are who we need working in our public systems and in our community-based organizations. In Cuyahoga County, these types of skilled individuals would be particularly valuable to our Department of Children and Family Services, the Department of Justice Affairs, the Family and Children First Council, and to our Workforce development initiatives. Individuals skilled in applied community-based research and evaluation would also be valuable to our state systems in juvenile justice, education, mental health and rehabilitation and corrections, among others.

County Administrator's Office
1219 Ontario Street, Cleveland, Ohio 44113, (216) 443-7215, Fax (216) 443-8088
Ohio Relay Service 711 Jus (MS. ASBC) 140

I believe that the demand for individuals with the skills set you seek to provide will continue to increase locally and nationally. Our limited resources and demands for accountability will make these individuals essential to the success of our programs and public systems. I can see an increasing demand for hiring individuals who graduate from a Master of Science Program in Applied Social and Behavioral Sciences, and I would be fully supportive of Cuyahoga County employing these graduates in the future.

Last, I can think of no better institutional setting to develop and implement a Master of Science program in applied community-based research than Kent State and the Institute for the Study and Prevention of Violence. We have enjoyed a long history of working with you, your colleagues and students, and I have every confidence that you will develop a high quality program that would be beneficial to both a variety of traditional and non-traditional graduate students. I look forward to continuing our collaboration as you embark on this exciting program.

Sincerely,

James McCafferty

James McCafferty, M.S.S.A.
County Administrator

S:Flannery.support.KSU.newprogram.7.18.08

Cuyahoga County
Community Mental Health Board

1400 West 25th Street, 3rd Floor • Cleveland, Ohio 44113-3199
TEL: 216-241-3400 • FAX: 216-861-5067 • TDD/TTY: 216-241-3983
WEB: www.cccmhb.org

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Cassandra Richardson
Chief Financial Officer

July 25, 2008

Dr. Daniel J. Flannery
Professor and Director
Institute for the Study and Prevention of Violence
230 Cartwright Hall
Kent State University
Kent, OH 44242

Dear Dr. Flannery:

I am writing to express my strong support for the development of a department and master's degree program in Applied Social and Behavioral Sciences at Kent State University. With a growing emphasis placed on accountability and the incorporation of evidence-based practices in community behavioral health settings, the opportunity for graduate-level training in these areas would be of great benefit to service agencies and communities.

This accountability is especially relevant to the work of Cuyahoga County's publicly-funded mental health system, and we would enthusiastically welcome graduates from this program to lend knowledge to our system. The need for professionals who have been trained in the assessment of practice models, and particularly those trained in the creation and/or implementation of new models aimed at prevention and intervention is great, and there is little doubt that Cuyahoga County's mental health system would benefit tremendously from this sort of expertise.

If you have questions or need further information, please do not hesitate to contact me. I may be reached at (216) 241-3400.

Sincerely,

WILLIAM M. DENIHAN
Chief Executive Officer

Cc: John Garrity, Ph.D., Director of Evaluation and Research, CCCMHB
Valeria Harper, Chief Operating Officer, CCCMHB

Equal Opportunity Employer

At times, we all need a helping hand...

JWS (MS-ASBC) 142

106

1422 EUCLID AVENUE, SUITE 1300 CLEVELAND, OHIO 44115-2001
PHONE: 216 861 3810 FAX: 216 861 1729
www.clevelandfoundation.org

August 4, 2008

Daniel J. Flannery, Ph.D.
Professor & Director
Institute for the Study and Prevention of Violence
230 Cartwright Hall
Kent State University
Kent, OH 44242

Dear Dr. Flannery:

On behalf of The Cleveland Foundation, I am pleased to write this letter of support for Kent State University's new department and master's program in Applied Social and Behavioral Sciences. Communities today face many complex challenges related to epidemic levels of violence, crime, mental health issues, addictions and poverty. The solutions are influenced by increasing accountability mandates that call for the use of evidence based practices and approaches. Public policy mandates and community grant funding now require the use of evidence based practices across a wide variety of professions and fields including behavioral health, criminal justice, law enforcement, social work and education.

As communities strive to improve their conditions, they require the expertise of community based researchers and evaluators skilled in prevention and intervention research. Applied community based researchers will help to fill this need through the development of a skill-set that integrates research from the above disciplines to the "real world" settings in communities.

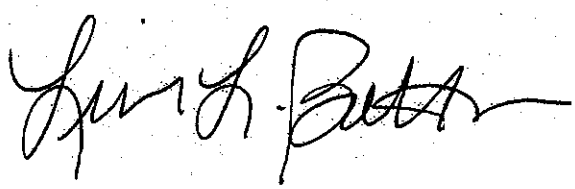
The Cleveland Foundation is embarking upon a long-term, large scale, comprehensive youth development initiative which focuses on system, neighborhood, organizational and youth level change based on best practices and approaches. Researchers are working closely with foundation and government staff to design and evaluate community changes in universal and neighborhood based strategies.

Through the Foundation's long-term strategic initiatives in the areas of workforce development, community and neighborhood development, human services, arts and culture and education, the need for community researchers to evaluate community impact is great. It has been difficult to find master level researchers to this important work.

As service dollars continue to shrink and the need for strategic grantmaking and funding increases, practitioners must be able to make the case that what they are doing has impact. Effectively and efficiently serving larger numbers within communities will lead to changes in our community outcomes such as fewer placements in special education; greater achievement and higher grades in school; less crime and delinquency; higher rates of college attendance and graduation; and higher incomes as adults. These outcomes are paramount to the future of our community, to our state, and to the country as a whole.

We are in full support of this new master's program. We look forward to working with Kent State University in making Cuyahoga County a model community for working, playing and raising healthy children.

Sincerely,



Lisa L. Bottoms
Program Director for Human Services and Child/Youth Development
The Cleveland Foundation

OHIO DEPARTMENT OF YOUTH SERVICES

Ted Strickland, Governor • Thomas J. Stickrath, Director

August 1, 2008

Daniel Flannery, Ph.D.
Kent State University
Institute for the Study & Prevention of Violence
230 Cartwright Hall
Kent, OH 44242

Re: Master of Science program in Applied Social and Behavioral Sciences

Dear Dr. Flannery:

I am writing to offer my support for Kent State University's proposal to develop a new Master of Science program in Applied Social and Behavioral Sciences. As director of the Ohio Department of Youth Services (DYS,) we employ nearly 2,000 employees who interact with over 3,000 youth and their families in all 88 Ohio counties. Given limited resources and increased demands for accountability and professionalism at every level of government, the proposed Master of Science program seems to address real needs through providing students with skills that are essential to the effective implementation and evaluation of programs and services. Understanding program evaluation, realizing that program design must be based upon available research, comprehending the importance of making data-informed decisions—these are skills that managers must acquire if they are to advance in their careers while promoting effective, responsive program interventions.

Skilled researchers and practitioners, with a foundation in evidence-based interventions and program evaluation are needed throughout the public sector as well as in the private systems that provide vital human services. I believe this demand will grow as government reconfigures and redesigns to more efficiently meet the needs of the communities we serve.

The relationship between DYS and Kent State has been very satisfying. Your proposal for the new Master of Science program is timely. I have every confidence that you will develop a quality program beneficial to both a variety of traditional and non-traditional graduate students.

Sincerely,

Thomas J. Stickrath
Director

Central Office • 51 North High Street • Columbus, Ohio 43215
614-466-8783 • www.dys.ohio.gov

JUS (MS-ASBR) 145

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July 22, 2008

Ohio Board of Regents
30 E. Broad Street, #26
Columbus, OH 43215

Dear Madams and Sirs:

On behalf of the Center for Community Solutions (Community Solutions), I would like to heartily support the creation of a new department and Master's program in Applied Social and Behavioral Sciences at Kent State University.

Community Solutions provides strategic leadership to improve targeted health, social, and economic conditions in the greater Cleveland area. We understand the need to prepare Master's level applied community-based researchers skilled in the art and science of prevention and intervention research. In our organization these researchers would work on issues such as youth development, workforce development, and community-based health and social services.

To meet the increasing demand for objective community-based research and analysis, Community Solutions would be interested in offering internship and employment opportunities to students and graduates of this newly created program. Every two years, Community Solutions Board of Directors and staff participate in a process to determine projects and programmatic activities. Broad-based community assessment and opinion research are conducted to ascertain the specific issues that will be the focus of our work. The analysis of existing and emerging trends is central in our assessment process. I can envision that community-based researchers trained by this new program would be outstanding candidates to aid us in our efforts to improve health social and economic conditions in our region.

I would strongly suggest that this new Master's program is not only needed, but critical to the renaissance of our region and state.

Sincerely,

Gregory L. Brown
Executive Director and President

1226 Huron Road, Suite 300, Cleveland, OH 44115-1702 Phone (216) 781-2944 FAX (216) 781-2988
Please consider Community Solutions in your charitable giving plans. A United Way Agency.
Visit us at: www.CommunitySolutions.com
JUS(MS-ASBS) 146

Daniel J. Flannery, Ph.D.
Professor & Director
Institute for the Study and Prevention of Violence
230 Cartwright Hall
Kent State University
Kent, OH 44242

July 21, 2008

Dear Dr. Flannery,

I am pleased to write a letter in support of your new master's program in Applied Social and Behavioral Sciences. I believe that students trained through your department's efforts would be of tremendous value to the OSU Center for Family Research, as we routinely look to hire individuals at exactly that level of educational attainment with expertise in assessment and evaluation. Further, I believe that such a program would also be of importance to my home department, in that we train a sizable number of undergraduate students (including honors undergraduates) from Northeastern Ohio that are looking to involve themselves in applied graduate work closer to home. This program would give them an ideal outlet for such academic pursuits. In addition, my department welcomes doctoral program applicants with a strong applied background, so I would forecast that your program's graduates would be strong candidates for our Ph.D. program as well.

If I can be of any further assistance to you in your efforts to get this program up and running, please do not hesitate to contact me through email at gavazzi.1@osu.edu or by telephone at (614) 292-5620.

Best regards,

Stephen M. Gavazzi, Ph.D.

Digitally signed by Stephen M. Gavazzi, Ph.D.
DN: cn=Stephen M. Gavazzi, Ph.D., c=US, o=The Ohio State University, ou=HDFS, email=sgavazzi@ehe.osu.edu
Date: 2008.07.21 10:41:23 -04'00'

Stephen M. Gavazzi, Ph.D.
Professor, Department of Human Development and Family Science
Lead Director, OSU Center for Family Research

HUMADAOP INC.

Hispanic Urban Minority Alcoholism and Drug Abuse Outreach Program, Inc.

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A Community-Based Organization Serving Greater Cleveland Since 1989

3305 West 25th Street
Cleveland, Ohio 44109
(216) 459-1222
Fax: (216) 459-2696
HUMADAOP@hispanicumadaop.com
http://hispanicumadaop.com

July 22, 2008

Daniel J. Flannery, Ph.D.
Professor and Director
Institute for the Study and Prevention of Violence
230 Cartwright Hall
Kent State University
Kent, OH 44242

Dear Dr. Flannery:

I am writing this letter in support of creating a new department and master's program in Applied Social and Behavioral Sciences. The need for professionals who can provide research and evaluation expertise at community-based organizations like ours is urgent. In addition, there are few academic programs available where students can learn the chemical dependency competencies to practice. Universities and other training programs are largely unaware of projected workforce needs for the addiction treatment field in Ohio.

Respondents to surveys and participants in focus groups in Ohio indicate there is lack of standardized educational pathways available to potential treatment staff. Data also suggest that many current treatment staff in Ohio will be lost to retirement in the coming decade (i.e., 44% of the Ohio treatment workforce is over age 50) and there is a lack of diversity in this workforce (i.e., 78% Caucasian and 64% female) (Ohio Chemical Dependency Professionals Board, 2007). Our agency will be interested in hiring students with all these expertise.

As Executive Director of a Hispanic agency providing prevention, treatment and reentry services, I see first hand the difficulty in finding suitable candidates when positions are available. Equally difficult is

Funded by the Ohio Department of Alcohol & Drug Addiction Services,
The Alcohol & Drug Addiction Services Board of Cuyahoga County, Substance Abuse and Mental Health Services Administration, and Other Entities

finding a curriculum in an academic institution that will prepare my staff in these areas.

In conclusion, Dr. Flannery, growing accountability mandates, in combination with the escalating proliferation of evidence-based practices, has resulted in an increasing need for community-based organizations to evaluate effective practice models. I see potential for Kent State University to be at the cutting edge with this curriculum and have no doubts of the demand for it when establish.

Wishing you success,

Carlos Ivan Ramos, Ph.D.
Executive Director

JUS (MS-ASOR) 149

July 18, 2008

Daniel Flannery, Ph.D.
Professor & Director
Institute for the Study & Prevention of Violence
230 Cartwright Hall
Kent State University
Kent, OH 44242

Re: Master of Science program in Applied Social and Behavioral Sciences

Jeanne A. Sternad, Ph.D.
Superintendent of Schools

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Treasurer

Board of Education

Joseph M. Juby
President

Robert A. Dobies, Sr.
Vice President

Frank J. Geraci, Jr.

June A. Geraci

Christine A. Kitson

Dear Dan:

I would like to offer my enthusiastic support for Kent State University's proposal to develop a Master of Science program in Applied Social and Behavioral Sciences.

As you know, the Garfield Heights City School district is committed to addressing and preventing the non academic barriers to learning for students; our programs and services are centered in the social and behavioral sciences. While we are confident our work in this area has a positive impact on the lives of our students academically, socially and behaviorally, in the era of accountability brought about by such policy decisions as the No Child Left Behind (NCLB) Act, I recognize the supreme importance of hiring individuals who are able to gather, manage and analyze achievement data, discipline and evaluate school-based programs.

There is a need for well trained, well-rounded researchers and practitioners who can conduct meaningful school- and community-based research and evaluation. A Master of Science program would provide individuals with the vital skills needed to perform school-based research and evaluation work. Individuals with this skill set are particularly valuable to all school systems across Cuyahoga County and Northeastern Ohio. The demand, within school systems, for master's level prepared graduates with applied research skills will continue to outpace supply which is why it is so refreshing to see institutions like Kent State take the lead on developing these innovative and much needed programs.

Based on our experience with Kent's graduates, with faculty in the College of Education, and our collaborations involving staff from the Institute for the Study and Prevention of Violence (ISPV), Kent State University seems uniquely positioned to develop and house a Master of Science program in applied social research. We have come to particularly value the staff's research and evaluation expertise.

We offer our support and continued collaboration as you begin to develop this new and promising program, and are certain that its graduates will benefit educational and community-based institutions in the region.

Sincerely,

Jeanne Sternad

Jeanne A. Sternad, Ph.D.
Superintendent of Schools

JAS/dll

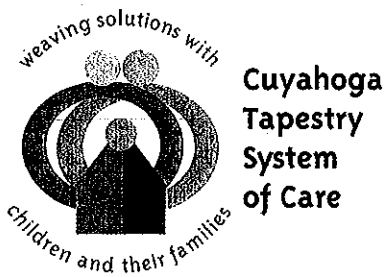
Board of Education Offices

Telephone: 216.475.8100
Facsimile: 216.475.1824
5640 Briarcliff Drive
Garfield Heights, Ohio 44125

www.garfieldheightscityschools.com

Dan –
Best of luck in your pursuit of this exciting endeavor!
Jeanne

JUS (MS-ASBS) 150



Children and Families of the System of Care
Alcohol and Drug Addiction Services Board
Alliance of Child Caring Service Providers
Cleveland Municipal School District
Council of Agency Directors
Cuyahoga County Bar Association
Guardian ad Litem Project
Cuyahoga County Board of County Commissioners
Child Support Enforcement Agency
Department of Children & Family Services
Department of Employment & Family Services
Family & Children First Council
Invest In Children
Justice Affairs
Office of Health and Human Services
Office of Homeless Services
Senior and Adult Services
Workforce Development
Cuyahoga County Board of Mental Retardation & Developmental Disabilities
Cuyahoga County Community Mental Health Board
Cuyahoga County Juvenile Court
Family To Family Administrator's Council
Help Me Grow
Kent State University

July 22, 2008

Daniel J. Flannery, Ph. D.
Professor and Director
Institute for Study and Prevention of Violence
Kent State University
230 Cartwright Hall
Kent, Ohio 44242

Dear Dr. Flannery:

SUBJECT: SUPPORT FOR MASTER'S PROGRAM IN APPLIED SOCIAL AND BEHAVIORAL SCIENCES

I write in support of Kent State University's plan for a new graduate program leading to the degree of Master of Science in Applied Social and Behavioral Sciences. Such a program, community-based within a public health framework and focused on behavioral health, violence and crime prevention, would provide needed leaders and researchers for many northeast Ohio programs, including Cuyahoga Tapestry System of Care. (Tapestry)

Tapestry is a relatively new Cuyahoga County led partnership of child-serving systems, agencies and community groups. Initially funded by a six-year federal Substance Abuse and Mental Health Services Administration (SAMHSA) grant, Tapestry integrates public and private services for multi-need children in a neighborhood based coordinated plan of care that includes all systems, behavioral health services and wraparound supports. Better outcomes and more cost-effective services for children and families with complicated emotional needs are among our goals. So, accountability and transparency through a quality assurance and improvement program as well as timely and accurate reporting on outcomes and costs is crucial.

Our work demands master's level trained professionals who understand the intersection of public child-serving systems, children's behavioral health issues, juvenile justice concerns, and strength-based community and neighborhood programs. Evidence-based practices and on the ground evaluations are critical to our success and that of our partners. Conveying new learnings to the workforce, our funders and to the public are also important to our efforts. Thus, a cadre of practical

Cuyahoga Tapestry System of Care
1640 West 25th Street, 4th Floor
Cleveland, Ohio 44113
Phone: 216-241-4000
Fax: 216-241-4001

JUS(MS-ASBR) 151

weaving solutions with children and their families

Cuyahoga Tapestry System of Care

Children and Families of the System of Care
Alcohol and Drug Addiction Services Board
Alliance of Child Caring Service Providers
Cleveland Municipal School District
Council of Agency Directors
Cuyahoga County Bar Association Guardian ad Litem Project
Cuyahoga County Board of County Commissioners
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Cuyahoga County Board of Mental Retardation & Developmental Disabilities
Cuyahoga County Community Mental Health Board
Cuyahoga County Juvenile Court
Family To Family Administrator's Council
Help Me Grow
Kent State University

interdisciplinary-trained, community-based researchers and evaluators would be invaluable to Cuyahoga County's system of care efforts.

As our grantor, SAMHSA has demanded accountability in the use of federal funds. Accountability includes an extensive program evaluation and outcomes demonstration, requiring significant data collection and analysis, interviews, and reporting. In an era of decreasing revenues yet increasing demands for public services, Cuyahoga County itself is taking stock of its various funding commitments. Programs will need to prove they are worth the public investment; only those with a clear research and evaluation component tied to outcomes measurement and reporting will survive. Private funding sources are increasingly requiring outcome and performance measures as well; and both public and private agencies must be able to comprehensively assess and evaluate their programs.

System of care work is strengths-based, community-centered and revolved around the child and family's needs. As we look to strengthen families, address behavioral health issues and reduce juvenile court and child welfare system recidivism, we are looking for new ways to research, evaluate and report on our work. Graduates of the proposed Master of Science in Applied Social and Behavioral Sciences would undoubtedly help us in those efforts.

If you have any questions, please contact me at 216-443-6097 or bdague@cuyahogacounty.us.

Sincerely,

Beth Dague

Beth A. Dague
Executive Officer

CUYAHOGA COUNTY OF OHIO

Cuyahoga Tapestry System of Care
1001 West Ninth Street, Suite 1000
Cleveland, Ohio 44113-1454
Phone: 216-443-6097
Fax: 216-443-7202

Tus (MS-ASBS) 152

COURT OF COMMON PLEAS
JUVENILE COURT DIVISION

COUNTY OF CUYAHOGA
2163 EAST 22ND STREET
CLEVELAND, OHIO 44115
(216) 443-8400
FAX: (216) 348-4039
OHIO RELAY SERVICE 711

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THOMAS F. O'MALLEY

KENNETH J. LUSNIA
COURT ADMINISTRATOR

August 4, 2008

Daniel J. Flannery, Ph.D.
Professor and Director
Institute for the Study and Prevention of Violence
230 Cartwright Hall
Kent State University
Kent, Ohio 44242

Re: ASBR Master of Science

Dear Dr. Flannery:

I write this letter in support of your initiative to establish a degree offering in Applied Social and Behavioral Research. The need to carefully use available program dollars on effective and evident-based practices has never been greater. Tax dollars available to the Court are coupled with increased demands for accountability so that expenditures truly work for the public good, and that we have the ability to give evidence of it.

This Court is involved with many initiatives including drug treatment, mental health services, anger management and control and developing responses to domestic violence. Professionals skilled in research and evaluation of these efforts will be in demand in the years to come, so that human service agencies can gain a measure of confidence that the services provided effectively address the problems presented.

I wish you success in your efforts and know that the Juvenile Court supports your work.

Very truly yours,

Kenneth J. Lusnia
Court Administrator

KJL:bp

C: Administrative Judge Joseph F. Russo
James Tribble, Chief Probation Officer

JUS (MS-ASBR) 153

THE OHIO STATE UNIVERSITY

Criminal Justice Research Center

Department of Sociology
300 Bricker Hall
190 North Oval Mall
Columbus, OH 43210-1353

Phone (614) 292-7468
Fax (614) 292-0855

July 15, 2008

Daniel J. Flannery, Ph.D.
Professor & Director
Institute for the Study and Prevention
of Violence
230 Cartwright Hall
Kent State University
Kent, OH 44242

Dear Dan,

I have just learned that Kent State University has decided to formally pursue a new department and master's program in Applied Social and Behavioral Sciences. Please accept this letter as my unqualified support of this much-needed and exciting academic program.

As you well know, the scientific research climate – including the social and behavioral sciences – has changed over the past decade. Cutbacks in federal funding have increased competition for governmental and private research funds. At the same time there has been increasing emphasis on the identification and promotion of evidence-based practices in the health and human services. This means that those implementing community programs must be better stewards of their funds, forcing them to rigorously evaluate their programming. All these developments argue for a cadre of researchers who are well-trained in all aspects of community-based health research - data collection, analysis, interpretation, and reporting - as well as in ancillary skills such as applying for and managing research grants, and the responsible conduct of research.

One of the main strengths of the proposed department and associated master's degree is student access to research faculty who are "in the trenches," so to speak, of community-based, health-related research. The proposed core faculty, with whom I am well-acquainted and for whom I have the highest respect, are conducting research on real-world problems related to criminal and juvenile justice, various forms of violence, mental health, and substance abuse. The data they collect will in turn lead to real-world solutions. This simply does not occur in traditional social and behavioral science

departments where the emphasis is on basic research. For the faculty of the new department, the "service to the community" obligation is inherent in, rather than ancillary to, the faculty role. The result for the master's students in the new program will be first-rate training from the very beginning of their academic program. Consequently, they will be better-equipped than traditional students to function as researchers or research managers, or to pursue advanced degrees in a wide variety of disciplines.

I strongly believe that Kent State is uniquely positioned to implement the proposed program. For one, it geographically is situated in the triangle formed by three urban communities – Akron, Cleveland, and Youngstown. The proposed faculty is already conducting applied research in these communities, each a social laboratory that presents limitless opportunities for faculty and students alike. Moreover, KSU enjoys a reputation as a major research university with strengths in liquid crystal technology, nursing, psychology, and violence prevention, to name just a few. A new Department of Applied Social and Behavioral Sciences would complement well KSU's other strengths.

I have closely examined the proposal to the Ohio Board of Regents. The arguments are strong and well-justified. The program will fill a major void that exists between traditional social research training and learning applied research on the job. From my perspective as a social scientist in a research center at a major research university, the graduates of the proposed program would be extremely attractive candidates.

I trust that the Ohio Board of Regents will see the proposed program's merits that are obvious to me and my colleagues. Should you need any other form of support for this program – including discussions or meetings with the Ohio Board of Regents – I will be more than happy to do so.

Best regards,

Mark S. Davis, Ph.D.
Research Scientist

connections

HEALTH • WELLNESS • ADVOCACY

(Formerly North East Ohio Health Services)

July 15, 2008

Daniel J. Flannery, Ph.D.
Professor and Director
Institute for the Study and Prevention of Violence
230 Cartwright Hall
Kent State University
Kent, Ohio 44242

Regarding: Letter of Support for
Master's Degree Program in
Applied Social and Behavioral Sciences

Dear Dr. Flannery:

CONNECTIONS/North East Ohio Health Services and I are pleased to provide you and the concept of a new Masters Degree Program in Applied Social and Behavioral Sciences with our full and enthusiastic support. As a significant community behavioral health, mental health and chemical dependency, treatment agency with all populations of vulnerable diagnosed adults, children and youth, CONNECTIONS is required to provide evidence-based services, and to participate in both research and basic program evaluation by our customers, funders, and our commitment to our own mission. This applied social and behavioral sciences research and evaluation is the only sure way that agencies like mine are able to document effectiveness, worthiness and expertise in providing services.

No one in North East Ohio, and indeed no one in the entire State of Ohio is more respected in the area of social and behavioral science research and evaluation then Daniel J. Flannery and the Institute for the Study in Prevention of Violence, Kent State University. As always, you and the Institute for the Study and Prevention of Violence are on the cutting edge of needed program development. Funding for the most essential services has never been tighter, and thus real world evaluation and research will be especially critical in virtually all areas of service, prevention and treatment. This will be especially true in a major area of your and our expertise, community-based corrections and juvenile justice services. The State of Ohio is now in the process of implementing an over 60% cut in Cuyahoga County juvenile community based

www.connectionscleveland.org

Connections in Beachwood
24200 Chagrin Boulevard
Beachwood, OH 44122
(216) 831-6466

Connections in East Cleveland
Huron Hospital
13951 Terrace Road, 7th Floor
East Cleveland, OH 44112
(216) 761-6996

Connections in Garfield Heights
Marymount Hospital
The Trudell Center, Room 137
12300 McCracken Road
Garfield Heights, OH 44125
(216) 587-6727

East End Neighborhood House
2749 Woodhill Road
Cleveland, OH 44104
(216) 707-6026

Rose Home
2435 West Saint James Parkway
Cleveland Heights, OH 44106
(216) 721-5169

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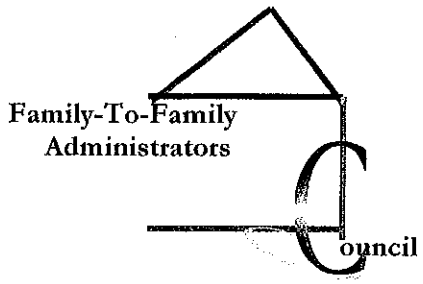
corrections.

Clearly, your new department and master's program and the program's graduates will be needed and sought after. I think that this will be especially true of graduates who are able to do both real world evaluation and research combined with some clinical supervision and practice. Please always free to contact CONNECTIONS and me personally at any time for any reason.

Most Sincerely and Respectfully Yours,

J. Toth

J. Toth
LISW-S, LPCC-S, LCDC III, ICADC
Director of Family and Youth Development
CONNECTIONS
The Office Place, 24200 Chagrin Boulevard
Beachwood, Ohio 44122
Telephone: 216-831-6466 Extension 264; Fax: 216-766-6084
24/7 Mobile Phone: 216-849-8986
E-Mail: jtoth@connectionscleveland.org



Administrators Council

Kevin Hodges Chair
Glenville Collaborative

Tracey Mason, Vice Chair
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Pamela Bradford, Secretary
Cleveland Heights/
University Heights
Collaborative

Central

East Cleveland

Euclid

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Hough

Lakewood

Mt. Pleasant

Parma

West Side

Woodhill/Fairfax

Jillian Driscoll
Managing Director
9300 Lorain Avenue
Cleveland, Ohio 44102
(216) 771-7297 ext. 328
(216) 771-0620 Fax

July 22nd, 2008

Daniel J. Flannery, Ph.D.
Professor & Director
Institute for the Study and Prevention of Violence
230 Cartwright Hall
Kent, OH 44242

Dear Dr. Flannery,

On behalf of the Family-to-Family Administrators' Council – a Council comprised of 14 different Cleveland area Settlement Houses, Community Agencies, School Districts and Municipalities – I would like to share the support of the Council for the development of the ISPV's new department and master's program. In our daily work we are confronted daily with increasing mental health needs, increasing poverty and thus an increase in crime from those populations we service.

Unfortunately, due to the current state of affairs in our national, state and local economy we are placed in very precarious positions concerning sustainable funding for any programs we hope to continue and/or create in order to meet the growing needs of the residents we serve. We see the new ISPV program as an opportunity for our agencies to become better educated and supported in accountability efforts, program evaluation and data analysis surrounding our services.

Without the flexibility of IPSV and without their understanding around public and community-based programming the program evaluation, policy direction and evidence based treatment development of Tapestry Systems of Care, Neighbor-to-Neighbor, Truancy Prevention through Mediation and Mental Health in Schools would not be as strong. It is through such partnerships that we can continue to provide Cuyahoga County and its families with high quality programming and services.

Sincerely,

Jillian Driscoll

Jillian Driscoll
Managing Director
Family-to-Family Administrators' Council

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TURKISH INSTITUTE
FOR SECURITY AND DEMOCRACY
Security for a Peaceful and Democratic World

Daniel J. Flannery, PhD
Professor and Director
Institute for the Study and Prevention of Violence
230 Cartwright Hall
Kent State University
Kent, OH 44242

August 8, 2008

Dear Dr. Flannery,

Thank you for informing us of the new department and master's program in Applied Social and Behavioral Sciences you are developing. I'm writing to express the support of the Turkish Institute for Security and Democracy (TISD) for this program.

As you know, TISD is an extension of the Turkish Institute for Police Studies (TIPS), which began its work in the United States in 2003. A large part of TIPS' work involved bringing outstanding mid-level executive members of the Turkish National Police (TNP) to US universities to earn their Masters and PhD degrees. Since 2003, more than 40 TNP members have successfully completed their degrees and returned to Turkey. TISD continues to coordinate the academic journeys of more than 150 students throughout the US, in fields such as Criminal Justice, Sociology, Public Policy, and Public Administration throughout the United States. We hope to expand the number of entering students by 35 each year.

In contrast to TIPS, TISD is an umbrella organization, and as such, this coordination of graduate students is just one part of its work. TISD's mission is to contribute innovative democratic solutions to security problems in the world by combining practical experience with academic study on security issues. In order to fulfill this mission, TISD carries out high quality studies and research on related topics and publishes these and other proceedings.

The Applied Social and Behavioral Sciences Master of Arts program at Kent State would complement TISD's mission very naturally. The focus on violence, crime prevention and community behavioral health is well suited to our field and to the research interests of our students. Current research topics include recruitment of members by terrorist organizations, community-based policing, and enhancing police leadership. Furthermore, as both experienced practitioners in law enforcement and academicians, we at TISD are aware of the increasing demand for accountability in the use of public funds as well as the importance of evidence-based practices. Graduates of a program dealing with the art and science of prevention and intervention research would be well prepared to contribute to research and evaluation projects which TISD initiates in Washington, DC and abroad.

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1625 Massachusetts Avenue, NW, Suite 601, Washington, DC 20036 • Tel: (202) 232 2112 • Fax: (202) 232 2725 • Email: info@thetisd.org
www.thetisd.org

TURKISH INSTITUTE
FOR SECURITY AND DEMOCRACY
Security for a Peaceful and Democratic World

Accordingly, we at TISD are enthusiastic about the development of the Applied Social and Behavioral Sciences Master of Arts program at Kent State. We already have approximately 10 students at Kent State and there is bound to be significant interest among our incoming Master's students in the new program.

I look forward to future correspondence about the development of this program. Please do not hesitate to contact me with any questions or if I can be of assistance in any other way.

Sincerely,

Samih Teymur, PhD
President of Turkish Institute for Security and Democracy (TISD)
1625 Massachusetts Avenue NW
Washington, DC 20036

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PROPOSED

CATALOG COPY AND GRADUATION REQUIREMENT SHEET

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PROPOSED

CATALOG COPY FOR ASBR PROPOSAL

[Note: The Degree should be listed after Anthropology and before Biological Sciences in the Fall 2009 **Graduate Catalog**.]

Applied Social and Behavioral Research (ASBR)

XXXXX, Chair
XXXX
330-672-XXXX
xxxxxxx@kent.edu

XXXXX, Graduate Coordinator
XXXX
330-672-XXXX
xxxxxx@kent.edu

Master of Science in Applied Social and Behavioral Research (ASBR)

The interdisciplinary Master of Science degree program 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. 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. In addition, the program also prepares students for advanced study at the doctoral level. The master's program has close affiliation with the Institute for the Study and Prevention of Violence (ISPV) which has an excellent track record of grant-funded community-based research in violence and crime prevention and community behavioral health interventions. The core faculty members of the department are active research faculty affiliated with ISPV and are dedicated to training graduate students through course instruction and seminars and by involving them directly in their research projects. In addition, faculty members from a number of other disciplines (including anthropology, geography, justice studies, sociology, psychology, political science) are affiliated with the department to help deliver a strong research-based program of education for the graduate students in the program.

Core areas of the degree 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.

Visit the programs's website at XXXXX for more information.

PROPOSED

Objectives of the Program

The core program will include a focus on the science and methods of prevention and intervention and quantitative and qualitative social science research methods. Two concentrations beyond the core include: Violence and Crime Prevention and Community and Behavioral Health. Both areas share a common focus on developing prevention and intervention strategies based on applying the best research evidence, and on assessment of the effectiveness of prevention and intervention strategies. Students can also work with graduate advisors to develop a set of electives for individualized areas of concentration related to community-based research. The objectives of the program are as follows:

1. Provide students with critical thinking and research skills and learn how to work effectively in multifaceted interdisciplinary community structures.
2. Provide a comprehensive understanding of both qualitative and quantitative methodologies and how these are applied in community-based research.
3. Develop an understanding of the need to examine multiple levels of analysis such as individual, family, group, neighborhood, organization, and communities in developing prevention and intervention strategies.
4. Develop professional skills through exposure to applied community based research.

Admission Requirements

In addition to the application requirements for the University, admission into the Master of Science program requires the following:

1. Minimum undergraduate GPA of 3.0 (on 4.0 scale)
2. Submission of satisfactory scores on the Graduate Records Exam
3. A two page statement of goals and motivations for pursuing a degree in Applied Social and Behavioral Research
4. Three letters of recommendation from academic sources
5. At least two semesters (6 credit hours) with grades of B or better of undergraduate courses in research methods/data analysis in a social or behavioral science or related field

Program Requirements

Students will be required to complete 37 hours of graduate course work, with 16 hours of core courses, 15 hours of electives, and 6 hours of a capstone research project. Requirements are as follows:

Core Courses

- ASBR 62020: Science and Methods of Community-based Prevention & Intervention I (3 hrs)
- ASBR 62030: Science and Methods of Community-based Prevention & Intervention II (3 hrs)
- ASBR 60002: Quantitative Methods for Applied Community Based Research (4 hrs)
- ASBR 60004: Theory and Methods of Qualitative Research (3 hrs)
- ASBR 63040: Advanced methods and analysis for applied community based research (3 hrs)

PROPOSED

Culminating Research Requirement

ABSR 68098: Capstone Research (6 credit hours)

Research Capstone Project: Student works with faculty advisor and community site(s) to examine a 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.

Electives & Concentrations:

Students are asked to choose an area of concentration. The two areas of concentration are Violence and Crime Prevention or Community and Behavioral Health. Within the concentration, students must take a core competency course. Students who choose the Violence and Crime Prevention concentration are required to take ASBR 64632 Etiology of Aggression and Violence. Students who choose the Community and Behavioral Health concentration are required to take ASBR 64634 Behavioral Health and Community Structure.

Beyond the core competency course, students are required to complete 12 hours of elective credit. Of those 12 hours, 6 must be within the student's chosen area of concentration. Students may also select additional courses with graduate coordinator approval.

Violence and Crime Prevention Concentration

ASBR 64632: Etiology of Aggression and Violence (3 credits)
ASBR 66195: Special Topics in Violence Research (3 credits)
ASBR 64654: Geo-spatial analysis and violence prevention (3 credits)

Other possible electives
JUS 66763/POL 70704: Theories of crime and delinquency (3 credits)
JUS 66765: Criminal violence (3 credits)
JUS 66772/POL 70706: Victimology (3 credits)
SOC 52577: Sociology of Family Violence (3 credits)
SOC 62760: Deviance (3 credits)
POL 60701: Proseminar in Issues in Contemporary Justice (3 credits)
POL 60703: Community and Domestic Violence (3 credits)
HED 54550: Drug Abuse and Violence Prevention (3 credits)

Community and Behavioral Health Concentration

ASBR 64634: Behavioral Health and Community Structure (3 credits)
ASBR 66395: Special Topics in Community and Behavioral Health (3 credits)

Other possible electives:
PSYC 60310: Community Psychology (3 credits)
PSYC 60314: Assessment of Organizations and Intervention Strategies (3 credits)

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PSYC 60326: Clinical Aspects of Health Psychology (3 credits)
SOC 52563: Sociology of Health and Health Care (3 credits)
SOC 62323: Sociology of Health Care (3 credits)
SOC 62324: Social Epidemiology (3 credits)
SOC 62326: Sociology of Mental Health and Mental Disorders (3 credits)
SOC 62328: Stratification and Health (3 credits)
JUS 56701: Crime, Justice and Substance Abuse (3 credits)
JUS 56708: Treatment Methods (3 credits)
CHDS 67663: Community Counseling (3 credits)
CHDS 67664: Addictive Behavior and Treatment Issues (3 credits)
CHDS 67665: Substance Abuse Counseling (3 credits)
CHDS 67695: Special Topics in Community Counseling (3 credits)
CHDS 68066: Counseling Adolescents (3 credits)
HED 64060: Grant Writing for Health Education and Promotion (3 credits)
HED 64072: Epidemiology (3 credits)
HED 71250: Public Health Practice and Health Promotion *permission required (3 credits)
HED 71450: Evaluation of Prevention Interventions *permission required (3 credits)
MPH 60103: Epidemiology in Public Health (3 credits)
NUTR 53515: Community Nutrition (3 credits)
RHAB 57712: Introduction to Rehabilitation (3 credits)
RHAB 67744: Drug and Alcohol Rehabilitation (3 credits)
NURS 60205: Introduction to Applied Epidemiology (3 credits)
NURS 60451: Health Policy and Delivery Systems (3 credits)

Other Courses that can be used as electives beyond the core and concentration areas

ASBR 67496: Individual Investigation
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 54023: Building Family Strengths
HDFS 54029: Family Policy
MPH 60101: Public Health Concepts
MPH 60102: Social and Behavioral Sciences in Public Health
MPH 60110: Grant Writing in Public Health Practice

PROPOSED

RHAB 67726: Measurement and Appraisal in Rehabilitation

Courses ASBR

ASBR 60002
Quantitative Methods for Applied Community Based Research (4)
Introduces the basic concepts and methods of statistics as applied to diverse problems in social and behavioral research. Demonstrates methods of exploring, organizing, and presenting data, and introduces fundamentals of probability, including probability distributions and conditional probability, with applications to 2x2 tables. Presents the foundations of statistical inference, including concepts of population, sample parameter, and estimate; and approaches to inferences using the likelihood function, confidence intervals, and hypothesis tests. Introduces and employs the statistical computing package to manipulate data and prepare students for remaining course work in this sequence. Lecture 3 hours, laboratory 1 hour weekly.

ASBR 60004
Theory and Methods ~~of~~ in Qualitative Research (3)
This course provides an overview of the theory and methods of qualitative research for graduate students in the Social and Behavioral Sciences. Course examines the philosophy of qualitative research, data production, and data analysis.

ASBR 62020
Science of Community Based Prevention and Intervention I (3)
This course explores the science of research design and methodology for prevention and intervention research for graduate students in the Social and Behavioral Sciences.

ASBR 62030
Science of Community Based Prevention and Intervention II (3)
This course provides an overview of the science of prevention and intervention research for graduate students in the Social and Behavioral Sciences. Course examines prevention and intervention science, ethics, and principles of community based research and evaluation.
Prerequisites: ASBR 62020

ASBR 63040
Advanced Methods and Analysis for Applied Community Based Research (3)
Explores advanced statistical and methodological approaches to the study of violence and community behavioral health. Students will examine issues related to the use of large, complex public health data sets. Analysis methods include: survival analysis, hierarchical linear modeling, advanced multiple regression models including those with nonparametric dependent variables, interrupted time series modeling, and complex sampling techniques.
Prerequisites: ASBR 60002, ASBR 60004, ASBR 62020

ASBR 64632
Etiology of Aggression and Violence (3)
This course provides an overview of the theories and research evidence concerning the etiology of aggressive and violent behavior.

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ASBR 64634
Behavioral Health and Community Structure (3)
This course provides an overview of the reciprocal relationship between community structures and behavioral health. In particular, the course will review topics such as mental health, addictions, poverty, treatment interventions and prevention efforts.

ASBR 64654
Geo-spatial Analysis and Violence Prevention (3)
This course provides an overview of the spatial nature of violence. Intermediate and advanced geo-spatial methods for identifying spatially structured community problems and strategies for assessing community interventions will be taught.

ASBR 66195
Special Topics in Violence Research (3)
Intensive analysis of significant and current research related to violence prevention and intervention which are not covered in regular courses.

ASBR 66395
Special Topics in Community Behavioral Health (3)
Intensive analysis of significant and current research related to community behavioral health which are not covered in regular courses.

ASBR 67496
Individual Investigation ~~(1-3)~~ in Applied Social and Behavioral Research (1-3
Intensive study of a particular topic that can not normally be pursed in a regular course setting. Individual investigation topic must be approved by instructor.
Prerequisite: Special approval for registration

ASBR 68098 Experience in Applied Social and Behavioral Research (
Capstone Research ~~Requirement (6)~~
Student works with faculty advisor and community site(s) on relevant community-based research project. A paper (grant proposal, research study, needs assessment, etc.) that demonstrates the application of learned material which is reviewed by a faculty committee. Written paper and oral defense required. S/U grading; IP permissible.
Prerequisites: ASBR 62030, ASBR 63040, special approval for registration.

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PROPOSED

MS APPLIED SOCIAL AND BEHAVIORAL RESEARCH

COLLEGE OF ARTS AND SCIENCES
KENT STATE UNIVERSITY
MASTERS OF SCIENCE
MAJOR REQUIREMENT SHEET
2009-2010 GRADUATE CATALOG

NAME_____
ID NUMBER _____
DATE _____

SUMMARY OF MS GENERAL GRADUATION REQUIREMENTS (see catalog for additional details)
*Minimum of 37 total hours
*Minimum of 3.0 cumulative GPA
*Capstone Research Requirement

CORE REQUIREMENTS.....16

ASBR Science & Methods of Community based Prevention & Intervention	62020_____	3
ASBR Science & Methods of Community based Prevention & Intervention II	62030_____	3
ASBR Quantitative Methods for Applied Community Based Research	60002_____	4
ASBR Theory and Methods of Qualitative Research	60004_____	3
ASBR Advanced Methods & Analysis for Applied Community Based Research	63040_____	3

CHOOSE ONE FROM.....3

Violence & Crime Prevention Concentration

ASBR Etiology of Aggression & Violence	64632_____	3

Community & Behavioral Health Concentration

ASBR Behavioral Health & Community Structure	64634_____	3

MAJOR ELECTIVES 12
AT LEAST 6 CREDIT HOURS MUST BE FROM THE STUDENT'S CHOSEN CONCENTRATION AREA. THE REMAINING 6 HOURS CAN BE SELECTED FROM EITHER CONCENTRATION OR ANY OF THE COURSES LISTED.

Violence and Crime Prevention Concentration

ASBR Special Topics in Violence Research	66195_____	3
ASBR Geo-spatial analysis and violence prevention	64654_____	3

Other possible electives

JUS/POL	Theories of crime and delinquency	66763/70704_____	3
JUS	Criminal violence	66765_____	3
JUS/POL	Victimology	66772/70706_____	3
SOC	Sociology of Family Violence	52577_____	3
SOC	Deviance	62760_____	3
POL	Proseminar in Issues in Contemporary Justice	60701_____	3
POL	community and Domestic Violence	60703_____	3
HED	Drug Abuse and Violence Prevention	54550_____	3

Community and Behavioral Health Concentration

ASBR	Special Topics in Community and Behavioral Health	66395_____	3

Other possible electives:

PSYC	Community Psychology	60310_____	3
PSYC	Assessment of Organizations and Intervention Strategies	60314_____	3
PSYC	Clinical Aspects of Health Psychology	60326_____	3
SOC	Sociology of Health and Health Care	62563_____	3
SOC	Sociology of Health Care	62323_____	3
SOC	Social Epidemiology	62324_____	3
SOC	Sociology of Mental Health and Mental Disorders	62326_____	3
SOC	Stratification and Health	62328_____	3

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PROPOSED

JUS	Crime, Justice and Substance Abuse	56701	3
JUS	Treatment Methods	56708	3
CHDS	Community Counseling	67663	3
CHDS	Addictive Behavior and Treatment Issues	67664	3
CHDS	Substance Abuse Counseling	67665	3
CHDS	Special Topics in Community Counseling	67695	3
CHDS	Counseling Adolescents	68066	3
HED	Grant Writing for Health Education and Promotion	64060	3
HED	Epidemiology	64072	3
HED	Public Health Practice and Health Promotion	71250	3
HED	Evaluation of Prevention Interventions	71450	3
MPH	Epidemiology in Public Health	60103	3
NUTR	Community Nutrition	53515	3
RHAB	Introduction to Rehabilitation	57712	3
RHAB	Drug and Alcohol Rehabilitation	67744	3
NURS	Introduction to Applied Epidemiology	60205	3
NURS	Health Policy and Delivery Systems	60451	3

Other Courses that can be used as electives beyond the core and concentration areas

ASBR	Individual Investigation	67496	1-3
POL	Proseminar in Policy Analysis and Administration	60301	3
POL	Seminar: Problems in Public Policy	51391	3
PADM	Program Evaluation I	60379	3
PADM	Program Evaluation II	60380	3
SOC	Wealth, Poverty and Power	52558	3
SOC	Advanced Techniques in Research	62216	3
SOC	Sociology of Race and Ethnicity	62870	3
SOC	Social Inequalities	62546	3
GEOG	GIS	59070	3
GEOG	Advanced GIS	59080	3
CHDS	Principles of Measurement and Appraisal	68126	3
HED	Health Informatics	64010	3
HED	Public Health Practice and Health Promotion	72150	3
HED	Evaluation of Preventive Interventions	71450	3
HDFS	Building Family Strengths	54023	3
HDFS	Family Policy	54029	3
MPH	Public Health Concepts	60101	3
MPH	Social and Behavioral Sciences in Public Health	60102	3
MPH	Grant Writing in Public Health Practice	60110	3
RHAB	Measurement and Appraisal in Rehabilitation	67726	3

TOTAL MAJOR HOURS.....37

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ASSESSMENT PLAN (AQIP)

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Academic Program Assessment Plan (AQIP)
Master's Program in Applied Social and Behavioral Research

This document summarizes the process for assessing the MS program in Applied Social and Behavioral Research (ASBR). The ASBR program is designed to for two general purposes: 1) to instill applied research skills for students in community-based research and assessment, including an understanding of the principles and practices of prevention and intervention and the use of quantitative and qualitative methods in applied social and behavioral research; 2) to apply prevention/intervention principles and applied research skills to address specific community problems, including violence, crime, and community behavioral health problems. Most students will be oriented toward becoming professionally trained applied researchers for positions in public and private community-based agencies. Other students will be oriented toward pursuing a Ph.D. degree beyond their master's level training. The ASBR degree program prepares students for both of these opportunities.

The goals of the ASBR master's program are as follows:

Goals

- Prepare highly motivated students for employment in applied research positions in fields related to the prevention of violence and crime and the intervention into community behavioral health problems.

- Establish a solid academic foundation for students interested in pursuing doctoral level studies.

The first goal is focused on the students who are oriented toward becoming professionally trained applied researchers for positions in public and private community-based agencies. The second goal is oriented toward students who are interested in pursuing doctoral studies after completion of their master's level training.

The student learning objectives of the program are as follows:

Student Learning Objectives

- Build a firm, advanced understanding of the principles and practices of prevention and intervention, including an understanding of evidence-based practices in community-based program development.

- Develop strong research skills using both quantitative and qualitative methodology in community-based research, focusing on basic research into causes of community-based social problems and on applied research including assessments of community program interventions.

- Develop applied research skills and professional aptitude through experience in community-based research situations where knowledge gained in the classroom can be tested and applied.

- Develop an understanding of the causes and prevention of violence and crime at various levels of communities. Understand the evidence-base that guides effective interventions into problems of violence and crime.

- Develop an understanding of the causes and prevention of community behavioral health problems. Understand the evidence-base that guides effective interventions into community behavioral health problems.

- Develop advanced critical thinking skills required to make positive contributions to address community problems, including the translating of knowledge into effective practice.

There are a number of indicators of how well these objectives are met. The first indicator is how well the program is designed in terms of the required core courses, the offerings of elective courses, and the culminating capstone research requirement.

Given that the course requirements are appropriately designed, the next issue is how well the content of the courses is teaching the theoretical and methodological and advanced thinking skills. An indicator of the appropriateness of the course content is indicated by the syllabus provided by the faculty who teach them. Course syllabi are submitted at the beginning of each semester for review.

How well the content of the courses is delivered can be assessed by the student evaluations, peer evaluations, grades of the students, student completion of the program, and the quality of the final research papers. For example, papers that are nominated or win awards are indications that the program is meeting objectives. Students who publish papers with professors, deliver papers at conferences, also provides evidence of achievement of the objectives. The quality of placements for students in applied research settings as part of their culminating research experience can be assessed through feedback from faculty members overseeing these research experiences, site managers where the research experience is held, student papers and reports developed as part of these research experiences, and student evaluations of the applied research experiences. The program will track this information annually. In addition, perhaps a best indicator is subsequent job placement, or acceptance into doctoral programs, of alumni. Surveys of alumni will be conducted periodically to track program graduate success.

It should be noted that the MS program in Applied Social and Behavioral Research will undergo periodic program review by the University. The material that is used in that review can also be used in our assessments of whether the MS program is meeting its objectives.

List of Measures for Assessing the MS Program in Applied Social and Behavioral Research:

- GPA of entering students and of the students who complete the program (every year)
- GRE scores of students who apply for the program (recorded every year)
- Placement of graduates into professional applied research positions (recorded as this information becomes available and through alumni surveys)
- Acceptance of our MS students into Ph.D. programs (recorded every year)
- Number completing the ASBR masters program (recorded every year)
- Diversity of the students selected into the program (recorded every year)
- Diversity of the students who complete the MS program (recorded every year)
- Conference presentations by MS students (compiled every year)
- Coauthored publications with professors by MS students (compiled every year)
- Authored publications by MS students (compiled every year)
- Student evaluations of courses (conducted every semester, compiled every two years)
- Review of Course Syllabi (conducted every two years)
- Peer evaluations of graduate courses (conducted every semester)
- Site manager evaluations of student progress in applied research setting (recorded as this information becomes available)
- Quality of papers by students for completion of culminating research project (assessed by faculty committee as students complete program)
- Exit interviews with MS students (conducted every semester with graduating students)
- Surveys of Current Students (every two years)
- Survey of Graduate Faculty (part of program review, every five years)
- Alumni Survey (every two years), (to focus on alumni job attainment and/or further graduate education, whether MS program helped them to prepare for professional positions or further graduate training, satisfaction with MS education, etc.)

Timeline for Implementation of the Assessment Plan

The first report on assessment will be completed by July 1, 2010, the end of the first full year of the degree program. This report will review the first year experience and offer a plan for program changes as this is appropriate. Annual reports to AQIP will be provided each year, drawing on the information base listed above with each measure for assessing achievement of program objectives.

DESCRIPTIONS OF ISPV RESEARCH PROJECTS

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Institute for the Study
ISPV
& Prevention of Violence

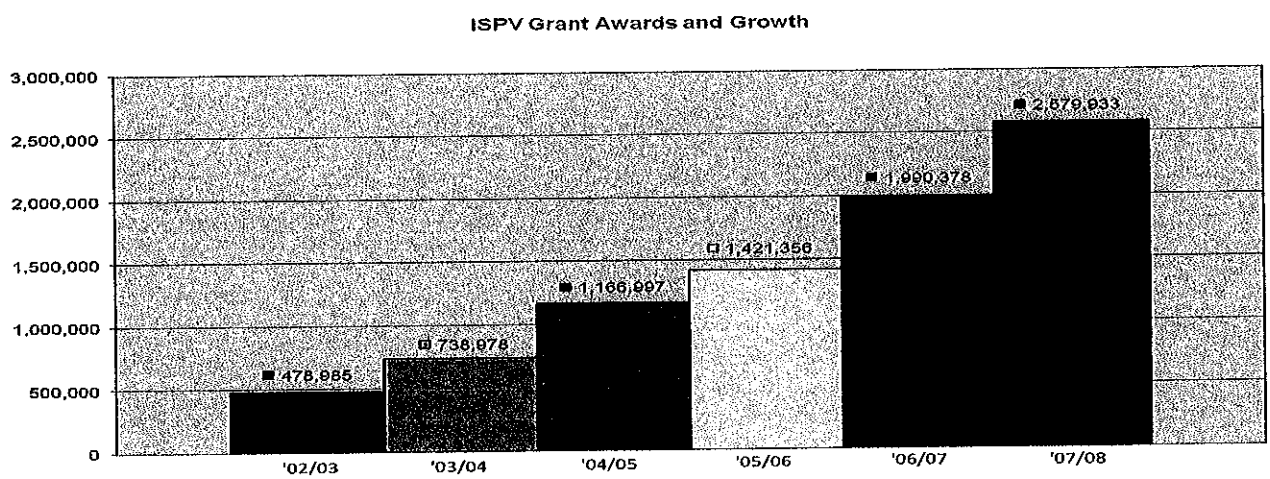
History and Mission

In February 1998 KSU established the multi-disciplinary Institute for the Study and Prevention of Violence (ISPV) where faculty, staff and students from across campus work together on research, training and policy related to violence prevention. The role and mission of the ISPV is to promote interdisciplinary research into the causes and prevention of violence, engage in the design, implementation and evaluation of community-based programs for violence prevention. ISPV brings together local and national expertise to develop multi-disciplinary research strategies that inform the development and implementation of best practices and policy, thereby bridging the gap between science and practice. Activities occur in collaboration with law enforcement agencies, schools, community-based organizations, social service providers, and government entities so that the long-term goal of a significant reduction in crime and violence will be achieved in a systematic, practicable way. ISPV has a brief but impressive history of translating research into practice, of conducting applied evaluation studies of school and community programs, and of disseminating information to non-researchers about how to conduct their own evaluations of program effectiveness.

ISPV has grown to a staff of 14 (about 12 FTE's) and includes master and doctoral level research assistants, research associates, project directors and affiliated faculty. ISPV is also proud of the support that continues to be provided to local and international graduate students through faculty lead research with tuition and graduate assistantships. The staff, students and faculty are culturally diverse and represent the fields of human services, research and evaluation studies, law enforcement, social work, mental health, public health and education.

ISPV Funding Levels

ISPV has consistently grown in research funding generated and relative rank (within the top five) at the university within the past five years. The following chart represents approximate funding from multiple sources from 2002 through 2008:



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Current Projects at ISPV

Tapestry (2004-present)

Funding Agency: **Substance Abuse and Mental Health Services Agency**

Project Description: Project Tapestry is an 18.5 million-dollar system of care demonstration and research project through the Substance Abuse and Mental Health Services Administration. ISPV investigators are examining the dynamics of system of care development in Cuyahoga County from three perspectives: 1) the macro perspective looking at how large child serving systems (i.e., education, mental health, health, juvenile justice, and child welfare) develop coordinated planning, governance, and service delivery structures to better serve youth with severe emotional disturbances (SED); 2) the individual systems level and the challenges that child serving systems experience in coordinating care and implementing effective, evidence-based services; and 3) the individual perspective, examining changes in youth and family behavioral functioning over time. The initial project planning year ends 9/30/04, and services will be implemented through 2009.

The Treatment Effectiveness Study (TES) (2005-2008)

Funding Agency: **Substance Abuse and Mental Health Services Agency (subcontract with ORC Macro International)**

Project Description: TES project is a sub-study of The Tapestry Project, intended to conduct a study on a subset of children involved in the national evaluation, specifically the Longitudinal Child and Family Outcome Study (LOS) which will involve additional measures and an assessment of the effectiveness of an evidence-based therapy delivered within a system of care. The Treatment Effectiveness Study (TES) is a randomized control trial of Brief Strategic Family Therapy (BSFT) for a subset of LOS clients. The study will assess the effectiveness of BSFT within a system of care on clinical outcomes by comparing outcomes among children who received the standard system-of-care services plus an evidence-based treatment to those among children who received the standard system-of-care services including an individually matched therapy. The TES measures treatment fidelity and outcomes specific to treatment goals, with measures administered to service providers, caregivers and youth. Areas of child clinical and functional status assessed include symptomatology, diagnoses, strengths, functioning, development (among young children), substance use, school attendance and performance, delinquency and juvenile justice involvement, and stability of living arrangements. Assessment of families includes family support, communications, resources, and caregiver strain.

Youth and Family Community Partnership (2008-present)

Funding Agency: **Cuyahoga County**

Project Description: The study will investigate the effectiveness of diverting youth who would have been served by the Youth Development Center in Hudson Ohio but who will receive, as an alternative, residential and community based treatment in Cuyahoga County. The project will follow youth for 12 months. The project team will conduct home based interviews with youth and caregivers at six and 12 months post intake. Finally, the project will collect outcome data on all participants at 12 months post intake. The outcome data will include any new adjudications, arrests, or technical violations.

Comprehensive Anti-Gang Initiative (2006-present)

Funding Agency: **United States Department of Justice**

Project Description: ISPV is the research coordinator for CAGI; a balanced, comprehensive approach to reducing gang crime and violence through the implementation of three strategies: (1) Prosecution/enforcement strategies; (2) Prevention/intervention

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strategies, and; (3) Prisoner re-entry strategies. Initial implementation is focused on the Hough and St. Clair/Superior neighborhoods in Cleveland and involves the United States Attorney General for Northeast Ohio, law enforcement, service providers, Cleveland schools, and reentry experts. ISPV researchers are providing evaluation technical assistance and working with the CAGI partners to create a sustainable and replicable system for providing prevention and reentry services to at-risk youth. Researchers are also collecting, analyzing and mapping all available gang-related gang and crime data for the target neighborhoods in order to assess law enforcement efforts to reduce gang-related crime and violence.

HUMADAOP Outreach to Promote Empowerment (Project H.O.P.E.) (2005-present)

Funding Agency: **Center for Substance Abuse Treatment, Substance Abuse and Mental Health Services Administration**

Project Description: Evaluation of culturally–relevant drug treatment and wrap-around services to young adult Hispanic offenders returning to Cleveland area after confinement in Ohio correctional facilities. Project H.O.P.E. ISPV researchers are gathering and analyzing GAIN assessment data at intake, 3-month, and 6-month follow-ups. Data is being analyzed on an ongoing basis and results are shared with HUMADAOP senior management and case managers in order to inform programmatic decision-making and service provision.

Disproportionate Minority Contact (2007-present)

Funding Agency: **Ohio Department of Youth Services**

Project Description: Researchers are working closely with court staff from all Cuyahoga and Trumbull, County OH Juvenile Court departments (e.g., intake, diversion, probation, prosecution) to understand procedures and policies for handling youth throughout the entire Cuyahoga County juvenile justice continuum. A team of ISPV researchers are analyzing Cuyahoga County Juvenile Court data to identify specific decision-making points where disparities may be occurring, resulting in disproportionately large numbers of minority youth in Ohio's juvenile justice system. In addition, researchers have been participating in ODYS technical assistance institutes aimed at guiding Ohio counties through the DMC identification, assessment, and reduction processes.

An Evaluation of State of Ohio Title II Programming (2006-present)

Funding Agency: **Ohio Department of Youth Services**

Project Description: The use of formula grants to support delinquency prevention and juvenile justice system strengthening activities, at the state level, was initiated in 1974 by the Juvenile Justice and Delinquency Prevention Act. Since, formula grants have been awarded by the Office of Juvenile Justice and Delinquency Prevention (OJJDP) to states in three year cycles. In Ohio, the Department of Youth Services (ODYS) is the agency responsible for administering this program. An evaluation of programs receiving Title II funds is required by the OJJDP. The Institute is currently engaged in an evaluation of Ohio's Title II programs

Examining the Effects of Migration on Turkey's Security (2007-2008)

Funding Agency: **Turkish Institute of Police Studies**

Project Description: The goal of this project is to develop a research protocol for studying the criminal and anti-governmental activities of migratory populations in Turkey. Specifically, a research team from Kent State University's Institute for the Study and Prevention of Violence is working with researchers to develop a methodologically sound research plan to examine the scope and nature of the criminal and terrorism-related activities of groups generally migrating from the rural southeast of Turkey to urban centers . The theoretical framework for this research is the Social Disorganization perspective developed by Chicago

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School criminologists. The transferability of this neighborhood-level explanation of crime and violence to Turkey will be assessed. The current eighteen month project will serve as the first-phase of a multi-year effort.

Behavioral Health / Juvenile Justice Program Evaluation (2005-2009)

Funding Agency: Ohio Department of Mental Health, Ohio Department of Youth Services, Ohio Department of Alcohol and Drug Addiction Services

Project Description: Statewide evaluation of six counties in Ohio who, with support from the above agencies have been funded to provided services to meet the needs of juvenile offenders, age 10-17, who also have mental health problems. Three of the six sites are focusing solely on females. Sites are using models such as Multisystemic Therapy, Functional Family Therapy, and Intensive home based treatment to address the multiple needs of these children and their families. ISPV is serving as the evaluation partner on this project. The goals of the evaluation include 1) identification and description of the target population, 2) evaluation of the success of the specific programs by assessing children on several measures throughout treatment, 3) examination of youth post-treatment to determine whether the program produces lasting effects, and 4) evaluation of the processes by which juvenile offenders with mental health problems are identified and treated.

Safe Schools/Healthy Students Evaluation Consortium (2005-2008)

Funding Agency: Research Triangle Institute, International

Project Description: The initiatives include: three Safe Schools/Health Students (SS/HS) grants, and two systems of care (SOC) cooperative agreements through the Substance Abuse Mental Health Services Administration (SAMHSA). The SAMHSA cooperative agreements are through the Center for Substance Abuse Treatment (CSAT) and the Center for Mental Health Services (CMHS). Investigators propose to examine the dynamics of system of care development within a community by specifically studying the relationship between schools, or education systems, and SOC development. We will study this relationship from two perspectives: 1) the macro perspective -- looking at how schools interface with coordinated systems of care infrastructure development (Figure 1), and, 2) the evidence based perspective -- examining the selection, implementation, evaluation, and sustainability of evidence-based practices within and across SS/HS and SOC sites.

The Prison Experience and Reentry: Examining the Impact of Victimization on Coming Home (2006-2008)

Funding Agency: National Institute of Justice (with University of Akron)

This study will explore the incidence and impact of emotional, physical, and/or sexual victimization on inmates who are returning to the community. Little, if any, research has explored the additive effect victimization may have on an already difficult transition period for offenders. This victimization impact intensifies mental health problems,
substance abuse rates, family conflicts, and criminal behavior. Halfway house clients from nearly 25 halfway house programs will be selected for this study. Standardized instruments will be used to assess the inmates psychological status in various areas, including but not limited to post-traumatic stress disorder, depression, criminality,
coping mechanisms, cognitive processes, and addiction. Post release interviews will delineate the process of reentry and ascertain the perceived long-term effects of the victimization. The final analysis will compare recidivism rates between those who report having been victimized and those who have reported not being victimization.

Cuyahoga County Strengthening Communities-Youth (SCY) (2002-2009)

Funding Agency: Substance Abuse and Mental Health Services Agency

Project Description: This project is a systems-of-care initiative designed to impact the major child-serving systems in the following ways: 1) Improve linkages and networking mechanisms throughout the community; 2) Increase capacity across the

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continuum of substance abuse services (e.g., best practice models); 3) Develop and integrate county MIS capacity to facilitate identification, referral, treatment, and tracking of youth; 4) Address morbidity issues between substance abuse and violence; and 5) Develop and implement outreach activities leading to earlier identification, referral, and treatment for court involved youth.

Census of Law Enforcement Gang Units (2006-Present)

Funding Agency: United States Department of Justice, Bureau of Justice Statistics

Project Description: This project seeks to understand both the scope and nature of the police response to street gangs in the United States. All state, county, and local law enforcement agencies, with over 100 sworn officers, who reported maintaining a specialized gang task force, are being asked to complete a census instrument detailing their size, compostion, operations, jurisdiction, problems faced, and prevention activities undertaken. The instrument was developed through a lengthy process which included nationwide meeting of gang experts from both academia and law enforcement as well as site-visits to agencies across the country. We are using an innovative method of distributing the instrument and collecting the results. Respondents can choose to receive the instrument and respond via e-mail, fax, a secured online website, or U.S. Mail.

Suicide Prevention (AFSP) Pilot Grant (2007-2008)

Funding Agency: American Foundation for Suicide Prevention:

Recent court involvement and risk of suicide: a population-based study utilizing a comprehensive criminal justice database. Investigators utilize sophisticated matching controls with three separate public-record data sources including death certificate data; criminal justice system data; and coroner records database utilizing personal identifiers to investigate court involvement and risk of suicide with an emphasis on two mechanisms underlying the association: 1) the role of greater impulsivity among suicide victims leading to increased likelihood of court involvement and 2) the immediate diminished psychological functioning and depressogenic effects following court-related stressors, particularly among people with underlying disorders with a high risk for suicide.

Northern Ohio Violent Crime Consortium (2008-ongoing)

Funding Agency: U.S. Department of Justice

NOVCC is an intelligence-lead, data driven, multi-jurisdictional response to violent crime and gangs. Federal and state partners include the U.S. Attorney's Office, FBI, AFT, DEA, U.S. Marshal's Service, Ohio Attorney General, BCI, Ohio State Highway Patrol, and Ohio High Intensity Drug Trafficking Area. Local partners are the police departments of Akron, Canton, Cleveland, Elyria, Lorain, Mansfield, Toledo, Youngstown, and the Cuyahoga County Department of Justice Affairs.

Berea Children's Home Evaluation Services (2004 - ongoing)

Funding Agency: Berea Children's Home and Family Services

Project Description: This collaboration involves several programs. One project is the evaluation of the Berea's ProKids program. This program provides juvenile court diversion services to children who have been found to be unruly by the juvenile courts. ISPV is also conducting an evaluation of the MST Services and the Sister to Sister programs. The outcome focus is on measuring recidivism rates and treatment success for youth receiving community-based treatment.

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New ISPV Initiatives

ISPV is in the process of adding two new Initiatives by summer 2008; The Center for Innovative Practices (CIP) and the Turkish National Police Initiative (TNP). These new programs will operate under the ISPV umbrella as core components of the ISPV mission to engage in the design and implementation of multidisciplinary research and evidence based training and technical assistance approaches for teachers, law enforcement personnel, mental health providers, family advocates and other professionals in real-world community and international settings.

CIP is an existing program established by the Ohio Department of Mental Health as one of the original Coordinating Centers of Excellence in 2001. CIP will contribute to the ISPV mission through a well established six-year record of providing training and technical assistance utilizing evidence based and promising practices that improve the quality of treatment services. Improved quality can support the transformation of Ohio's mental health system toward a culturally competent, consumer driven, recovery/resiliency-oriented, integrated and coordinated framework for a system of care. CIP works to increase partnerships and connections to public youth serving systems in relationship to evidence based and promising practices.

The TNP Initiative will contribute to the ISPV mission through producing research, opportunities for training, and technical assistance related to law enforcement and global security. This Initiative, along with the Ohio law Enforcement Community (OLEC) and the International Center for Applied Policing and Training (ICAPT), will develop specific research, evidence-based best practices and training protocols in international law enforcement related to global security and terrorism, and will inform public policy and practice related broadly to issues of violence prevention, policing and international security.

Previously funded Projects

Children Who Witness Violence Cuyahoga County (1999- 2006)

Funding Agency: Cuyahoga County Board of Commissioners

Project Description: The project was created to intervene with families and provide services to children who have been exposed to violent incidents. The program is currently being implemented in Cleveland (Districts 1 and 4), Euclid, Maple Heights and Lakewood, Ohio. The CWWV program is based on the premise that law enforcement officers often are the first to encounter violence-exposed children, especially in domestic violence situations, and that police officers could be a critical "first line" referral source for children and their families. A model was developed for police officers to provide information and referral services when encountering situations in which children were exposed to violence. More specifically, when police officers respond to a violent incident witnessed by a child, they refer the family to the CWWV program by calling the Mental Health Services (MHS) crisis line. An intervention specialist is assigned to the family, makes contact with them typically within 24 hours and schedules an initial visit at the family's earliest convenience. The specific goals of this project were to determine the effectiveness of project implementation, to evaluate delivery of services to the target population, to determine intervention outcomes and to assess community awareness and education efforts. The Program was housed under Cuyahoga County Mental Health Services in Cleveland, Ohio.

Safe Schools/Healthy Students Initiative, Cleveland Heights – University Heights (2003-2006)

Funding Agency: U. S. Department of Education

Project Description: The Safe Schools/Healthy Students Initiative seeks to promote safe and healthy environments in which children can learn and develop without the distractions of violence and substance abuse issues that compromise the educational climate. The Cleveland Heights-University Heights City School District is implementing and evaluating a comprehensive plan to promote Safe Schools and Health Students. The plan includes a number of components including Life Skills, a substance abuse prevention program; Second Step, a violence prevention program; and Multisystemic Therapy which is an intensive family- and community-based treatment for juvenile offenders. The goals of the evaluation conducted by ISPV are to: 1) Provide and maintain a safe school environment with community support, 2) Improve mental health and functioning of students and promote

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prevention of mental health difficulties through collaboration among school-based mental health providers, community providers, and administrators of mental health services and 3) Decrease alcohol and drug use and promote prevention through education.

Summit County Children Who Witness Violence (2002- 2007)

Funding Agency: Robert Wood Johnson Foundation

Project Description: The project was created to intervene with families and provide services to children who have been exposed to violent incidents. The program began in Cuyahoga County and has expanded to Summit County. The CWWV program is based on the premise that law enforcement officers often are the first to encounter violence-exposed children, especially in domestic violence situations, and that police officers could be a critical "first line" referral source for children and their families. A model was developed for police officers to provide information and referral services when encountering situations in which children were exposed to violence. More specifically, when police officers respond to a violent incident witnessed by a child, they refer the family to the CWWV program by calling the Mental Health Services (MHS) crisis line. An intervention specialist is assigned to the family, makes contact with them typically within 24 hours and schedules an initial visit at the family's earliest convenience. This program offers immediate home-based crisis intervention and trauma support services for children ages' birth to 17 who witness domestic violence. This program is currently being implemented in Akron, Ohio through the collaboration of Akron Children's Hospital and 28 community partners. The Program is housed under Akron Children's Hospital in Akron, Ohio.

Stark County Gang Assessment (2004-2006)

Funding Agency: Stark County Citizens Council for Non Violence

Project Description: This project outlines a procedure to assess the extent of the gang problem in Stark County. This initiative is a collaboration of Kent State University's Institute for the Study and Prevention of Violence, Case Western Reserve University's Begun Center for Violence Prevention Research and Education, and the Stark County Citizens Council for Non-violence. This project has two goals. The first goal is to gather data that will clearly identify the nature of the gang problem in Stark County, its major population centers, and a sample of rural communities. The initial focus of the gang assessment will be Canton. The expression "nature of the gang problem" refers to assessing the number of gangs and gang members, and the types and severity of crime gang members commit. The nature of the gang problem will permit a clear assessment of the adverse effects gangs and gang crime has had on Stark County and its constituent communities. The second goal is to use assessment data as a planning guide that will permit the development and implementation of the gang prevention and intervention initiatives in local communities.

Idaho Drug Court Evaluation (2005-2006)

Funding Agency: National Institute of Justice (subcontract with University of Cincinnati)

Project Description: The project will provide a longitudinal statewide evaluation of 12 selected felony drug courts across Idaho. The project will examine the differences among the drug court and comparison group members along a variety of measures. Examining a variety of outcomes between both groups will provide an assessment of the impact of drug courts on future criminal behavior. While most published evaluations report outcomes of only one court, the current study reports outcomes of twelve drug courts across the state in an effort to fill a much needed gap in our knowledge of drug courts overall.

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Mental Health Services to Juvenile Offenders Program – Follow Up Study (2004)

Funding Agency: Ohio Department of Mental Health

Project Description: The Mental Health Services to Juvenile Offenders Program - Follow up Study was conducted to determine current status of those youth and their families who were referred/released from the original project from two of the three participating sites' projects. The original evaluation consisted of three counties in Ohio who were funded to provide services to meet the needs of youth who are mentally ill, violent offenders. Communities utilized a local continuum of care collaborative model, from secure treatment to intensive community- based services and supports, which address their multiple needs. The goals of the follow up evaluation conducted by ISPV were to: 1) determine the current status of referred/released youth and their families, and 2) assess the degree to which the projects made any longer term systemic changes in local systems of care.

Parent Project (2004-2005)

Funding Agency; Office of the Ohio Attorney General

Project Description; With support from the Office of the Ohio Attorney General, ISPV staff conducted an evaluation of Parent Project, a training curriculum for the parents of adolescents who engage in various forms of destructive behavior. Data were collected from both parents and their children, as well as from juvenile courts in Cuyahoga, Mahoning and Stark Counties.

Mental Health Services to Juvenile Offenders Program (2000-2003)

Funding Agency: Ohio Department of Mental Health, Ohio Department of Youth Services, Ohio Department of Job and Family Services, Office of Criminal Justice Services

Project Description: Statewide evaluation of three counties in Ohio who, with support from the above agencies, were funded to provide services to meet the needs of youth who are mentally ill, violent offenders. Communities utilized a local continuum of care collaborative model, from secure treatment to intensive community- based services and supports which address their multiple needs. The goals of the evaluation conducted by ISPV were to: 1) Describe the target population; 2) Assess whether treatment results in a measurable change in targeted behaviors; 3) Examine post-treatment outcomes for the targeted population; 4) Examine the process used by each participating community system to identify and treat juvenile offenders with significant mental health needs; and 5) Provide qualitative case study information to enrich data derived from other sources.

Violent Death Surveillance (2005-2006)

Funding Agency: Joyce Foundation

Project Description: This project will enhance the Ohio statewide capability for surveillance of death by violent injuries by establishing a system for collection of violent death data and a mechanism for acquisition of police reports. The project will work towards completion of a plan to develop and implement a system for the collection of violent injury death data in Ohio. This system will be modeled after the National Violent Death Reporting System developed by the Centers for Disease Control and Prevention. This system will include data from multiple sources including but not limited to death certificates, coroners' reports, police reports and other data as appropriate.

Project Safe Neighborhoods (2002-2007)

Funding Agency: U.S. Department of Justice

Project Description: The ISPV has been selected as the Research Partner for the Northern District of Ohio's Project Safe Neighborhoods (PSN) initiative. PSN is the Federal government's gun violence reduction strategy that involves collaborative problem-solving approaches to reducing gun violence among juveniles and adults in local communities. As a PSN Research Partner, the ISPV will perform analyses to identify local concentrations of gun violence, work with the PSN team to devise

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effective interventions, provide analytical support for the Violent Fugitive Task Force and examine the effect of the interventions over time. Areas targeted by the Northern District of Ohio's PSN initiative include Akron, Cleveland, Toledo, and Youngstown.

Research Challenge: Using Crime Mapping for Violence Prevention (2003-2004)

Funding Agency: Ohio Board of Regents

Project Description: The goal of this project is to develop an internet-based mapping application that will assist police problem solving – tentatively called the Internet Mapping Application for Police Problem Solving (iMAPPS). Specifically, the iMAPPS system will inform the Scanning, Analysis, and Assessment phases of the SARA model and will be transferable to other law enforcement agencies, as it will be based primarily on a geographically enhanced NIBRS data structure.

County Profile (2004)

Funding Agency: Ohio Office of Criminal Justice Services

Project Description: ISPV is working to identify how state and local justice agencies can identify and make better use of data for strategic planning, grant writing and evaluation. This pilot project, which is funded by a grant from the Ohio Office of Criminal Justice Services, is using Belmont County to develop the various data models.

ODMH Violent Risk Screen (2004-2006)

Funding: Ohio Department of Mental Health

Project Description: The overall goal of the Violence Risk Assessment project is to meet the needs of adults who are receiving mental health services in Ohio. A significant problem that exists in the behavioral health organizations (BHO) and community mental health agencies, are the large influx of patients involved in these settings and the limited number of resources available. Because of this, there needs to be a process that would briefly and efficiently identify people at elevated risk of violence. As a result, the Ohio Department of Mental Health has developed a brief risk assessment tool. This assessment tool will be tested for demonstrated reliability and validity to identify risk factors that could be integrated into a patient's treatment plan, thus allowing treatment providers to better manage and reduce the risk of potential violence.

The Culture of Prison Sexual Violence (2003-2005)

Funding Agency: National Institute of Justice

The goal of this research was a nationwide study of the culture of prison inmate sexual violence. Data were collected in personal interviews 564 randomly selected inmates in 30 prisons and 10 states. This study conducted a culturally sensitive analysis of prison inmates' subjective perceptions of prison sexual violence. This research had numerous previously unreported findings. Three findings of particular interests are that prison inmates said prison rape was detrimental to inmates' social order; prison rapists were unwelcome in a prison community; and while men's and women's prisons show differences in observable social behavior, these prison cultures share a system of cultural beliefs, values, and norms. A shared culture results in similar subjective interpretations of sexual violence.

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CCP-BDS FORMS FOR NEW COURSES IN PROPOSED

ASBR MASTER'S DEGREE

CCP-BDS Forms attached for each of the following courses:

ASBR 60002 Quantitative Methods for Applied Community-Based Research

ASBR 60004 Theory and Methods of Qualitative Research

ASBR 62020 Science of Community-based Prevention and Intervention I

ASBR 62030 Science of Community-based Prevention and Intervention II
Prerequisite: ASBR 62020

ASBR 63040 Advanced Methods and Analysis for Applied Community-Based Research
Prerequisite: ASBR 60002, ASBR 60004, ASBR 62020

ASBR 64632 Etiology of Aggression and Violence

ASBR 64634 Behavioral Health and Community Structure

ASBR 64654 Geo-spatial Analysis and Violence Prevention (cross-list with GEOG as new course)

ASBR 66195 Special Topics in Violence Research

ASBR 66395 Special Topics in Community Behavioral Health

ASBR 67496 Individual Investigation

ASBR 68098 Capstone Research Experience (6 credit hours)

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **13-Aug-08** Curriculum Bulletin _____
Effective Date **Fall 2009** Approved by EPC _____

Department	**Applied Social and Behavioral Research**
College	**AS - Arts and Sciences**
Proposal	**Establish Course**
Course Subject	**ASBR** Course Number **60002**
Course Title	**Quantitative Methods for Applied Community Based Research**
Minimum Credits	**04** Maximum Credits **04**

Checked items are new or revised

- ☒ Subject
- ☒ Number
- ☒ Title
- ☒ Title Abbreviation
- ☒ Credit Hours
- ☒ Prerequisites
- ☒ Description
- ☒ Schedule Type
- ☒ Cross-Listed / Slash
- ☒ Grade Rule
- ☒ Credit by Exam
- ☐ Course Fee
- ☐ Liberal Education Requirements (LER)
- ☐ Writing-Intensive (WIC)
- ☐ Diversity
- ☐ 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 will not affect staffing issues of ASBR; it will not encroach on other methods courses currently offered in A&S

Units consulted (other departments, programs or campuses affected by this proposal):
Justice Studies, Psychology, Sociology, Political Science; College of Education, Health and Human Services; College of Nursing

REQUIRED ENDORSEMENTS

[signature]	8/13/08
Department Chair / School Director / Campus Dean	
[signature]	9/18/08
College Dean	
	___/___/___
Executive Dean of Regional Campuses	
	___/___/___
Senior Vice President for Academic Affairs and Provost	

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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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BASIC DATA SHEET

Complete all fields. Data entered below should reflect new/revised information.

Preparation Date	**13-Aug-08**	Requested Effective Term	**Fall 2009**
Course Subject	**ASBR**	Course Number	**60002**
Course Title	**Quantitative Methods for Applied Community Based Research**		
Title Abbreviation	**Quant Methods Applied Research** 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	**04** ☑ to ☐ or	Maximum Credit	**04** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
Contact Hours Per Week	☒ Lecture	Minimum Hours	**04.00** ☑ to ☐ or Maximum Hours **4.00**
	☐ 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		
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 _____
OBR Subsidy Code _____
OBR Course Level _____
CIP Code 450501

Catalog Description **Introduces the basic concepts and methods of statistics as applied to diverse problems in applied social and behavioral research. Demonstrates methods of exploring, organizing, and presenting data, and introduces fundamentals of probability, including probability distributions and conditional probability, with applications to 2x2 tables. Presents the foundations of statistical inference, including concepts of population, sample parameter, and estimate; and approaches to inferences using the likelihood function, confidence intervals, and hypothesis tests. Introduces and employs the statistical computing package to manipulate data and prepare students for remaining course work in this sequence.**

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Content Outline (include contact hours for each section)

Contact Hours	Outline
3.00	**Use statistical reasoning to formulate social questions in quantitative terms**
3.00	**Understand the role of statistical reasoning within the scientific method**
4.00	**Identify levels of measurement in quantitative data**
10.00	**Use the statistical analysis packages SPSS and Stata to make basic statistical computations and graphical displays**
4.00	**Characterize the distribution of a variable – using the concepts of typical value, variability, and shape**
4.00	**Graphically compare the distributions of two groups of observations or similar units**
4.00	**Use probability models to describe trends and random variation in data**
6.00	**Use statistical methods for inference, including tests and confidence intervals, to draw inferences from data**
3.00	**Explain the implications of the Central Limit Theorem in determining the sampling distribution of the mean of n observations**
3.00	**Use sampling distribution theory for the mean and for differences between two means to create confidence intervals and hypothesis tests**
5.00	**Properly construct and analyze a 2X2 table using Chi-Square test of statitstical significance**
6.00	**Principles of Ordinary Least Squares Regression**
5.00	**Reporting the results of statistical analysis**

60.00 Total Contact Hours

Textbook(s) Used in this Course	**Quantitative Social Research Methods (Singh)**
Writing Expectations	**Seminar essays and research paper**
Instructor(s) Expected To Teach	**ASBR faculty**
Instructor(s) Contributing to Content	**Tom Brewer, Eric Jefferis**

REQUIRED ENDORSEMENT

Department Chair / School Director / Campus Dean 8/13/08

JUS(MS-ASBR) 178 REVISED

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **13-Aug-08** Curriculum Bulletin _____

Effective Date **Fall 2009** Approved by EPC _____

Department	**Applied Social and Behavioral Research**
College	**AS - Arts and Sciences**
Proposal	**Establish Course**
Course Subject	**ASBR** Course Number **60004**
Course Title	**Theory AND Methods in Qualitative Research**
Minimum Credits	**03** Maximum Credits **03**

Checked items are new or revised

- ☒ Subject
- ☒ Number
- ☒ Title
- ☒ Title Abbreviation
- ☒ Credit Hours
- ☒ Prerequisites
- ☒ Description
- ☒ Schedule Type
- ☒ Cross-Listed / Slash
- ☒ Grade Rule
- ☒ Credit by Exam
- ☐ Course Fee
- ☐ Liberal Education Requirements (LER)
- ☐ Writing-Intensive (WIC)
- ☐ Diversity
- ☐ 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 will not affect staffing issues of ASBR; it will not encroach on other methods courses currently offered in A&S

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

REQUIRED ENDORSEMENTS

[signature] 8/13/08
Department Chair / School Director / Campus Dean

[signature] 9/15/08
College Dean

_____ ___/___/___
Executive Dean of Regional Campuses

_____ ___/___/___
Senior Vice President for Academic Affairs and Provost

JUS(MS-ASBR) 179

BASIC DATA SHEET

Complete all fields. Data entered below should reflect new/revised information.

Preparation Date **13-Aug-08** Requested Effective Term **Fall 2009**

Course Subject **ASBR** Course Number **60004**

Course Title **Theory AND Methods in Qualitative Research**

Title Abbreviation **Theory/Methods ~~of~~ Qual Research**
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 Per Week
☒ Lecture Minimum Hours **03.00** ☑ to ☐ or Maximum Hours **3.00**
☐ 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

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)

COMPLETED BY CURRICULUM SERVICES
OBR Program Code _____
OBR Subsidy Code _____
OBR Course Level _____
CIP Code _____

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)

Catalog Description **~~This course~~ provides an overview of the theory and methods of qualitative research for graduate students in the Social and Behavioral Sciences. Course examines the philosophy of qualitative research, data production and data analysis. Emphasis is placed on the application of qualitative methods to the resolution of communal and societal problems.**

Complete the following only if applicable:
Previous Title

Previous Subject Previous Number
Jus (MS-ASBR) 180

Term Start _____ Term End _____ NOTE: To be completed by Curriculum Services.

Jus (MS-ASBe) 181

Content Outline (include contact hours for each section)

Contact Hours	Outline
3.00	**Introduction to Qualitative Research**
3.00	**Qualitative Research in an Applied Context**
9.00	**Theoretical Foundations of Qualitative Research**
15.00	**The Production of Qualitative Data**
15.00	**Analysis of Qualitative Data**

45.00 Total Contact Hours

Textbook(s) Used in this Course	**Pryke, M., Rose, G., and Whatmore, S, ed. (2003) Using Social Theory: Thinking Through Research. Thousand Oaks: Sage Publications**
	Denzin, N.K., and Lincoln, Y.S., eds. (1998) The Landscape of Qualitative Research: Theories and Issues. Thousand Oaks: Sage Publications
	Denzin, N.K. and Lincoln, Y.S., eds. (1998) Collecting and Interpreting Qualitative Materials. Thousand Oaks: Sage Publications
Writing Expectations	**weekly reaction papers; semester term paper**
Instructor(s) Expected To Teach	**James A. Tyner; Mark Colvin**
Instructor(s) Contributing to Content	**James A. Tyner; Mark Colvin**

REQUIRED ENDORSEMENT

Mark Colvin 8/13/08

Department Chair / School Director / Campus Dean

JUS (MS-ASAE) 182

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **13-Aug-08** Curriculum Bulletin _____
Effective Date **Fall 2009** Approved by EPC _____

Department	**Applied Social and Behavioral Research**
College	**AS - Arts and Sciences**
Proposal	**Establish Course**
Course Subject	**ASBR** Course Number **62020**
Course Title	**Science of Community-Based Prevention and Intervention I**
Minimum Credits	**03** Maximum Credits **03**

Checked items are new or revised

- ☒ Subject
- ☒ Number
- ☒ Title
- ☒ Title Abbreviation
- ☒ Credit Hours
- ☒ Prerequisites
- ☒ Description
- ☒ Schedule Type
- ☒ Cross-Listed / Slash
- ☒ Grade Rule
- ☒ Credit by Exam
- ☐ Course Fee
- ☐ Liberal Education Requirements (LER)
- ☐ Writing-Intensive (WIC)
- ☐ Diversity
- ☐ 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 will not affect staffing issues of ASBR; it will not encroach on other methods courses currently offered in A&S

Units consulted (other departments, programs or campuses affected by this proposal):
Justice Studies, Psychology, Sociology, Political Science; College of Education, Health and Human Services; College of Nursing

REQUIRED ENDORSEMENTS

[signature]	8/13/08
Department Chair / School Director / Campus Dean	
[signature]	9/18/08
College Dean	
	___/___/___
Executive Dean of Regional Campuses	
	___/___/___
Senior Vice President for Academic Affairs and Provost	

JUS (MS-ASBR) 183

BASIC DATA SHEET

Complete all fields. Data entered below should reflect new/revised information.

Preparation Date **13-Aug-08** Requested Effective Term **Fall 2009**

Course Subject **ASBR** Course Number **62020**

Course Title **Science of Community-based Prevention and Intervention Research I**

Title Abbreviation **Science Prevent/Interventn 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 6/7 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 Per Week
☒ Lecture Minimum Hours **03.00** ☑ to ☐ or Maximum Hours **3.00**
☐ 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

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)

COMPLETED BY CURRICULUM SERVICES
OBR Program Code _____
OBR Subsidy Code _____
OBR Course Level _____
CIP Code _____

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)

Catalog Description **~~This course~~ explores the science of research design and methodology for prevention and intervention research for graduate students in the Social and Behavioral Sciences.**

Complete the following only if applicable:
Previous Title

Previous Subject Previous Number

Term Start _____ Term End _____ NOTE: To be completed by Curriculum Services.

JUS (MS- ASBR) 184

Content Outline (include contact hours for each section)

Contact Hours	Outline
3.00	**Issues in problem formulation**
3.00	**Understanding and developing a "theory of change"**
3.00	**Constructing logic models**
3.00	**The process of measurment**
3.00	**Validity and reliability**
3.00	**Sampling**
3.00	**Survey research**
3.00	**Field research and qualitative methods**
3.00	**Experimental research**
3.00	**Single-system designs**
3.00	**Evaluation research**
3.00	**Scaling**
3.00	**Data analysis I: Data collection, cleaning, and preparation**
3.00	**Data analysis II: Descriptive and inferential statisitc**
3.00	**Data analysis III: Qualitative analysis**

45.00 Total Contact Hours

Textbook(s) Used in this Course

Monette, D. R., Sullizan, T. J., & DeJong, C. R. (2008). Applied Social Research: A Tool for Human Services, 7th Edition. ISBN-10: 0495392464 ISBN-13: 9780495392460

Trochim, William M. (2007). Research Methods Knowledge Base, http://www.socialresearchmethods.net/kb/ > (version current as of October 20, 2006).

Trochim, W. (2000). The Research Methods Knowledge Base, 2nd Edition. Atomic Dog Publishing, Cincinnati, OH.

Hernandez, Marion. (2000). Using logic models and program theory to build outcome accountability. Education and Treatment of Children, 23, 24-41.

McLaughlin, G.B., & Jordan, J. (1999). Logic models: A tool for telling your program's performance story. Evaluation and Program Planning 22, 65-72.

Writing Expectations	**Seminar essays and research paper**
Instructor(s) Expected To Teach	**ASBR Faculty**
Instructor(s) Contributing to Content	**David Hussey & Scott Olds**

Department Chair / School Director / Campus Dean

8/13/08

JUS (MS-ASCK) 186

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **13-Aug-08** Curriculum Bulletin _____
Effective Date **Fall 2009** Approved by EPC _____

Department	**Applied Social and Behavioral Research**
College	**AS - Arts and Sciences**
Proposal	**Establish Course**
Course Subject	**ASBR** Course Number **62030**
Course Title	**Science of Community-Based Prevention and Intervention II**
Minimum Credits	**03** Maximum Credits **03**

Checked items are new or revised

- ☒ Subject
- ☒ Number
- ☒ Title
- ☒ Title Abbreviation
- ☒ Credit Hours
- ☒ Prerequisites
- ☒ Description
- ☒ Schedule Type
- ☒ Cross-Listed / Slash
- ☒ Grade Rule
- ☒ Credit by Exam
- ☐ Course Fee
- ☐ Liberal Education Requirements (LER)
- ☐ Writing-Intensive (WIC)
- ☐ Diversity
- ☐ 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 will not affect staffing issues of ASBR; it will not encroach on other methods courses currently offered in A&S

Units consulted (other departments, programs or campuses affected by this proposal):
Justice Studies, Psychology, Sociology, Political Science; College of Education, Health and Human Services; College of Nursing

REQUIRED ENDORSEMENTS

[signature]	8/13/08
Department Chair / School Director / Campus Dean	
[signature]	9/18/08
College Dean	
	___/___/___
Executive Dean of Regional Campuses	
	___/___/___
Senior Vice President for Academic Affairs and Provost	

Jus(MS-ASBR) 187

BASIC DATA SHEET

Complete all fields. Data entered below should reflect new/revised information.

Preparation Date **13-Aug-08** Requested Effective Term **Fall 2009**

Course Subject **ASBR** Course Number **62030**

Course Title **Science of Community-based Prevention and Intervention Research II**

Title Abbreviation **Science Prevent/Intervent 2 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 **03** ☑ to ☐ or Maximum Credit **03** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)

Contact Hours Per Week
☒ Lecture Minimum Hours **03.00** ☑ to ☐ or Maximum Hours **3.00**
☐ 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

Course Attribute(s) **none**

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

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite Course(s) ASBR **62020**
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 _____
OBR Subsidy Code _____
OBR Course Level _____
CIP Code _____

Catalog Description **~~This course~~ provides an overview of the science of prevention and intervention research for graduate students in the Social and Behavioral Sciences. ~~Course~~ examines prevention and intervention science, ethics, and principles of community based research.**

Complete the following only if applicable:
Previous Title

Previous Subject Previous Number

Term Start _____ Term End _____ NOTE: To be completed by Curriculum Services.
JUS (MS-ASBR) 188

Content Outline (include contact hours for each section)

Contact Hours	Outline
3.00	Introduction to prevention science
6.00	Concepts and principles of prevention & intervention science
3.00	Principles of effective programs
3.00	Planning and design
3.00	Standards of evidence
6.00	Evidence based programs and practices
3.00	Evaluating programs
6.00	From research to practice: implementation, adaptation, and translational issues and aspects
3.00	Community and consumer participatory research and evaluation
3.00	Overview of violence and crime prevention, conduct disorder, delinquency, and aggression
3.00	Understanding community behavior health: mental health & substance abuse
3.00	Ethical and cultural issues in social research

45.00 Total Contact Hours

Textbook(s) Used in this Course **A series of readings will be used, including the following:**

Levine, M. (2000). Prevention and progress: A brief history of prevention. Journal of Primary Prevention, 21, 159–169.

J. D., Coie, N. F., Watt, S. G., West, J. D., Hawkins, J. R., Asarnow, H. J., Markman, S. L., Ramey, M. B., Shure, & Long, B. (1993). The science of prevention: A conceptual framework and some directions for a national research program. American Psychologist, 10, 1013–1022.

Bond, L, & Hauf, A. (2004). Taking stock and putting stock in primary prevention: Characteristics of effective programs. Journal of Primary Prevention, 24, 199-221.

Nation, M. et. al. (2003). What works in prevention. American Psychologist, 58, 449-456.

Kutash, K., Duchnowski, A. J., Lynn, N. (2006). School-based mental health: An empirical guide for decision makers, Chapter 2 - Prevention definitions. Tampa, Fl: University of South Florida, The Louis de la Parte Florida Mental Health Institute, Department of Child & Family Studies, Research & Training Center for Children's Mental Health Research.

McKenzie, J. & Smeltzer, J. (2001). Interventions. In J. McKenzie & J. Smeltzer, Planning, implementing and evaluating health promotion programs: A primer (pp.170-200). Needham Hts., MA: Allyn and Bacon.

Flay, B., et. al. (2005). Standards of evidence: Criteria for efficacy, effectiveness and dissemination. Prevention Science, 6, 151-175.

Kellam, S. G., & Langevin, D. J. (2003). A framework for understanding evidence in prevention research and programs. Prevention Science, 4, 137-153.

JUS(MS-ASBR) 189

Brown, C. H., Berndt, D., Brinales, J. M., Zong, X., & Bhagust, D. (2000). Evaluating the evidence of effectiveness for preventive intervention, using a registry system to improve policy through science. Addictive Behaviors, 25, 955–964.

Jacobs, F. (2003). Child and family program evaluation: Learning to enjoy complexity. Applied Developmental Science, 7, 62-75.

Brounstein, P., Gardner, S. & Backer, T. (2006). Research to practice: Efforts to bring effective prevention to every community. The Journal of Primary Prevention, 27, 91-109.

Fixsen, D., Naoom, S., Blasé, K., Friedman, R. & Wallace, F. (2005). Implementation research: A synthesis of the literature. Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, The national Implementation Research Network. Retrieved on July 2, 2006 from http://nirn.fmhi.usf.edu/resources/publications/Monograph/

Advancing the science of implementation: A workshop summary. Aministration Policy Mental Health, 35, 3-10.

Mihalic, S., Irwin, K., Fagan, A., Ballard, D., & Elliott, D. (2004). Successful program implementation: Lessons from blueprints. Juvenile Justice Bullentin, July, 1-11

U.S. Department of Health and Human Services (2002). Finding the balance: program fidelity and adaptation in substance abuse prevention: A state of the art review. Retrieved on March 2006 from http://modelprograms.samhsa.gov/pdfs/FindingBalance1.pdf

Jones, L., & Wells, K. B. (2007). Strategies for clinician engagement in community-research. JAMA, 297, 407–410.

Farrington, D. P. (in press). Conduct disorder, aggression, and delinquency. In the Handbook of adolescent pschology, R.M. Lerner & L. Steinberg Editors. Hobeken: NJ, Wiley.

Munoz, R., Mrazek, A. & Haggerty, R. (1996). Institute of Medicine report on prevention of mental disorders. American Psychologist, 51, 1116-1122. Chambers, D. A. (2008).

Castro, F., Barrera, M. & Martinez, C. (2004). The cultural adaptation of prevention interventions: Resolving tensions between fidelity and fit. Prevention Science, 5, 41-45.

Writing Expectations	**Seminar essays and research paper**
Instructor(s) Expected To Teach	**ASBR faculty**
Instructor(s) Contributing to Content	**David L. Hussey & Scott Olds**

REQUIRED ENDORSEMENT

[signature] 8/13/08

Department Chair / School Director / Campus Dean

JUS (MS-ASBR) / 90

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **13-Aug-08** Curriculum Bulletin _____
Effective Date **Fall 2009** Approved by EPC _____

Department	**Applied Social and Behavioral Research**
College	**AS - Arts and Sciences**
Proposal	**Establish Course**
Course Subject	**ASBR** Course Number **63040**
Course Title	**Advanced Methods and Analysis for Applied Community Based Research**
Minimum Credits	**03** Maximum Credits **03**

Checked items are new or revised

- ☒ Subject
- ☒ Number
- ☒ Title
- ☒ Title Abbreviation
- ☒ Credit Hours
- ☒ Prerequisites
- ☒ Description
- ☒ Schedule Type
- ☒ Cross-Listed / Slash
- ☒ Grade Rule
- ☒ Credit by Exam
- ☐ Course Fee
- ☐ Liberal Education Requirements (LER)
- ☐ Writing-Intensive (WIC)
- ☐ Diversity
- ☐ 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 will not affect staffing issues of ASBR; it will not encroach on other methods courses currently offered in A&S

Units consulted (other departments, programs or campuses affected by this proposal):
Justice Studies, Psychology, Sociology; College of Education, Health and Human Services; College of Nursing

REQUIRED ENDORSEMENTS

[signature]	8/13/08
Department Chair / School Director / Campus Dean	
[signature]	9/15/08
College Dean	
	___/___/___
Executive Dean of Regional Campuses	
	___/___/___
Senior Vice President for Academic Affairs and Provost	

Jus (ms-ASBR) 191

BASIC DATA SHEET

Complete all fields. Data entered below should reflect new/revised information.

Preparation Date	**13-Aug-08**	Requested Effective Term	**Fall 2009**
Course Subject	**ASBR**	Course Number	**63040**
Course Title	**Advanced Methods and Analysis for Applied Community Based Research**		
Title Abbreviation	**Adv Meth AND Anal Applied Res** Adv Meth/Analysis Applied Res 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** ☑ to ☐ or	Maximum Credit	**03** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
Contact Hours Per Week	☒ Lecture	Minimum Hours	**03.00** ☑ to ☐ or Maximum Hours **3.00**
	☐ 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		
Course Attribute(s)	**none**		
Credit By Exam	**N - Credit by Exam Not Approved**		

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite Course(s) **ASBR 60002 and ASBR 60004 and ASBR 62020**
NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s)

Corequisite(s)

COMPLETED BY CURRICULUM SERVICES	
OBR Program Code	_____
OBR Subsidy Code	_____
OBR Course Level	_____
CIP Code	_____

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)

Catalog Description **Explores advanced statistical and methodological approaches to the study of violence and community behavioral health. Students will examine issues related to the use of large, complex public health data sets. Analysis methods include: survival analysis, hierarchical linear modeling, advanced multiple regression models including those with nonparametric dependent variables, interrupted time series modeling and complex sampling techniques.**

Complete the following only if applicable:
Previous Title

Previous Subject

Previous Number JUS (MS-ASBR) 192

Term Start _____ Term End _____ NOTE: To be completed by Curriculum Services.

Jus (ms-ASER) 193

Content Outline (include contact hours for each section)

Contact Hours	Outline
3.00	**Sources and structure of public health data**
3.00	**Combining data sets**
6.00	**Advanced multiple regression techniques, diagnostics, and applications**
6.00	**Regression techiniques with categorial and limited dependent variables**
6.00	**Survival analysis**
6.00	**Event history and interrupted time series models**
6.00	**Introduction to hierachical linear modeling**
3.00	**Identifying data and methods for hypothesis testing with complex data**
2.00	**Analysis of sample size**
2.00	**Scientific writing and dissemination, graphical reporting of research findings**
1.00	**Human Subjects, Institutional Review, Ethical and cultural issues in social research**
1.00	**Public policy implications of social research**

45.00 Total Contact Hours

Textbook(s) Used in this Course	**Research Methods in Applied Behavior Analysis (Bailey & Burch)**
Writing Expectations	**Seminar essays and research paper**
Instructor(s) Expected To Teach	**ASBR faculty**
Instructor(s) Contributing to Content	**Eric Jefferis, Tom Brewer**

REQUIRED ENDORSEMENT

Department Chair / School Director / Campus Dean

8/13/08

JAS (MS-ASBR) 194

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **13-Aug-08** Curriculum Bulletin _____
Effective Date **Fall 2009** Approved by EPC _____

Department	**Applied Social and Behavioral Research**
College	**AS - Arts and Sciences**
Proposal	**Establish Course**
Course Subject	**ASBR** Course Number **64632**
Course Title	**Etiology of Aggression and Violence**
Minimum Credits	**03** Maximum Credits **03**

Checked items are new or revised

- ☒ Subject
- ☒ Number
- ☒ Title
- ☒ Title Abbreviation
- ☒ Credit Hours
- ☒ Prerequisites
- ☒ Description
- ☒ Schedule Type
- ☒ Cross-Listed / Slash
- ☒ Grade Rule
- ☒ Credit by Exam
- ☐ Course Fee
- ☐ Liberal Education Requirements (LER)
- ☐ Writing-Intensive (WIC)
- ☐ Diversity
- ☐ 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 will not affect staffing issues of ASBR; it will not encroach on other courses currently offered in A&S

Units consulted (other departments, programs or campuses affected by this proposal):
Sociology; Psychology; Political Science; Justice Studies

REQUIRED ENDORSEMENTS

Department Chair / School Director / Campus Dean	8/13/08
College Dean	9/18/08
Executive Dean of Regional Campuses	___/___/___
Senior Vice President for Academic Affairs and Provost	___/___/___

Jus (MS-ASBR) 195

BASIC DATA SHEET

Complete all fields. Data entered below should reflect new/revised information.

Preparation Date **13-Aug-08** Requested Effective Term **Fall 2009**

Course Subject **ASBR** Course Number **64632**

Course Title **Etiology of Aggression and Violence**

Title Abbreviation **Etiology Aggression Violence**
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** ☑ to ☐ or Maximum Credit **03** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)

Contact Hours Per Week
☒ Lecture Minimum Hours **03.00** ☑ to ☐ or Maximum Hours **3.00**
☐ 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

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 _____
OBR Subsidy Code _____
OBR Course Level _____
CIP Code _____

Catalog Description **~~This course~~ provides an overview of the theories and research evidence concerning the etiology of aggressive and violent behavior.**

Complete the following only if applicable:
Previous Title

Previous Subject Previous Number

Term Start _____ Term End _____ NOTE: To be completed by Curriculum Services.

Jus (MS-ASBR) 196

Content Outline (include contact hours for each section)

Contact Hours	Outline
3.00	**Overview and General Perspectives on Aggression and Violence**
6.00	**Biological Bases of Aggression and Violence**
6.00	**Individual Factors and Violence and Aggression**
6.00	**Interpersonal Factors and Aggressive and Violent Behavior**
6.00	**Contextual Factors and Aggressive and Violent Behavior**
6.00	**Methods for Studying Aggressive and Violent Behavior**
6.00	**Prevention of Aggressive and Violent Behavior**
6.00	**Community Interventions for Reducing Violence**

45.00 Total Contact Hours

Textbook(s) Used in this Course	**Daniel J. Flannery, Alexander T. Vazsonyi, Irwin D. Waldman (editors) The Cambridge Handbook of Violent Behavior and Aggression** **To be supplemented with current set of up-to-date readings from academic journals on latest research into violence and aggression**
Writing Expectations	**weekly reaction papers; semester term paper**
Instructor(s) Expected To Teach	**Dan Flannery; Mark Colvin**
Instructor(s) Contributing to Content	**Dan Flannery; Mark Colvin**

REQUIRED ENDORSEMENT

Mark Colvin 8/13/08

Department Chair / School Director / Campus Dean

Jus (MS-ASBL) 197

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **13-Aug-08** Curriculum Bulletin _____
Effective Date **Fall 2009** Approved by EPC _____

Department	**Applied Social and Behavioral Research**
College	**AS - Arts and Sciences**
Proposal	**Establish Course**
Course Subject	**ASBR** Course Number **64634**
Course Title	**Behavioral Health and Community Structure**
Minimum Credits	**03** Maximum Credits **03**

Checked items are new or revised

- ☒ Subject
- ☒ Number
- ☒ Title
- ☒ Title Abbreviation
- ☒ Credit Hours
- ☒ Prerequisites
- ☒ Description
- ☒ Schedule Type
- ☒ Cross-Listed / Slash
- ☒ Grade Rule
- ☒ Credit by Exam
- ☐ Course Fee
- ☐ Liberal Education Requirements (LER)
- ☐ Writing-Intensive (WIC)
- ☐ Diversity
- ☐ 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 will not affect staffing issues of ASBR; it will not encroach on other courses currently offered in A&S

Units consulted (other departments, programs or campuses affected by this proposal):
Justice Studies, Psychology, Sociology; College of Education, Health and Human Services; College of Nursing

REQUIRED ENDORSEMENTS

[signature] 8/13/08
Department Chair / School Director / Campus Dean

[signature] 9/15/08
College Dean

___/___/___
Executive Dean of Regional Campuses

___/___/___
Senior Vice President for Academic Affairs and Provost

Jus(ms-ASBR) 198

BASIC DATA SHEET

Complete all fields. Data entered below should reflect new/revised information.

Preparation Date **13-Aug-08** Requested Effective Term **Fall 2009**

Course Subject **ASBR** Course Number **64634**

Course Title **Behavioral Health and Community Stucture**

Title Abbreviation **Beh Health AND Comm Structure**
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** ☑ to ☐ or Maximum Credit **03** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)

Contact Hours Per Week
☒ Lecture Minimum Hours **03.00** ☑ to ☐ or Maximum Hours **3.00**
☐ 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

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)

COMPLETED BY CURRICULUM SERVICES
OBR Program Code _____
OBR Subsidy Code _____
OBR Course Level _____
CIP Code _____

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)

Catalog Description **~~This course~~ provides an overview of the reciprocal relationship between community structures and behavioral health. In particular, ~~the course will~~ review topics such as mental health, addictions, poverty, treatment interventions and prevention efforts.**

Complete the following only if applicable:
Previous Title

Previous Subject Previous Number

Term Start _____ Term End _____ NOTE: To be completed by Curriculum Services.

JUS (MS-ASBR) 199

Content Outline (include contact hours for each section)

Contact Hours	Outline
3.00	**Communities as Organizations**
6.00	**Issues affecting communities (e.g., poverty, addictions, mental illness)**
6.00	**How individuals and communities are reciprocal**
6.00	**Behavioral consequences of community health**
12.00	**Interventions within communities**
6.00	**Analyzing community change**
6.00	**Community and behavioral health maintenance**

45.00 Total Contact Hours

Textbook(s) Used in this Course	**Research articles from academic journals and relevant book chapters**
Writing Expectations	**Seminar essays and research paper**
Instructor(s) Expected To Teach	**ASBR faculty**
Instructor(s) Contributing to Content	**Shelley Listwan, Mark Colvin, David Hussey**

REQUIRED ENDORSEMENT

Mark Cole 8/13/08

Department Chair / School Director / Campus Dean

Jus (MS-ASBR) 200

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **13-Aug-08** Curriculum Bulletin _____
Effective Date **Fall 2009** Approved by EPC _____

Department	**Applied Social and Behavioral Research**
College	**AS - Arts and Sciences**
Proposal	**Establish Course**
Course Subject	**ASBR** Course Number **64654**
Course Title	**Geo-spatial analysis and violence prevention**
Minimum Credits	**03** Maximum Credits **03**

Checked items are new or revised

- ☒ Subject
- ☒ Number
- ☒ Title
- ☒ Title Abbreviation
- ☒ Credit Hours
- ☒ Prerequisites
- ☒ Description
- ☒ Schedule Type
- ☒ Cross-Listed / Slash
- ☒ Grade Rule
- ☒ Credit by Exam
- ☐ Course Fee
- ☐ Liberal Education Requirements (LER)
- ☐ Writing-Intensive (WIC)
- ☐ Diversity
- ☐ 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 will not affect staffing issues of ASBR; it will not encroach on other courses currently offered in A&S

Units consulted (other departments, programs or campuses affected by this proposal):
Geography; Sociology; Psychology; Political Science; Justice Studies

REQUIRED ENDORSEMENTS

Mark Cole — 8/13/08
Department Chair / School Director / Campus Dean

[illegible] — 8/18/08
College Dean

___/___/___
Executive Dean of Regional Campuses

___/___/___
Senior Vice President for Academic Affairs and Provost

Jus (MS-ASBR) 201

BASIC DATA SHEET

Complete all fields. Data entered below should reflect new/revised information.

Preparation Date **13-Aug-08** Requested Effective Term **Fall 2009**

Course Subject **ASBR** Course Number **64654**

Course Title **Geo-spatial analysis and violence prevention**

Title Abbreviation **Geo-Spatial Analysis/Violence**
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 Per Week
☒ Lecture Minimum Hours **03.00** ☑ to ☐ or Maximum Hours **3.00**
☐ 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

Course Attribute(s) **none**

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

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite Course(s) **GEOG 59070**
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 _____
OBR Subsidy Code _____
OBR Course Level _____
CIP Code _____

Catalog Description **~~This course~~ provides an overview of the spatial nature of violence. Intermediate and advanced geo-spatial methods for identifying spatially structured community problems and strategies for assessing community interventions ~~will be~~ is taught.**

Complete the following only if applicable:
Previous Title

Previous Subject Previous Number

Term Start _____ Term End _____ NOTE: To be completed by Curriculum Services.

JUS (MS-ASBR) 202

Content Outline (include contact hours for each section)

Contact Hours	Outline
3.00	**Overview of Spatial Nature of Violence**
3.00	**Theories of the Spatial Nature of Violence**
3.00	**Ecological Theories**
3.00	**Behavioral Geography**
3.00	**Epidemics, Diffusion and Displacement of Violence**
6.00	**Spatial Analysis of Violence Prevention in Practice**
3.00	**Data and Methods of Geo-spatial Analysis**
3.00	**Overview of ArcGIS**
6.00	**Basic Spatial Analysis: Proximity Analysis, Spatial Distribution Analysis**
6.00	**Advanced Spatial Analysis: Hot Spots, Density Mapping, Spatial Dispersion**
3.00	**Exploratory Spatial Data Analysis and Spatial Regression Models**
3.00	**Spatial Analysis of Violence Prevention Programs**

45.00 Total Contact Hours

Textbook(s) Used in this Course	**Paulson, D. & Robinson, M. (2008). Crime Mapping and Spatial Aspects of Crime. Allyn & Bacon.** **To be supplemented with current set of up-to-date readings from academic journals on latest research into the spatial nature of violence**
Writing Expectations	**weekly reaction papers; semester term paper**
Instructor(s) Expected To Teach	**Eric Jefferis (JUS); Shawn Banasick (GEO), Jay Lee (GEO)**
Instructor(s) Contributing to Content	**Eric Jefferis (JUS), Shawn Banasick (GEO)**

REQUIRED ENDORSEMENT

[signature] 8/13/08

Department Chair / School Director / Campus Dean

JUS (MS-ASBR) 203

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **13-Aug-08** Curriculum Bulletin _____

Effective Date **Fall 2009** Approved by EPC _____

Department	**Applied Social and Behavioral Research**
College	**AS - Arts and Sciences**
Proposal	**Establish Course**
Course Subject	**ASBR** Course Number **66195**
Course Title	**Special Topics in Violence Research**
Minimum Credits	**03** Maximum Credits **03**

Checked items are new or revised

☒ Subject	☒ Cross-Listed / Slash
☒ Number	☒ Grade Rule
☒ Title	☒ Credit by Exam
☒ Title Abbreviation	☐ Course Fee
☒ Credit Hours	☐ Liberal Education Requirements (LER)
☒ Prerequisites	☐ Writing-Intensive (WIC)
☒ Description	☐ Diversity
☒ Schedule Type	☐ 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):
Justice Studies, Psychology, Sociology, Political Science; College of Education, Health and Human Services; College of Nursing

REQUIRED ENDORSEMENTS

[signature] 8/13/08
Department Chair / School Director / Campus Dean

[signature] 9/18/08
College Dean

___/___/___
Executive Dean of Regional Campuses

___/___/___
Senior Vice President for Academic Affairs and Provost

Jus (MS-ASBR) 204

BASIC DATA SHEET

Complete all fields. Data entered below should reflect new/revised information.

Preparation Date **13-Aug-08** Requested Effective Term **Fall 2009**

Course Subject **ASBR** Course Number **66195**

Course Title **Special Topics in Violence Research**

Title Abbreviation **ST:Violence Research**
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** ☒ to ☐ or Maximum Credit **03** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)

Contact Hours Per Week
☒ Lecture Minimum Hours **03.00** ☒ to ☐ or Maximum Hours **3**
☐ 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 **3** OR maximum hours

Course Level **GR - Graduate**

Grade Rule **B - Letter**

Schedule Type(s) LEC

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 _____
OBR Subsidy Code _____
OBR Course Level _____
CIP Code _____

Catalog Description **Intensive analysis of significant and current research related to violence prevention and intervention which are not covered in regular courses.**

Complete the following only if applicable:
Previous Title

Previous Subject Previous Number

Term Start _____ Term End _____ NOTE: To be completed by Curriculum Services.

Jus (MS-ASBR) 205

Content Outline (include contact hours for each section)

Contact Hours	Outline
45	**Content will vary by topic**

45.00 Total Contact Hours

Textbook(s) Used in this Course	**Textbooks will vary by topic**
Writing Expectations	**Seminar Essays and Research Paper**
Instructor(s) Expected To Teach	**Open to all ASBR instructors**
Instructor(s) Contributing to Content	**Dr. Colvin, Dr. Flannery, Dr. Hussey**

REQUIRED ENDORSEMENT

[signature] 8/13/08

Department Chair / School Director / Campus Dean

JUS (MS-ASBR) 206

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **13-Aug-08** Curriculum Bulletin _____
Effective Date **Fall 2009** Approved by EPC _____

Department	**Applied Social and Behavioral Research**
College	**AS - Arts and Sciences**
Proposal	**Establish Course**
Course Subject	**ASBR** Course Number **66395**
Course Title	**Special Topics in Community Behavioral Health**
Minimum Credits	**03** Maximum Credits **03**

Checked items are new or revised

☒ Subject	☒ Cross-Listed / Slash
☒ Number	☒ Grade Rule
☒ Title	☒ Credit by Exam
☒ Title Abbreviation	☐ Course Fee
☒ Credit Hours	☐ Liberal Education Requirements (LER)
☒ Prerequisites	☐ Writing-Intensive (WIC)
☒ Description	☐ Diversity
☒ Schedule Type	☐ 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): **Departments of Justice Studies, Psychology, Sociology; College of Education, Health and Human Services; College of Nursing**

REQUIRED ENDORSEMENTS

[signature]	8/13/08
Department Chair / School Director / Campus Dean	
[signature]	8/18/08
College Dean	
	___/___/___
Executive Dean of Regional Campuses	
	___/___/___
Senior Vice President for Academic Affairs and Provost	

JUS (MS-ASBR) 207

BASIC DATA SHEET

Complete all fields. Data entered below should reflect new/revised information.

Preparation Date **13-Aug-08** Requested Effective Term **Fall 2009**

Course Subject **ASBR** Course Number **66395**

Course Title **Special Topics in Community Behavioral Health**

Title Abbreviation **ST: Comm Behavioral Health**
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 Per Week
☒ Lecture Minimum Hours **03.00** ☒ to ☐ or Maximum Hours **3**
☐ 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 **3** OR maximum hours

Course Level **GR - Graduate**

Grade Rule **B - Letter**

Schedule Type(s) LEC

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)

COMPLETED BY CURRICULUM SERVICES
OBR Program Code _____
OBR Subsidy Code _____
OBR Course Level _____
CIP Code _____

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)

Catalog Description **Intensive analysis of significant and current research related to community behavioral health which are not covered in regular courses.**

Complete the following only if applicable:
Previous Title

Previous Subject Previous Number

Term Start _____ Term End _____ NOTE: To be completed by Curriculum Services.

Jus (MS-ASBR) 208

Content Outline (include contact hours for each section)

Contact Hours	Outline
45	**Content will vary by topic**

45.00 Total Contact Hours

Textbook(s) Used in this Course	**Textbooks will vary by topic**
Writing Expectations	**Seminar Essays and Research Paper**
Instructor(s) Expected To Teach	**Open to all ASBR instructors**
Instructor(s) Contributing to Content	**Dr. Colvin, Dr. Flannery, Dr. Hussey**

REQUIRED ENDORSEMENT

Mark Colvin 8/13/08

Department Chair / School Director / Campus Dean

Jus (ms-ASBR) 209

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **13-Aug-08** Curriculum Bulletin _____

Effective Date **Fall 2009** Approved by EPC _____

Department	**Applied Social and Behavioral Research**
College	**AS - Arts and Sciences**
Proposal	**Establish Course**
Course Subject	**ASBR** Course Number **67496**
Course Title	**Individual Investigation** in Applied Social and Behavioral Research
Minimum Credits	**01** Maximum Credits **03**

Checked items are new or revised

- ☒ Subject
- ☒ Number
- ☒ Title
- ☒ Title Abbreviation
- ☒ Credit Hours
- ☒ Prerequisites
- ☒ Description
- ☒ Schedule Type
- ☒ Cross-Listed / Slash
- ☒ Grade Rule
- ☒ Credit by Exam
- ☐ Course Fee
- ☐ Liberal Education Requirements (LER)
- ☐ Writing-Intensive (WIC)
- ☐ Diversity
- ☐ 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): **Justice Studies, Psychology, Sociology, Political Science; College of Education, Health and Human Services; College of Nursing**

REQUIRED ENDORSEMENTS

[signature]	8/13/08
Department Chair / School Director / Campus Dean	
[signature]	9/18/08
College Dean	
	___/___/___
Executive Dean of Regional Campuses	
	___/___/___
Senior Vice President for Academic Affairs and Provost	

Jus (MS-ASBR) 210

BASIC DATA SHEET

Complete all fields. Data entered below should reflect new/revised information.

Preparation Date **13-Aug-08** Requested Effective Term **Fall 2009**

Course Subject **ASBR** Course Number **67496**

Course Title **Individual Investigation** IN APPLIED SOCIAL AND BEHAVIORAL RESEARCH

Title Abbreviation **Indiv Investigation** in ASBR
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 **03** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)

Contact Hours Per Week
☐ Lecture Minimum Hours ☐ to ☐ or Maximum Hours
☐ 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 OR maximum hours **3**

Course Level **GR - Graduate**

Grade Rule **B - Letter**

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)
NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s)

Corequisite(s)

COMPLETED BY CURRICULUM SERVICES
OBR Program Code _____
OBR Subsidy Code _____
OBR Course Level _____
CIP Code _____

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)

Catalog Description **Intensive analysis of significant and current research related to violence prevention and intervention which are not covered in regular courses.**

Complete the following only if applicable:
Previous Title

Previous Subject Previous Number

Term Start _____ Term End _____ NOTE: To be completed by Curriculum Services.

Jus (MS-ASBR) 211

Content Outline (include contact hours for each section)

Contact Hours	Outline
45	**Content will vary by topic**

45.00 Total Contact Hours

Textbook(s) Used in this Course	**Reading materials will vary by topic**
Writing Expectations	**Research Paper or Project Proposal**
Instructor(s) Expected To Teach	**Open to all ASBR instructors**
Instructor(s) Contributing to Content	**Dr. Listwan and Dr. Colvin**

REQUIRED ENDORSEMENT

8/13/08

Department Chair / School Director / Campus Dean

Jus (MS-ASBR) 212

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **13-Aug-08** Curriculum Bulletin _____
Effective Date **Fall 2009** Approved by EPC _____

Department	**Applied Social and Behavioral Research**
College	**AS - Arts and Sciences**
Proposal	**Establish Course**
Course Subject	**ASBR** Course Number **68098**
Course Title	**Capstone Research Project in Applied Social and Behavioral Research**
Minimum Credits	**01** Maximum Credits **06**

Checked items are new or revised

☒ Subject	☒ Cross-Listed / Slash
☒ Number	☒ Grade Rule
☒ Title	☒ Credit by Exam
☒ Title Abbreviation	☐ Course Fee
☒ Credit Hours	☐ Liberal Education Requirements (LER)
☒ Prerequisites	☐ Writing-Intensive (WIC)
☒ Description	☐ Diversity
☒ Schedule Type	☐ 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):
Departments of Justice Studies, Psychology, Sociology; College of Education, Health and Human Services; College of Nursing

REQUIRED ENDORSEMENTS

[signature]	8/13/08
Department Chair / School Director / Campus Dean	
[signature]	9/18/08
College Dean	
	___/___/___
Executive Dean of Regional Campuses	
	___/___/___
Senior Vice President for Academic Affairs and Provost	

Jus (MS-ASBR) 213

BASIC DATA SHEET

Complete all fields. Data entered below should reflect new/revised information.

Preparation Date **13-Aug-08** Requested Effective Term **Fall 2009**

Course Subject **ASBR** Course Number **68098**

Course Title **Capstone Research Experience in Applied Social and Behavioral Research**

Title Abbreviation **Research Experience In ASBR**
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 **06** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)

Contact Hours Per Week
☐ Lecture Minimum Hours ☐ to ☐ or Maximum Hours
☐ Laboratory Minimum Hours ☐ to ☐ or Maximum Hours
☒ Other Minimum Hours **01.00** ☒ to ☐ or Maximum Hours **6**
NOTE: Contact hours should be per week.

Repeat Status **RP - Course may be repeated**
If repeats, course limit OR maximum hours **6**

Course Level **GR - Graduate**

Grade Rule **G - Satisfactory/Unsatisfactory (S/U) and IP**

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) **ASBR 62030 AND ASBR 63040**
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 _____
OBR Subsidy Code _____
OBR Course Level _____
CIP Code _____

Catalog Description **Student works with faculty advisor and community site(s) on relevant community-based research project. A paper (grant proposal, research study, needs assessment, etc.) that demonstrates the application of learned material which is reviewed by a faculty committee. Written paper and oral defense required.**

Complete the following only if applicable:
Previous Title

Previous Subject Previous Number

Term Start _____ Term End _____ NOTE: To be completed by Curriculum Services.

Jus (MS - ASBR) 214

Content Outline (include contact hours for each section)

Contact Hours	Outline
15 to 90	**Content will vary by student research project**

15 to 90	Total Contact Hours

Textbook(s) Used in this Course	**Readings will vary by student research project**
Writing Expectations	**Paper defended orally before faculty committee**
Instructor(s) Expected To Teach	**Open to all ASBR instructors**
Instructor(s) Contributing to Content	**Dr. Colvin, Dr. Flannery, Dr. Hussey**

REQUIRED ENDORSEMENT

Department Chair / School Director / Campus Dean 8/13/08

JWS (MS-ASBR) 215

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 14-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 Arabic** Program Code ARAB
Concentration(s) Concentration(s) Code(s)
Proposal Establish Program

Description of proposal:
Establish a Minor in Arabic with 22 hours required beyond the Intermediate II level (16 specifically required, 6 elective)

Does proposed revision change program's total credit hours? ☒ Yes ☐ No
Current total credit hours: 0 Proposed total credit hours 22

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 require additional staffing (NTT)

Units consulted (other departments, programs or campuses affected by this proposal):
None

REQUIRED ENDORSEMENTS

Gregory M Shreve 3/31/08
Department Chair / School Director / Campus Dean

Diane L Bondy 4/28/08
College Dean

___/___/___
Executive Dean of Regional Campuses

___/___/___
Senior Vice President for Academic Affairs and Provost

MCLS 196

Proposal to establish a minor in Arabic

Below is a proposal for establishing a Arabic minor using the ARAB prefix.

Background Information:

(1) *Description of action, including its intended effect*: Establish a minor in Arabic with the addition of 3 language courses and 1 culture course. This would build on existing undergraduate courses to provide an Arabic minor and would make two new elective options available to students in the planned M.A. in Translation (Arabic).

(2) *Conformity of action with mission of sponsoring unit*: Six Arabic language courses up to Advanced I and II in Arabic 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; two advanced sections are scheduled for next year. The Department has become increasingly interested in "critical languages" such as Arabic, because of increasing national interest in the language due to security, government, military and economic concerns. Enrollment growth in lower-division courses (32% over the last six years) and the apparent overall growth of interest in Arabic language in the United States indicate that the Department should focus on developing Arabic 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 Arabic, 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 Arabic offerings: we cannot meet any demand for Arabic much beyond the lower-division sequence. Arabic 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 Arabic courses. However, we are ill-prepared to meet the expected demand for Arabic language instruction. We cannot offer sufficient Arabic coursework to produce even minimal language proficiency because our program currently consists only of the four-course Elementary and Intermediate language sequence. We have added an 8-credit advanced Arabic sequence effective fall 2008. We believe offering more a more coherent Arabic offering in the form of a minor will increase enrollments, provide an inducement for students to continue to communicative proficiency and allow serious students of Arabic, including Foreign Language Academy graduates, to continue their studies. All Arabic courses are taught by part-time instructors and have been since the inception of Arabic instruction at Kent State University almost a decade ago. Although we have been fortunate to have the services of a trained part-time Arabic instructor for the last two years, the lack of a full-time instructor with the time and/or 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 Arabic teaching at Kent State. An Arabic minor would broaden course offerings beyond basic language skills, enabling students to gain advanced language training as well as the

[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*.

broader understanding of Arabic society and culture that is essential to true intercultural communication. At this time, approval of an Arabic minor would make KSU the only state university in Northeast Ohio with such a program (although plans are underway to cooperate with the University of Akron, Cleveland State University and Youngstown State University in collaborative offering of the language).[2] Arabic, like Chinese and Japanese, 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 Arabic 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 Arabic 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 Arabic. 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 with the planned M.A. in Arabic translation.

(4) *Effect on current programs, offerings, students, staff*: The minor would attract students who have completed lower-division Arabic courses at KSU (including the Language Academy) or at regional universities that lack upper-division Arabic courses (i.e., current students plus new students). The provision of upper-division slash courses in Arabic Culture would also provide electives for students in the M.A. in Translation (Arabic) program. A minor would also support our current and future exchanges with universities in Arabic-speaking countries.

(5) *Scope of action*: In addition to students interested in pursuing the Arabic language professionally, an Arabic minor would be of particular interest to students pursuing a Business degree and would also be attractive to students pursuing the International Relations major.

(6) *Fiscal and staffing impact*: Implementation of an Arabic minor would require hiring at least an NTT to teach 6 courses (see below) and act as Undergraduate Arabic Coordinator. Three of the electives consist of upper-division courses. HIST 31126 History of the Middle East is aready 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. There are some implications for the library and media, as there is not yet an adequate collection of Arabic-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. Government and military interest in Arabic-speaking countries is expected to continue and is a strong indicator of sustained interest in Arabic language and culture.

Alternatives and Consequences: Without an Arabic minor, KSU will continue to lose its best potential and actual Arabic language students to programs outside of Northeast Ohio. Without a

[2] The University of Akron has some Arabic courses, but no minor or major. Cleveland State University offers only elementary- and intermediate-level Arabic, but no minor. Arabic is not offered at all at Youngstown State University. MCLS has commenced preliminary talks on a consortial arrangement for teaching Arabic with other state universities in Northeast Ohio.

full-time instructor who is solely dedicated to the undergraduate Arabic program, the range 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 Arabic be established and that a non-tenure track faculty member be hired to coordinate the existing undergraduate Arabic courses and teach 6 upper-division courses, including 4 new courses (*Advanced Arabic I, Advanced Arabic II, Arabic Culture, Business Arabic*), as well as other Arabic 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: Department of History

Catalog Copy: Arabic Minor

Prerequisites
Prerequisites may be waived by demonstrated proficiency.

ARAB	11101	Elementary Arabic I	5
	11102	Elementary Arabic II	5
	21201	Intermediate Arabic I	5
	21202	Intermediate Arabic II	5

Minor Requirements

ARAB	31301	Advanced Intermediate Arabic I	4
	31302	Advanced Intermediate Arabic II	4
	41201	Advanced Arabic I	4
	41202	Advanced Arabic II	4
Elective			6
Total			22

Electives
Choose six credits from the following:

ARAB	41301	Arabic Culture	3
ARAB	41302	Business Arabic	3
ARAB	30095	Special Topics in Arabic	3
HIST	31126	History of the Middle East	3

Minimum cumulative 2.00 GPA required for graduation.

The Department reserves the right to substitute appropriate courses.

Graduation Requirement Sheet: A minor in Arabic would require 26 credit hours beyond the prerequisites. This would consist of 20 hours of required courses and 6 hours of elective courses.

Arabic Minor (23 credit hours, beyond the prerequisites)			
Prerequisites:			
11101	Elementary Arabic I	5	Part-time Faculty
11102	Elementary Arabic II	5	Part-time Faculty
21201	Intermediate Arabic I	5	Part-time Faculty
21202	Intermediate Arabic II	5	Part-time Faculty
Required Courses:			
31201	Advanced Intermediate Arabic I	4	NTT
31202	Advanced Intermediate Arabic II	4	NTT
41201	Advanced Arabic I	4	NTT
41202	Advanced Arabic II	4	NTT
Total hours of required courses		16	
Electives (any 2 of the following):			
30095	Special Topics.	3	NTT; Study of a particular topic relating to Arabic language or culture, or study in an approved program in Arabic.[3]
41301	Arabic Culture	3	NTT; Survey of the Arab world covering its geographical, ethnic, religious and linguistic diversity and the roots of its current socio-cultural context.
41302	Business Arabic	3	NTT
HIST 31126	History of the Middle East	3	Survey of Islamic civilization in Middle Eastern context from the earliest days to the present.
Total electives		6	
Total required hours for Arabic minor		22	

[3] Students are strongly encouraged to participate in short-term, semester-long, or year-long study programs in an Arabic-speaking country. All efforts will be made to grant appropriate credit for approved courses taken at a university in an Arabic-speaking country.

Course Listing

ARAB 41201 Advanced Arabic I (4): Prerequisite: ARAB 31202 Advanced Intermediate Arabic or equivalent.[4] Continuation of Advanced Intermediate Arabic 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.

ARAB 41202 Advanced Arabic II (4): Prerequisite: ARAB 41201 Advanced Arabic I or equivalent. Continuation of Advanced Arabic 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.

ARAB 41301 Arabic Culture (3): Prerequisite ARAB 31202. Survey of the Arab world covering its geographical, ethnic, religious and linguistic diversity and the roots of its current socio-cultural context.

ARAB 41302 Business Arabic (3): Prerequisite ARAB 31202. Study of the business protocol, language functions, texts and vocabulary associated with travel and business in the Arabic-speaking world.

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[4] All students with training or experience in Arabic other than in a previous course at Kent State University must take a departmental placement test to determine the level at which Arabic studies should be continued.

PROPOSED

CATALOG COPY: ARABIC

11101 Elementary Arabic I (5)
[no change to description]

11102 Elementary Arabic II (5)
[no change to description]

21201 Intermediate Arabic I (5)
[no change to description]

21202 Intermediate Arabic II (5)
[no change to description]

31301 Advanced Intermediate Arabic I (4)
[no change to description]

31301 Advanced Intermediate Arabic II (4)
[no change to description]

41201 Advanced Arabic I (4)
Continuation of ARAB 31302. 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: ARAB 31302.

41202 Advanced Arabic II (4)
Continuation of ARAB 41201. Prerequisite: ARAB 41201.

41301 Arabic Culture (3)
Survey of the Arab world covering its geographical, ethnic, religious and linguistic diversity and the roots of its current socio-cultural context. Prerequisite: ARAB 31202.

41302 Business Arabic (3)
Study of the business protocol, language functions, texts and vocabulary associated with travel and business in the Arabic-speaking world. Prerequisite: ARAB 31302.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 8-Sep-08 Curriculum Bulletin _____
Effective Date Fall 2009 Approved by EPC _____

Department Nursing
College NU - Nursing
Degree MSN - Master of Science in Nursing
Program Name **NURSING** Program Code **NURS**
Concentration(s) Gerontological Clinical Nurse Specialist Concentration(s) Code(s) GCNS
Proposal Establish Program

Description of proposal:
The intent of this proposal is to strengthen the Gerontological Clinical Nurse Specialist (CNS) concentration in the Master of Science (MSN) Program. We propose to develop three clinical courses that will provide content and clinical experiences necessary for graduates to practice as clinical nurse specialists in the care of older adults across a variety of settings. Upon completion of the program, students will be eligible to write the American Nurses Credentialing Center (ANCC) certification examination for gerontological clinical nurse specialist. The program credits will be 36 hours. The didactic portion of the three clinical courses will be delivered online.

Does proposed revision change program's total credit hours? ☐ Yes ☒ No
Current total credit hours: Proposed total credit hours 36

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 are no alternative CNS nursing programs within the Kent State system. Nationally, there is a need for geriatric clinical nurse specialists and the demand is growing with the increasing numbers of older people in the population.

Units consulted (other departments, programs or campuses affected by this proposal):
Approved by College of Nursing Master's Curriculum and Faculty Committees.

REQUIRED ENDORSEMENTS

Karen McBride — 9/8/08
Department Chair / School Director / Campus Dean

9/9/08
College Dean

___/___/___
Executive Dean of Regional Campuses

___/___/___
Senior Vice President for Academic Affairs and Provost

INTEROFFICE MEMORANDUM

TO: Office of the Associate Provost, Faculty Affairs and Curriculum
Dr. Evelyn S. Goldsmith, Interim Dean, Graduate Studies
Therese Tillett, Coordinator, Curriculum Services

FROM: Dr. Karen Budd, Director, Graduate Programs, College of Nursing

DATE: September 8, 2008

SUBJECT: Proposal of New Concentration – Gerontological Clinical Nurse Specialist

Per the approval by vote of the College of Nursing faculty, I am requesting that the subject item be placed on the September 29, 2008 agenda of the EPC, effective for Academic Year 2009-2010. This item reflects the proposal for a new Gerontological Clinical Nurse Specialist concentration in the Master of Science in Nursing program, effective Fall 2009.

The College of Nursing Master's Curriculum Committee and Faculty have reviewed and approved this proposal.

Enclosed are the written proposal, rationale and CCP forms for this proposed new concentration.

Please contact me if there are any questions.

4/30/2008

To: All College of Nursing Faculty

From: Peggy Doheny, Director, Graduate Nursing of the Adult CNS Program

Re: Approval of proposed Gerontological Clinical Nurse Specialist Program.

****

As part of the College of Nursing Faculty meeting on May 15, we will be seeking your approval of the Gerontological CNS program.

The attached proposals outline the details of the program proposal approved by MCC. These courses parallel the previously approved Adult CNS courses and will also be offered via the web. Clinical hours needed to sit for the Gero CNS certification exams (e.g. ANCC) have been maintained

Please review and come to the faculty meeting with any questions you may have regarding these proposals in preparation for a faculty vote and submission to EPC.

Title: Proposed Gerontological Clinical Nurse Specialist Concentration in the MSN program

Subject Specifications:

The intent of this proposal is to strengthen the Gerontological Clinical Nurse Specialist (CNS) concentration in the Master of Science (MSN) Program. We propose to develop three clinical courses that will provide content and clinical experiences necessary for graduates to practice as clinical nurse specialists in the care of older adults across a variety of settings. Upon completion of the program, students will be eligible to write the American Nurses Credentialing Center (ANCC) certification examination for gerontological clinical nurse specialist. The program credits will be 36 hours. The didactic portion of the three clinical courses will be delivered online.

Background Information:

The MSN Program with a Gerontological Clinical Nurse Specialist (CNS) concentration prepares nurses to be clinical experts in the delivery of evidence-based nursing interventions, instituting innovations for disease management and health promotion for older adults. Currently, within the Nursing of the Adult CNS concentration, if desired, students may focus on the older adult and be prepared as clinical experts with a verbal agreement with the American Nurses Credentialing Center (ANCC). This process has not been formalized, but as need for nurses specializing in gerontology has grown, the time for more formalization is necessary.

In Ohio, 17% of the adult population was 60 years of age or older in the year 2000, but in 12 short years, that figure will increase by 44%. Ohio is one of 9 states where the over age 65 population is greater than 1 million, making it 6th nationally in the number of older adult residents. Thus in Ohio, older residents are the central business of the care system, and clinical nurse specialists are needed to coordinate and plan delivery of evidence-based nursing interventions and innovations for disease management and health promotion for this growing population.

Other factors that precipitated the curriculum proposal include; changes in nursing practice, changes in the health care system, and changes in certification and regulatory requirements for clinical nurse specialists. A systematic program evaluation, as well as an assessment of students needs and community stakeholders views were also instrumental in this proposed concentration proposal development.

The proposal responds to recommendations from several landmark documents, including the Institute of Medicine's 2003 report, *"Health Professions Education: A Bridge to Quality,"* the National Association of Clinical Nurse Specialists' 2004 *"NACNS Statement on Clinical Nurse Specialist Education and Practice,"* and the AACN 2004 document, *Nurse Practitioner and Clinical Nurse Specialist Competencies for Older Adult Care*. The proposal addresses the Kent State University 2007 Strategic Plan by its focus on those we serve, including students, recipients of nursing care, and health care providers, through enhancing the content, delivery and accessibility of the educational program. One of the College of Nursing's Five-Year Goals, to

"Create and maintain programs reflecting current curricula responsive to professional and societal needs," is also addressed.

Rationale for strengthening the Gerontological CNS concentration:

1. Increased life expectancy is causing tremendous growth in the geriatric population. Health care demands for this population will continue to expand over the next several decades. Already there is a dire shortage of clinical nurse specialists prepared to work with the health care complexities of the older adult.
2. Graduates of the current Gerontological CNS Program have found opportunities in the job market to work with geriatric patients especially in the area of long term care. We have received calls from facilities and agencies associated with geriatric care that are looking for gerontological clinical nurse specialists.
3. Additional course content addressing the unique needs of older adults would facilitate the student to focus on the social, psychological, legal, and economic issues that are frequently excluded from Adult Health care discussions.
4. The actions that we propose to create in this concentration are to revise three existing courses that are in the Adult Clinical Nurse Specialist curriculum in order to integrate geriatric content. The Geriatric courses will be assigned new course numbers, new names and new course descriptions and will be offered along with the original Adult courses.

Alternatives and Consequences:
There are no alternative CNS nursing programs within the Kent State system. Nationally, there is a need for geriatric clinical nurse specialists and the demand is growing with the increasing numbers of older people in the population.

The core content related to role, theory and practice in the CNS I, CNS II, and CNS III courses are applicable to populations across the lifespan. Therefore students from both the Adult CNS concentration and the proposed Gerontological CNS concentration will participate in class via the Internet together. However, course content, assignments, and practicum experiences will be tailored to the care of the older adult. In addition, in the proposed Gerontological CNS course sequence there will be an additional three hour didactic course specifically targeted at issues for the older adult addressing their unique needs and provides the student with content on the social, psychological, legal, and economic issues facing the older adult. This is an approved course, N60204 Health Care Issues of Aging: Nursing Concepts.

Required clinical hours would remain at 500 but would be exclusively conducted in geriatric settings so that the knowledge, skills, and behaviors of care specific to the older adult will be addressed. The settings will vary but could range from an acute care elderly unit in a hospital to a skilled nursing facility or a community setting.

Development of the courses using 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. Web-based delivery will increase marketability of the program.

Students graduating from the Gerontological CNS concentration qualify for the Clinical Nurse Specialist in Gerontology certification exam from the American Nurses Credentialing Center (ANCC).

Courses that that will be offered conjointly in a web format include:
Adult CNS I and Gerontology CNS I
Adult CNS II and Gerontology CNS II
Adult CNS III and Gerontology CNS III

Table 1. Titles and Credit Hours in the Proposed Gerontological Clinical Nurse Specialist Courses.

	Title	Credit Hrs (CH)	Clinical Ratio	Class Hrs	Clinical Hrs
Proposed	N~~XXXX~~ 60303 Gerontology CNS CNS I	4	7:1	3	7 (1 credit)
Proposed	N~~XXXX~~ 60304 Gerontology CNS II	4	7:1	2	14 (2 credit)
Proposed	N~~XXXX~~ 60305 Gerontology CNS III	4	7:1	2	14 (2 credit)

Alternatives and Consequences: This proposed program concentration is needed for student eligibility to write the ANCC gerontological certification exam. There is no alternative program within the Kent State University system. Nationally, there is a need for Gerontological CNSs and the demand is growing. It is anticipated that this curricular addition will increase enrollment in the CNS program.

Certification of Curriculum Proposal (attached)

Timetable and Actions Required:
Presentation to and approval by:

College of Nursing Masters Curriculum Committee	April, 2008
College of Nursing Faculty	April, 2008
University Educational Policy Council	May, 2008

Graduate requirement sheet

Nursing of the Adult – Gerontological CNS

Year 1		Course	Credit
Fall	N60101	Theory *	3
	N60045	Pathophysiology *	3
	N60041	Advanced Assessment*	3
Total			**9**
Spring	N~~600??~~ 60303	Gerontology CNS I	4
	N60441	Pharmacology	3
	N60204	Health Care Issues Of Aging: Nursing Concepts*	3
Total			**10**
Summer	N60401	Research I	2
Total			**2**
Year 2			
Fall	N~~600~~?? 60304	Gerontology CNS II	4
	N60450	Culture/Ethics	2
	N60402	Research II	3
Total			**9**
Spring	N~~60???~~ 60305	Gerontology CNS III	4
	N60451	Health Care Policy	2
Total			**6**
Total Hours			**36**

*Pre or Co-requisites

Assessment Plan (AQIP)

Student outcomes for the program include:

1. Provides expert, evidence-based, advanced gerontological nursing care to patients, family, groups, or populations that positively affect delivery of care across the full continuum of care in area of gerontology.

2. Leads nursing and interdisciplinary gerontological groups in implementing innovative, cost-effective programs across the full continuum of care.

3. Enhances the aging workplace environment for nursing staff through improvements in safety and quality of patient/client care and outcomes, and system-level improvements.

4. Functions in gerontology 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 gerontology 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.

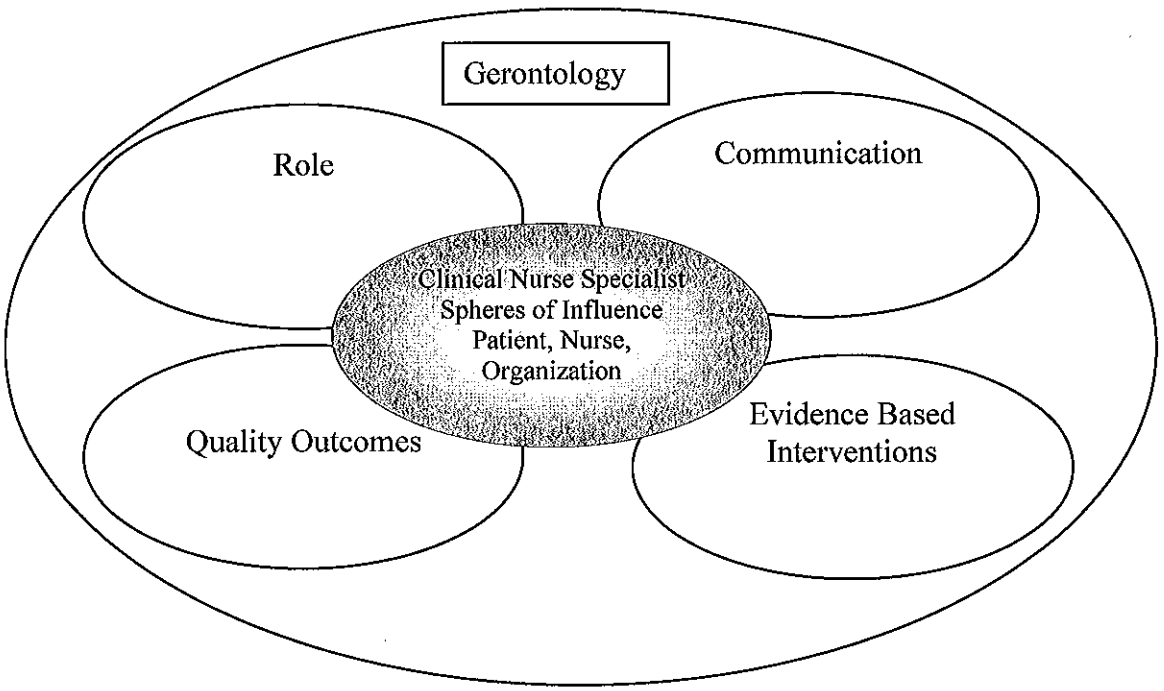
1. All students will be required to complete written gerontology assessments of patients based on course content.
2. Clinical papers will be required in the three courses focusing on gerontology.
3. Clinical evaluation will be carried out by faculty preceptors with input from clinical preceptors, who specialize in gerontology, in each clinical course, using a written clinical evaluation tool and direct observation of student and indirect evaluation through review of written documents.
4. Geriatric 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 from student evaluations, preceptor and faculty evaluation.

The curricular concepts of the adult health clinical nurse specialist are depicted in Figure 1. These concepts provide the underpinnings for the 3 proposed gerontological CNS web courses.

Figure 1 Curricular Concepts of Gerontological Clinical Nurse Specialist



Catalog information

Gerontology CNS I 60303
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 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 gerontological healthcare settings. The focus of the course is on acquiring advanced knowledge in patient diagnosis, management, and treatment in care of the older adult. Emphasis is on identification and management of symptoms, functional problems, social, psychological, legal, economic issues facing the older adult and risk behaviors commonly encountered in practice. Students select benchmarks and apply clinical measurement strategies in identifying achievement of clinical outcomes. Co/ prerequisites: Theoretical Basis for Nursing Practice 60601; Pathophysiology 60045; Advanced Assessment 60041; Health Care Issues in Aging 60204.

Gerontology CNS II 60304
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 with the care of older adults. Students use system-level thinking to identify and address nursing practice and organizational problems across the continuum of gerontological 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. Prerequisite: Gerontology CNS I.

Gerontology CNS III 60305
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 gerontological nursing practice in the patient and nurse spheres with special emphasis on the organizational sphere. The focus of the course is on role transition, clinical expertise, application and synthesis. Prerequisite: Gerontology CNS II.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **8-Sep-08** Curriculum Bulletin _____

Effective Date **Fall 2009** Approved by EPC _____

Department	**Graduate**
College	**NU - Nursing**
Proposal	**Establish Course**
Course Subject	**Nurs** Course Number ~~**60304**~~ 60303
Course Title	**Gerontology** ~~**CNS I**~~ Clinical Nurse ~~Specialist~~ Specialist I
Minimum Credits	**04** Maximum Credits **04**

Checked items are new or revised

- ☒ Subject
- ☒ Number
- ☒ Title
- ☒ Title Abbreviation
- ☒ Credit Hours
- ☒ Prerequisites
- ☒ Description
- ☐ Schedule Type
- ☐ Cross-Listed / Slash
- ☐ Grade Rule
- ☐ Credit by Exam
- ☐ Course Fee
- ☐ Liberal Education Requirements (LER)
- ☐ Writing-Intensive (WIC)
- ☐ Diversity
- ☐ 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):
College of Nursing Master's Curriculum Committee, Faculty, and Program Directors

REQUIRED ENDORSEMENTS

Karen Budd	9/8/08
Department Chair / School Director / Campus Dean	
[signature]	9/9/08
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 **8-Sep-08** Requested Effective Term **Fall 2009**

Course Subject **NURS** Course Number ~~60301~~ 60323

Course Title **Gerontological CNS I**

Title Abbreviation **Gerontological Cns 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 4 ☒ to ☐ or Maximum Credit 4 (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)

Contact Hours Per Week
☒ Lecture Minimum Hours **03.00** ☐ to ☐ or Maximum Hours
☐ Laboratory Minimum Hours ☐ to ☐ or Maximum Hours
☒ Other Minimum Hours 7 ☐ to ☐ or Maximum Hours
NOTE: Contact hours should be per week.

Credit breakdown
3 - lecture
1 - other (clinical)
4

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) **CLN - Clinic**, LEC

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; NURS 60101;NURS 60045; NURS 60041; NURS 60204**~~
NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s) pre/corequisites:

Corequisite(s) **NURS 60101;NURS 60045; NURS 60041; NURS 60204**

COMPLETED BY CURRICULUM SERVICES	
OBR Program Code	71
OBR Subsidy Code	11
OBR Course Level	4
CIP Code	511616

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)

Catalog Description ~~**This 4 credit hour course is comprised of 3 didactic content hours per week and a 1 clinical practicum of 7 hours per week. This course**~~ **Introduces students to the Clinical Nurse Specialist (CNS) role in a specialty area 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 gerontological healthcare settings. The focus of the course is on acquiring advanced knowledge in patient diagnosis, management, and treatment in care of the older adult. Emphasis is on identification and**

management of symptoms, functional problems, social, psychological, legal, economic issues facing the older adult and risk behaviors commonly encountered in practice. Students select benchmarks and apply clinical measurement strategies in identifying achievement of clinical outcomes. ~~Co/ prerequisites: Theoretical Basis for Nursing Practice 60601; Pathophysiology 60045; Advanced Assessment 60041; Health Care Issues in Aging 60204~~. Course comprises three didactic contact hours and seven clinical hours a week.

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
9.00	**Unit 1** **Role I** **Credentialing and certification - ANCC** **Conceptualizations and examples of the Clinical Nurse Specialist (CNS) role** **Analysis and application of theoretical models for patient care**
12.00	**Unit 2** **Quality Outcomes I** **Assessment and problem identification** **CNS outcome management** **Identification of patient issues and quality indicators** **Benchmarking** **Informatics**
15.00	**Unit 3** **Evidence Based Interventions I** **Application of interventions in clinical practice i.e. pharmacology** **Population and health care system influences**
9.00	**Unit 4** **Communication I** **Health literacy** **Patient education and behavioral change**

*** All clinical eperiences and assignments will be focused on older persons.**

45.00	**Total didactic hours**
105.00	**Total practicum hours**
	Total Contact Hours

Textbook(s) Used in this Course

Hamric, A.B., Spross, J.A. Hanson, C.M. (2005). Advanced practice nursing: An integrative approach (3rd ed.). St. Louis, MO: Elsevier Saunders.

Zuzelo, P.R. (2007. The clinical nurse specialist handbook. Bost, MA: Jones & Bartlett Publisher

Cotter, V.T. & Strumpf, N.E. (Eds.). (2002). Advanced practice nursing with older adults clinical guidelines. McGraw Hill: New York

Cotter, V. T. & Strumpf, N.E. (2002) Advanced practice geriatrics nursing. Columbus, OH: McGraw-Hill.

Luggen, A. & Travis, S. (1997). (Eds). NGNA cor curriculum for gerontological asdvanced practice nurses. Thousand Oaks, CA: Sage Publication.

Stone, J.T., Wyman, J.F., & Salibury, S.A. (Eds.). (1999). Clinical gerontological nursing: A guide to advanced practice. Philadelphia: W.B. Saunders

Writing Expectations	**Variety of writing assignments based on gerontological clinical experiences consisten with writing expectations with adult CNS course.**
Instructor(s) Expected To Teach	**Kathy Adamle, Lenny Chiang-Hanisko, Peggy Doheny, Ann Jacobson, Ruth Ludwick, Jennifer Metheny, Tracy Riley, Carol Sedlak.**
Instructor(s) Contributing to Content	**Kathy Adamle, Peggy Doheny, Ann Jacobson, Ruth Ludwick, Tracy Riley, Carol Sedlak**

REQUIRED ENDORSEMENT

Karen K. Budd 9/8/08

Department Chair / School Director / Campus Dean

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **8-Sep-08** Curriculum Bulletin _____
Effective Date **Fall 2009** Approved by EPC _____

Department	**Graduate**
College	**NU - Nursing**
Proposal	**Establish Course**
Course Subject	**Nurs** Course Number ~~**60301**~~ 60304
Course Title	**Gerontology** ~~**CNS II**~~ Clinical Nurse Specialist II
Minimum Credits	**04** Maximum Credits **04**

Checked items are new or revised

- ☒ Subject
- ☒ Number
- ☒ Title
- ☒ Title Abbreviation
- ☒ Credit Hours
- ☒ Prerequisites
- ☒ Description
- ☐ Schedule Type
- ☐ Cross-Listed / Slash
- ☐ Grade Rule
- ☐ Credit by Exam
- ☐ Course Fee
- ☐ Liberal Education Requirements (LER)
- ☐ Writing-Intensive (WIC)
- ☐ Diversity
- ☐ 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 proposed web-based course reflects changes based on gerontological nursing practice, guidelines from benchmark documents and evaluative data. The prerequisite for this course is Geronotology CNS I. No classes in other departments are impacted by this program change. The program is geared specifically for advanced practice CNS nurses to take the ANCC Geronotological certification exam.

Units consulted (other departments, programs or campuses affected by this proposal):
College of Nursing Master's Curriculum and Faculty committees

REQUIRED ENDORSEMENTS

Karen M. Budd — 9/8/08
Department Chair / School Director / Campus Dean

[illegible] — 9/9/08
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-Apr-08** Requested Effective Term **Fall 2009**

Course Subject NURS Course Number 60304

Course Title Gerontology Clinical Nurse Specialist II

Title Abbreviation Gerontology CNS 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 4 ☒ to ☐ or Maximum Credit 4 (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)

Contact Hours Per Week
- ☒ Lecture Minimum Hours 2 ☐ to ☐ or Maximum Hours
- ☐ Laboratory Minimum Hours ☐ to ☐ or Maximum Hours
- ☒ Other Minimum Hours 14 ☐ to ☐ or Maximum Hours

NOTE: Contact hours should be per week.

Repeat Status **select one** NR - not repeated
If repeats, course limit OR maximum hours

Course Level **select one** GR

Grade Rule **select one** B - letter

Schedule Type(s) **select one** LEC, CLN

Course Attribute(s) **select one** none

Credit By Exam **select one** N - not approved

credit breakdown
2 - lecture
2 - other (clinical)
4

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite Course(s) NURS 60303
NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s)

Corequisite(s)

COMPLETED BY CURRICULUM SERVICES	
OBR Program Code	71
OBR Subsidy Code	11
OBR Course Level	4
CIP Code	511616

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)

Catalog Description ~~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 gerontological nursing practice in the patient and nurse spheres with special emphasis on the organizational sphere. The focus of the course is on role transition, clinical expertise, application and synthesis.** Course ~~is~~ comprises ~~2~~ two didactic content hours and 14 clinical hours a week.

Complete the following only if applicable:
Previous Title

Previous Subject Previous Number

Revised October 2007

Content Outline (include contact hours for each section)

Contact Hours	Outline
	*
12.00	**Unit 1** **Role III** **Role transition and career planning** **Legal implications in advanced practice** **Consultation**
6.00	**Unit 2** **Quality Outcomes III** **Program and project planning and evaluation**
8.00	**Unit 3** **Evidence Based Interventions III** **Designing and implementing system level change and health care policy**
4.00	**Unit 4** **Communication III** **Organizational analysis and communication** **Dissemination** **Marketing**
30.00	**Total Didactic Hours**
210.00	**Total practicum hours**

***All clinical experiences and assignments will be focused on older persons**

30.00 Total Contact Hours

Textbook(s) Used in this Course **Hamric, A.B., Spross, J.A., & Hanson, C.M. (2005). Advanced practice nursing: An integrative approach (3rd ed.). St. Louis, MO: Elsevier Saunders.**

Zuzelo, P. R. (2007). The clinical nurse specialist handbook. Boston, MA: Jones & Bartlett Publisher.

Cotter, V.T. & Strumpf, N.E.(Eds.). (2002). Advanced practice nursing with older adults clinical guidelines. McGraw Hill: New York.

Cotter, V.T. & Strumpf, N.E. (2002). Advanced practice geriatrics nursing. Columbus, OH: McGraw-Hill.

Luggen, A. & Travis, S. (1997). (Eds). NGNA core curriculum for gerontological advanced practice nurses. Thousand Oaks, CA: Sage Publication.

Stone, J. T., Wyman, J. F., &. Salibury, S. A. (Eds.). (1999). Clinical gerontological nursing: A guide to advanced practice. Philadelphia: W. B. Saunders

Writing Expectations	**Variety of writing assignments based on gerontological clinical experiences consistent with writing expectations with adult CNS course.**
Instructor(s) Expected To Teach	**Kathy Adamle, Lenny Chiang-Hanisko, Peggy Doheny, Ann Jacobson, Ruth Ludwick, Jennifer Metheny, Tracy Riley, Carol Sedlak.**
Instructor(s) Contributing to Content	**Kathy Adamle, Peggy Doheny, Ann Jacobson, Ruth Ludwick, Tracy Riley, Carol Sedlak**

REQUIRED ENDORSEMENT

Karen L. Budd 9/8/08

Department Chair / School Director / Campus Dean

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **8-Sep-08** Curriculum Bulletin _____
Effective Date **Fall 2009** Approved by EPC _____

Department	**Graduate**
College	**NU - Nursing**
Proposal	**Establish Course**
Course Subject	**Nurs** Course Number ~~60301~~ 60305
Course Title	**Gerontology** ~~CNS III~~ Clinical Nurse Specialist III
Minimum Credits	**04** Maximum Credits **04**

Checked items are new or revised

- ☒ Subject
- ☒ Number
- ☒ Title
- ☒ Title Abbreviation
- ☒ Credit Hours
- ☒ Prerequisites
- ☒ Description
- ☐ Schedule Type
- ☐ Cross-Listed / Slash
- ☐ Grade Rule
- ☐ Credit by Exam
- ☐ Course Fee
- ☐ Liberal Education Requirements (LER)
- ☐ Writing-Intensive (WIC)
- ☐ Diversity
- ☐ 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 proposed web-based course reflects changes based on gerontological nursing practice, guidelines from benchmark documents and evaluative data. The prerequisite for this course is Geronotology CNS II.

Units consulted (other departments, programs or campuses affected by this proposal):
College of Nursing Master's Curriculum and Faculty committees

REQUIRED ENDORSEMENTS

Karen M. Budd — 9/8/08
Department Chair / School Director / Campus Dean

[illegible] — 9/9/08
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	**8-Sep-08**	Requested Effective Term	**Fall 2009**
Course Subject	**NURS**	Course Number	~~60312~~ 60305
Course Title	**Gerontological ~~CNS III~~** Clinical Nurse Specialist III		
Title Abbreviation	**Gerontological Cns 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	/ / 4/5, 4/5/7 or 6/8	Cross-listed with	Cross-list Banner code _____ NOTE: To be completed by Curriculum Services.
Minimum Credit	☐ to ☐ or	Maximum Credit	(e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
Contact Hours Per Week	☒ Lecture	Minimum Hours **02.00**	☐ to ☐ or Maximum Hours
	☐ Laboratory	Minimum Hours 14	☐ to ☐ or Maximum Hours
	☒ Other	Minimum Hours ~~02.00~~	☐ 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)	**CLN - Clinic**, LEC		
Course Attribute(s)	**none**		
Credit By Exam	**N - Credit by Exam Not Approved**		

Credit breakdown
2 - lecture
2 - other (clinical)
4

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite Course(s) ~~**Graduate standing**~~; **NURS ~~60311~~** 60304
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	71
OBR Subsidy Code	11
OBR Course Level	4
CIP Code	511616

Catalog Description ~~**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 gerontological nursing practice in the patient and nurse spheres with special emphasis on the organizational sphere. The focus of the course is on role transition, clinical expertise, application and synthesis.** ~~**Prerequisite: Gerontology CNS II.**~~ SP
Course comprises two didactic content hours and 14 clinical hours a week.

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	**Unit 1** **Role III** **Role transition and career planning** **Legal implications in advanced practice** **Consultation**
14.00	**Unit 2** **Quality Outcomes III** **program and project planning and evaluation**
4.00	**Unit 3** **Evidence Based Interventions III** **Designing and implementing system level change and health care policy**
6.00	**Unit 4** **Communication III** **Organizational analysis and communication** **Dissemination** **Marketing**

30.00 **Total didactic hours**
210.00 **Total practicum hours**

Total Contact Hours

Textbook(s) Used in this Course **Hamric, A.B., Spross, J.A., & Hanson, C.M. (2005). Advanced practice nursing: An integrative approach (3rd ed.). St. Louis, MO: Elsevier Saunders.**

Zuzelo, P.R. (2007. The clinical nurse specialist handbook. Bost, MA: Jones & Bartlett Publisher

Cotter, V.T. & Strumpf, N.E. (Eds.). (2002). Advanced practice nursing with older adults clinical guidelines. McGraw Hill: New York

Cotter, V. T. & Strumpf, N.E. (2002) Advanced practice geriatrics nursing. Columbus, OH: McGraw-Hill.

Luggen, A. & Travis, S. (1997). (Eds). NGNA cor curriculum for gerontological asdvanced practice nurses. Thousand Oaks, CA: Sage Publication.

	Stone, J.T., Wyman, J.F., & Salibury, S.A. (Eds.). (1999). Clinical gerontological nursing: A guide to advanced practice. Philadelphia: W.B. Saunders
Writing Expectations	**Variety of writing assignments based on gerontological clinical experiences consisten with writing expectations with adult CNS course.**
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Instructor(s) Contributing to Content	**Kathy Adamle, Peggy Doheny, Ann Jacobson, Ruth Ludwick, Tracy Riley, Carol Sedlak**

REQUIRED ENDORSEMENT

Karen N. Budd 8/9/08

Department Chair / School Director / Campus Dean

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 11-Jun-08 Curriculum Bulletin _____

Effective Date ~~Spring~~ Fall 2009 Approved by EPC _____

Department LIS

College CI - Communication and Information

Degree CER8 - Certificate Post Master's

Program Name Program Code Advanced Study in Digital Preservation

Concentration(s) Concentration(s) Code(s) [C 826]

Proposal Establish Program

Description of proposal:
THIS IS A PROPOSAL TO ESTABLISH A "CERTIFICATE OF ADVANCED STUDY IN DIGITAL PRESERVATION." 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 PRESERVATION OF LIBRARY AND ARCHIVAL MATERIALS.

Does proposed revision change program's total credit hours? ☐ Yes ☒ No

Current total credit hours: 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):
None

REQUIRED ENDORSEMENTS

Department Chair / School Director / Campus Dean	7 / 24 / 08
College Dean	9 / 8 / 08
Executive Dean of Regional Campuses	___/___/___
Senior Vice President for Academic Affairs and Provost	___/___/___

TRANSMITTAL MEMO
COLLEGE OF COMMUNICATION AND INFORMATION
Kent State University

TO: Therese E. Tillett, Director of Curriculum Services

FROM: LuEtt Hanson, Associate Dean

SUBJECT: Curriculum Proposals

DATE: September 8, 2008

I am forwarding to you for inclusion on the next EPC agenda supporting materials for the following program proposal:

LIS – Establish a Certificate of Advanced Study in Digital Preservation

This proposal was approved by the LIS FAC on April 8, 2008 and by the CCI College Curriculum Committee on July 22, 2008.

Cc: Evelyn Goldsmith, Dean of Graduate Studies

Prepared by Karen F. Gracy

Proposal to Establish a Certificate of Advanced Study in Digital Preservation

This proposal aims to establish a post-master's certificate program in digital preservation, to be offered by the School of Library and Information Science at Kent State University.

Purpose and Goals of the Program

Digital preservation is an emerging specialty in the field of library and information science. The American Library Association's Preservation Administrators Discussion Group recently defined digital preservation thus:

> Digital preservation combines policies, strategies, and actions to ensure access to reformatted and born digital content regardless of the challenges of media failure and technological change. The goal of digital preservation is the accurate rendering of authenticated content over time.[1]

The proposed certificate program at Kent reflects the most recent research and practice in digital preservation. It aims to provide advanced education and training for students interested in careers in digital preservation, digital curation, and related fields. This new curriculum will take advantage of current program strengths in various areas that intersect with the digital preservation field, including archives and preservation management, cataloging and metadata, information technology, information architecture, knowledge management, and digital libraries.

Need for the Program

The words "digital" and "preservation" became wedded in the early 1990's, as librarians and archivists began to acknowledge the critical need to sustain the burgeoning digital collections under their care. Preservation, one of the critical functions of libraries and archives, first considered digital technology primarily as a method to reformat certain types of analog print material. Librarians and archivists also emphasized the need to maintain these new digital products over time. Soon, however, the need to consider the preservation of "born digital" material in its myriad formats became paramount as more and more library and archive collections entered institutional care as digital objects, not as digitized versions of analog originals.

While information professionals had been concerned since at least the 1970's about preserving certain types of digital information, such as scientific data sets, in the 1990's the digital libraries movement—which kickstarted the creation and amassing of digital

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[1] ALA Preservation Administrators Discussion Group [blog], "Defining Digital Preservation," Medium Definition (updated May 11, 2007), http://blogs.ala.org/digipres.php (accessed June 12, 2008).

collections of all types—coincided with newly emerging concerns over preserving government, business, and other institutional electronic records. These two developments put the preservation of digital materials of all types at the forefront of the professional and research agendas.

The critical issues surrounding the preservation of digital objects often surpass the complexities of analog preservation. Whereas analog preservation often focuses on the "container," i.e., the medium or format on which the object resides, and the environment in which objects are stored, digital preservation encompasses a variety of concerns beyond the container or environment problem. The accelerated rate at which digital information becomes inaccessible can be traced to many factors, including software and hardware obsolescence, media fragility, incomplete metadata records, and intellectual property restrictions, just to name a few. The concept of "benign neglect," where objects could reside in attics, basements, and closets for years and still be preserved, does not exist in the digital era—the window for maintaining digital material is often no more than five to ten years before information becomes trapped in no-longer-readable formats, usually on recording media that can no longer be read with current technology.

In the last ten years, the study of digital preservation issues and needs has uncovered just how complicated the challenges have become. The economic, political, and managerial challenges of sustaining digital materials have emerged as the key issues to address; technical solutions will not succeed without integrating them into repository environments that are sustainable, interoperable, and designed to serve both preservation and access requirements.

As the complexities of the digital preservation agenda have unfolded, the need to prepare professionals to work in this area has become paramount. Recent research on preservation education revealed that between 1999 and 2004 less than five percent of all graduates in library and information science programs received training in digital preservation.[i] Most graduate schools offered coverage of digital preservation concerns as part of introductory preservation or archives courses; only a few actually offered free-standing courses in digital preservation or the related topics of electronic records management and digital libraries.

Responding to this gap in educational opportunities, several programs at both the graduate and continuing education levels have been developed in the last five years. Between 2001 and 2006, Cornell University offered a well-regarded week-long workshop, "Digital Preservation Management: Implementing Short-Term Strategies for Long-Term Problems"; in the future, this workshop will continue to be offered at the University of Michigan, Ann Arbor. The Cornell workshop strongly influenced subsequent development of graduate education offerings. In the last three years, several graduate programs have emerged, including the Certificate in Digital Information Management at the University of Arizona; the concentration in Digital Curation at the University of Illinois, Champaign-Urbana; the Digital Curation Curriculum at University of North Carolina, Chapel Hill; and, the Preservation of Information specialization at the University of Michigan, Ann Arbor. While each program has a unique approach, all of

them combine aspects of preservation management, digitization and digital libraries development, information technology and systems design, knowledge organization, and curatorship.

The proposed certificate program in digital preservation at Kent State hopes to establish the School of Library and Information's science reputation in this area, attracting students who will go on to become leaders in the field across the United States.

Admission Procedures

The Certificate of Advanced Study in Digital Preservation is a post-graduate program designed for students who have already earned the 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, a student is admitted to the program at least two years after receipt of the master's degree, provided he/she has held a professional position during that time. If an individual has less than two years of work experience, a petition may be submitted to the school explaining why an exception should be made.

To apply for admission, students must make application to the Office of Research and Graduate Studies for admission to the School of Library and Information Science Certificate of Advanced Study Program, submitting three letters of recommendation, the Biographical Sketch form, and a statement of career goals to the Office of Research and Graduate Studies. In addition, two sets of official transcripts of the M.L.I.S. or equivalent degree must be submitted to the Office of Research and Graduate Studies. In some cases, an interview prior to admission may be required.

Requirements for Successful Completion of the Program

Eighteen semester hours of course work beyond that taken as part of a master's degree are required for the Certificate of Advanced Study. Credit hours for completion of the Certificate of Advanced Study may include post-master's course work, regularly offered master's level course work, and graduate courses offered in other departments of Kent State University or at other universities. At least half of the 18 semester hours required for the certificate must be taken in the School of Library and Information Science at Kent State University.

Required and Elective Coursework

The Certificate of Advanced Study in Digital Preservation requires three courses, totaling nine credit hours, and nine additional credit hours earned by selecting from an established list of preferred electives (either courses or a combination of courses and workshops). The three required courses give students the larger picture of digital preservation issues

and challenges, as well as the opportunity to apply concepts in practice through hands-on opportunities. Students may choose from a variety of 3-credit electives in the areas of digital libraries, information organization, and archives, among others, to round out their program. The School also offers a number of workshops (either 1 or 2 credits) to provide targeted instruction in particular issues, formats, and techniques (see list below).

Digital curation, a related specialty that joins the concerns of digital libraries and digital preservation, will also be part of the Digital Preservation certificate curriculum. Digital curation has been defined by UK's Joint Information Systems Committee (JISC) as "the active management and preservation of digital resources over the life-cycle of scholarly and scientific interest, and over time for current and future generations of users."[ii] Students who are particularly interested in digital curation may shape their programs to take advantage of the new digital libraries curriculum, launched in 2008, as it will complement coursework in digital preservation.

The following table summarizes the requirements for completing the Certificate of Advanced Study in Digital Preservation:

Curriculum	**# of Courses**	**# of Credit Hours**
I. Courses required for certificate	3 courses: • Introduction to Digital Preservation[2] • Technologies for Digital Preservation and Web Archiving[3] • Digital Curation[4]	9
II. Elective courses and workshops (up to 6 credit hours for workshops)	3 courses; or, 2 courses and 3 workshops, or, 1 course and 6 workshops • Courses to be selected from the list below (Elective Courses and Workshops)	9

Elective Courses and Workshops

[2] LIS 60002, Organization of Information (or equivalent), is the prerequisite for LIS 60631, Introduction to Digital Preservation.
[3] LIS 60631, Introduction to Digital Preservation, or LIS 60638, Digital Libraries, is the prerequisite for LIS 60632, Technologies for Digital Preservation and Web Archiving.
[4] LIS 60631, Introduction to Digital Preservation, or LIS 60638, Digital Libraries, is the prerequisite for LIS 60633, Digital Curation.

Courses

LIS 60602	Cataloging and Classification I
LIS 60603	Cataloging and Classification II
LIS 60637	Metadata Architecture and Implementations
LIS 60638	Digital Libraries
LIS 60639	Implementation of Digital Libraries
LIS 60641	Information Storage and Retrieval Systems
LIS 60642	Implementation of Information Storage and Retrieval Systems
LIS 60645	Database Systems
LIS 60647	Network and Software Resources for Information Systems
LIS 60650	Information Policy
LIS 60651	Digital Image Processing and Collection Management
LIS 60652	Foundations and Administration of Archives
LIS 60654	Preservation Management
LIS 60691	Seminar in Library Science (topics TBA)
LIS 60692	Practicum – Libraries and Information Centers
LIS 60695	Special Problems in Library Science (topics TBA)
LIS 60792	Internship in Library Supervision and Management
LIS 61096	Individual Investigation

IAKM Electives:

IAKM 60101	Information Architecture I
IAKM 60102	Information and Visual Design
IAKM 60110	Content Management Systems
IAKM 60112	Advanced Information Architecture
IAKM 60301	Foundational Principles of Knowledge Management

Workshops (1 credit, except where noted)

Audiovisual Archiving
Designing Successful Grant Projects
Digital Imaging I: Image Processing
Metadata for Digital Collections
UNIX and Linux Operating Systems
XML for Web Site Content Management (2 cr.)

Proposed new workshops:

Preservation Reformatting for Archival Material
Preservation Metadata

Evidence of Need and Sustainability

Libraries and archives have invested heavily in the acquisition of digital content and the conversion of many analog collections into digital form. Similarly, many commercial organizations have digitized their records and media assets. Despite the ever-increasing speed of technological change and media obsolescence, these collections and assets must continue to be accessible for as long as they are seen to have value for their owners and caretakers. Thus, the need for specialists in the area of digital preservation is not likely to be a short-term trend.

As the field of librarianship and the allied fields of archives and museum curatorship build and manage increasingly digital collections, most cultural institutions of all sizes and budgets will require staff members who possess expertise in the areas of digital preservation and curation. Corporate and government archives will require personnel to maintain their records for purposes of accountability and institutional memory.[5] The School of Library and Information Science at Kent State wants to be able provide both cultural institutions and commercial organizations with experts in the area of digital preservation and archiving who will help to solve the problems associated with maintaining digital content over time.

Fiscal and Staffing Impact

The curriculum for the Digital Preservation Certificate described above cannot be successful without the concurrent development of faculty resources and computing facilities specifically addressing the concerns and tasks associated with digital preservation and curation.

Technology Needs to Support the Digital Preservation Certificate

A digital preservation laboratory must be constructed that will allow students to create digital surrogates of analog media, build digital repositories using appropriate hardware and software, perform audits and validation, and execute migration and emulation functions on existing digital collections.

Some of the needed equipment and resources include:

1. Scanners for digitizing text, still, and moving images
2. Audio and video digitization equipment
3. Documents, records, and collections to populate testbed repositories

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[5] In the area of archives, Bureau of Labor Statistics' Occupational Outlook Quarterly projects that "demand for archivists who specialize in electronic records and records management will grow more rapidly than the demand for archivists who specialize in older media formats."

Software (open source marked with *):

1. Web crawler software (e.g., Internet Archive's Heritrix*)
2. PDF to PDF-A conversion software
3. XML editors (e.g., EditiX)
4. Object validation software
    a. DROID-Digital Record Object Identification (U.K. National Archives)*
    b. JHOVE (JSTOR/Harvard Object Validation Environment)*
    c. DAITSS (Florida Center for Library Automation)*
    d. DigiTool (Exlibris)
    e. METS Java Toolkit (Harvard University Library)*
5. Digital repository systems
    a. DSpace*
    b. Fedora*
    c. Greenstone*
    d. LOCKSS*
    e. ePrints*
6. Preservation metadata implementation software
    a. Archivists' Toolkit*
    b. New Zealand metadata extractor (National Library of New Zealand)*
    c. Statistics New Zealand Prototype PREMIS Creation Tool*
    d. Echodep (University of Illinois Urbana/Champaign)*

The program must also build a community to support peer networking and the sharing of the work generated by students and faculty involved in the Digital Preservation Certificate program. This community building may take the form of both online resources, such as weblogs and websites featuring DP projects, as well as face-to-face opportunities, such as speaker series and conferences. Additional work should be done to develop the social structure to support the program.

The School estimates that the costs of building a computing facility and the social networking infrastructure to support the digital preservation certificate will be approximately $20,000-25,000. This estimate includes costs for hardware and certain proprietary software as detailed above, but does not include labor costs associated with implementing those technologies. Due to its entrepreneurial activities, the School is confident that it has more than sufficient reserve to cover the costs of purchasing and installing new equipment and software. No other fiscal impact is anticipated.

Staffing Impact

The School of Library and Information Science currently has the full-time and supporting adjunct faculty to implement the certificate program in digital preservation. Currently residing on the faculty are a full-time expert in digital preservation (Dr. Karen Gracy), two full-time experts in digital libraries and metadata (Dr. Athena Salaba and Dr. Marcia Zeng), and one full-time expert in information storage and retrieval systems (Dr. Yin Zhang). Our part-time faculty includes experts in preservation management (Ms. Miriam

Kahn, Mr. Wesley Boomgaarden) and archives and records management (Dr. Roland Baumann, Ms. Tamar Chute, and Mr. Raimond Goerler).

An advisory group consisting of regular and adjunct faculty teaching in areas relating to digital preservation as detailed above will be formed to guide the development and implementation of the certificate program. Additionally, the School will work with local repositories to develop practicum sites that focus on digital preservation activities so that students can gain practical experience in this work.

Possibilities for External Funding

In order to build capacity in the Digital Preservation certificate program, the School plans on pursuing external funding for support of students. There are currently two major sources of funding to consider:

- IMLS Laura Bush 21st Century Librarian Program (grant applications due in December; awards announced in June of following year). The focus area Programs to Build Institutional Capacity will be targeted. The digital libraries and digital preservation programs will collaborate on a grant in this area.

- NEH Preservation and Access Education and Training Grants Program (grant applications due in July; awards announced in January of following year). This grant may be used for student support, curriculum development, adjunct faculty salaries, and supplies and equipment.

Appendix: Developing a Curriculum in Digital Preservation

The following table maps digital preservation competency areas to the current KSU-SLIS curriculum. The curriculum areas were drawn from analysis of digital preservation/curation programs currently being offered or in development.

All courses are worth three credits, and all workshops are worth one credit, except where noted.

Table 1. Curriculum Areas, Relevant Topics, and LIS/IAKM Courses

Curriculum Areas:	Relevant Topics:	KSU-SLIS Courses:
Foundations of Preservation Theory and Practice in Library, Archival, and Other Information Environments	Assessment and selection for preservation of analog and digital materials; repair and treatments; environmental conditions; reformatting/digitization; fiscal and human resource management; disaster planning and security (risk management). Nature of archives and records; lifecycle management of records; appraisal; organization and description of archival material; applications of information technology in the archival environment.	LIS 60654: Preservation Management LIS 60652: Foundations and Administration of Archives IAKM 60301: Foundational Principles of Knowledge Management Workshops: Audiovisual Archiving Preservation of Library Materials Repair Decisions and Methods for Circulating Materials
Creation and Maintenance of Digital Surrogates	Project components and workflow; specification development; existing guidelines; outsourcing; quality control; metadata generation; interface and search design; image management systems; digital audio and video management systems.	LIS 60632: Technologies for Digital Preservation and Web Archiving LIS 60651: Digital Image Processing and Collection Management LIS 60654: Preservation Management Workshops: Audiovisual Archiving Digital Imaging I: Image Processing Metadata for Digital Collections Preservation Reformatting for

		Archival Material—New
Knowledge Organization and Management	Technical, administrative, and rights metadata (a.k.a., preservation metadata); interoperability; preservation-related metadata standards (PREMIS, JPEG2000, MXF, etc.); documents formats.	LIS 60602: Cataloging and Classification I LIS 60603: Cataloging and Classification II LIS 60637: Metadata Architecture and Implementations IAKM 60002: Knowledge Organization Systems Workshops: Cataloging of Non-Print Material: Video Recordings, Sound Recordings, and Computer Files Cataloging Internet Resources Metadata for Digital Collections Preservation Metadata—New
Technical Infrastructure for Digital Preservation	Repository architecture; Network technology; Systems engineering and development; Standards adoption and implementation (i.e., OAIS, various metadata standards for description, encoding, and exchange of data—including XML, METS, MODS); web archiving technologies.	LIS 60632: Technologies for Digital Preservation and Web Archiving LIS 60637: Metadata Architecture and Implementations LIS 60638: Digital Libraries LIS 60639: Implementation of Digital Libraries LIS 60641: Information Storage and Retrieval Systems LIS 60642: Implementation of Information Storage and Retrieval Systems IAKM 60101: Information Architecture IAKM 60110: Content Management Systems IAKM 60112: Advanced Information Architecture Workshops:

		UNIX and Linux Operating Systems XML for Web Site Content Management (2 cr.)
Curatorial Functions	Development of policy and procedure to manage an OAIS-compliant repository, including the following functions: analysis and evaluation of producer information environments; collection building (identifying, locating, and harvest); analysis and characterization of digital objects/packages; data ingest, transfer, and removal/destruction; transformations of digital objects through reformatting, migration, etc.; validation and quality control data use, reuse, and adding value; reference and user support services; analysis and documentation of curation functions; and evaluation and audit of curation functions (as part of the Trusted Digital Repository certification process).	LIS 60633: Digital Curation LIS 60639: Implementation of Digital Libraries LIS 60651: Digital Image Processing and Collection Management
Social and Economic Policy Issues	Purchasing and licensing of content; intellectual property rights; costs of digital preservation; funding sources for digital preservation; long-term sustainability.	LIS 60650: Information Policy LIS 60631: Introduction to Digital Preservation LIS 60633: Digital Curation Workshops: Designing Successful Grant Projects
Professional Concerns	Roles and responsibilities of digital preservation/curation professionals; advocacy and outreach; management and teambuilding skills.	LIS 60638: Digital Libraries LIS 60631: Introduction to Digital Preservation LIS 60633: Digital Curation Workshops: Ethical Principles and Cases for Information Professionals Making Teamwork Work

Timeline:

2007	Nov. 6	Digital Preservation CAS proposal approved by School of Library and Information Science Curriculum Committee
2008	Jan. 18	Digital Preservation CAS proposal approved by School of Library and Information Science Faculty Advisory Committee (SLIS-FAC)
2008	June	Paperwork submitted to CCI Curriculum Committee
	August	Paperwork reviewed by RAGS
	August	Proposal reviewed and approved by EPC
	Summer-Fall	Development of two new Digital Preservation courses (Technologies and Curation courses)
	Fall	Announcement of new Digital Preservation Certificate and new courses
2009	Spring	First offering of Technologies course (to be offered as LIS 61095: Selected Topics)
	Fall	First admissions to the CAS in Digital Preservation program
2010	Spring	First offering of Digital Curation course (LIS 60633)

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[i] Karen F. Gracy and Jean Ann Croft, "Quo Vadis: Preservation Education? A Study of Current Trends and Future Needs in Graduate Education," *Library Resources and Technical Services* 50, no. 4 (October 2006), 274-288.

[ii] Joint Information Systems Committee, "An Invitation for Expressions of Interest to Establish a New Digital Curation Centre for Research into and Support of the Curation and Preservation of Digital Data and Publications," http://www.dcc.ac.uk/docs/6-03Circular.pdf.

KENT STATE
UNIVERSITY

CERTIFICATE OF ADVANCED STUDY in DIGITAL PRESERVATION

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 and workshops 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
🗝 60631	Introduction to Digital Preservation	3	
🗝 60632	Technologies for Digital Preservation and Web Archiving	3	
🗝 60633	Digital Curation	3	

SUGGESTED COURSES and WORKSHOPS (9 credit hours needed)

Course Number	Course Name	Semester Hours	Date Completed
60637	Metadata Architecture and Implementations	3	
60638	Digital Libraries	3	
🗝 60639	Implementation of Digital Libraries	3	

60641	Information Storage and Retrieval Systems	3	
60642	Implementation of Information Storage and Retrieval Systems	3	
60645	Database Systems	3	
60647	Network and Software Resources for Information Systems	3	
60650	Information Policy	3	
🗝 60651	Digital Image Processing and Collection Management	3	
60652	Foundations and Administration of Archives	3	
🗝 60654	Preservation Management	3	
60691	Seminar in Library Science (topics TBA)	3	
60692	Practicum -- Libraries and Information Centers	2-3	
60695	Special Problems in Library Science (topics TBA)	3	
60792	Internship in Library Supervision and Management	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	
IAKM 60101	Information Architecture I	3	
IAKM 60102	Information and Visual Design	3	
IAKM 60110	Content Management Systems	3	
IAKM 60112	Advanced Information Architecture	3	
IAKM 60301	Foundational Principles of Knowledge Management	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)

- Designing Successful Grant Projects
- Digital Imaging I: Image Processing
- Metadata for Digital Collections
- UNIX and Linux Operating Systems
- XML for Web Site Content Management (2 cr.)

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

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.

Certificate of Advanced Study in Digital Libraries

The Certificate of Advanced Study in Digital Libraries is 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.

Insert attached copy here

Courses (LIS)

LIS 50693
VARIABLE TITLE WORKSHOP — LIBRARY AND INFORMATION SCIENCE (1-3)
Maximum workshop credit accepted for M.L.I.S 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: Graduate standing and 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.

Catalog Description:

Certificate of Advanced Study in Digital Preservation

The Certificate of Advanced Study in Digital Preservation was designed to meet the growing demand for digital preservation specialists in digital libraries and archives. 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 following areas: foundations of preservation theory and practice in library, archival, and other information environments; creation and maintenance of digital surrogates of analog material; knowledge organization and management for digital repositories; technical infrastructure for digital preservation; curatorial functions, including development of policy and procedure to manage digital objects; and social, economic, policy and professional issues.

KENT STATE UNIVERSITY

OFFICE OF THE PROVOST

TO: Educational Policies Council

FROM: Robert G. Frank, Provost

SUBJECT: Agenda for Monday, 20 October 2008
Kent Student Center, Room 204, 3:20 p.m.

DATE: 13 October 2008

In the event that any of the hyperlinked proposals require corrections or create 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, 17 October, to ensure that the materials are available at the meeting for review.

ACTION ITEMS

1. Approval of minutes of 29 September 2008.
   Attachment 1

University Requirements Curriculum Committee

2. Establishment of Writing-Intensive Course (WIC) status to the following courses:
   CHEM 30107 Analytical Chemistry Laboratory I (new)
   CHEM 30108 Analytical Chemistry Laboratory II (new)
   PHIL 41080 Philosophy and Art in the Modern Age (revised)
   Effective Fall 2009 ***Dean Donald R. Williams***
   Attachment 2: CHEM 30107 | CHEM 30108 | PHIL 41080

3. Revision of the membership composition of the URCC to include a faculty representative from Libraries and Media Services.
   Effective Fall 2008 ***Dean Donald R. Williams***
   Attachment 3

Office of the Provost

4. Establishment of a College of Public Health.
   Effective Fall 2008 ***Senior Vice President and Provost***
   Attachment 4 ***Robert G. Frank***

College of Arts and Sciences

Department of Computer Science

5. Establishment of a Non-Thesis Option [NTHS] concentration in the Computer Science [CS] major within the Master of Science [MS] degree program. Total credit hours to program completion are 32.
   Effective Fall 2009 ***Dean Timothy S. Moerland***
   Attachment 5

Associate and Assistant Deans Committee

6. Establishment of a Clinical Failure [CF] grade to identify unsuccessful student work in the clinical component of the associate degree program in nursing.
   Effective Fall 2009 ***Associate Dean Kristen M. Figg***
   Attachment 6

INFORMATION ITEMS

College and Graduate School of Education, Health and Human Services

School of Exercise, Leisure and Sport

1. Preliminary prospectus to establish an Exercise Science major within the Bachelor of Science [BS] degree program. The proposed major is currently a concentration in the Physical Education [PEP] major. Total credit hours to program completion are 121.
   Effective Fall 2009
   Attachment 7

College of Nursing

2. Revision of the program requirements for the post-master's certificate program Psychiatric Mental Health Adult Clinical Nurse Specialist [C821]. Three core course are combined into two, and credit hours are reduced for NURS 61003, 64992 and 65592. Total credit hours to program completion are unchanged at 20.
   Effective Fall 2009
   Attachment 8

3. Revision of the program requirements for the post-master's certificate program Advance Practice Nurses with Non-PMH Master's Degree Psychiatric Mental Health (PMH) Nursing of Children and Adolescents: Clinical Nurse Specialist [C823]. Three core course are combined into two, and credit hours are reduced for NURS 61006 and 64992. Total credit hours to program completion are unchanged at 20.
   Effective Fall 2009
   Attachment 9

4. Revision of the program requirements for the post-master's certificate program Advance Practice Nurses with PMH Master's Degree Psychiatric Mental Health (PMH) Nursing of Children and Adolescents: Clinical Nurse Specialist [C824]. Credit hours are reduced for required course NURS 64992. Total credit hours to program completion decrease, from 11 to 9.
   Effective Fall 2009
   Attachment 10

LESSER ACTION ITEMS

College of Architecture and Environmental Design

1. Revision of the graduate application deadline, from July 1 to March 1, for all Master of Architecture [MARC] degree programs.
   Effective Spring 2009 (Fall 2009 Catalog)

College of Arts and Sciences

Department of Biological Sciences

2. Revision of the program requirements for the Organismal [ORBI] concentration in the Biology [BSCI] major within the Bachelor of Science [BS] degree program. Required electives decrease from 8 to 7-8 credits to accommodate new credit hours for BSCI 40430. Total credit hours to major completion decrease, from 77-79 to 76-79; total credits overall are unchanged at 121.
   Effective Fall 2009

3. Revision of the program requirements for the Zoology [ZOOL] major within the Bachelor of Science [BS] degree program. Required electives decrease from 12 to 11-12 credits to accommodate new credit hours for BSCI 40430. Total credit hours to major completion decrease, from 77-79 to 76-79; total credits overall are unchanged at 121.
   Effective Fall 2009

LESSER ACTION ITEMS *continued*

College of Arts and Sciences *continued*

Department of Chemistry

4. Revision of the program requirements for the Chemistry [CHEM] major within the Bachelor of Arts [BA] degree program. CHEM 30105, 30107, 30301, 40302 and MATH 11022, 11010 replace requirements CHEM 30101, 30102, 30360, 40361 and MATH 12001. CHEM 30106 and 40303 replace electives CHEM 30103 and 40362. Total credit hours to major completion increase, from 55-56 to 56-58; total credits overall are unchanged at 121.
Effective Fall 2009

5. Revision of the program requirements for the Chemistry [CHEM] major within the Bachelor of Science [BS] degree program. In the core major requirements, CHEM 30105 replaces 30101. In the concentrations, CHEM 30301 replaces 30360; CHEM 30106 replaces 30103; CHEM 30107 replaces 30102; CHEM 30108 replaces 30104; CHEM 40302 replaces 40361; CHEM 40303 replaces 40362; upper-division chemistry elective decreases to 3 credits in the Chemistry concentration; and CHEM 40365 is added to electives and total electives decrease to 8 credits in the Biological Chemistry concentration. Total credit hours to major completion are unchanged at 74-81; total credits overall are unchanged at 121.
Effective Fall 2009

6. Revision of the program requirements for the Chemistry [CHEM] minor. CHEM 30301 replaces 30360 as a requirement; CHEM 30105, 30106, 30107, 30108 replace 30101, 30102, 30303, 30104 as electives. Total credit hours to program completion are unchanged at 25.
Effective Fall 2009

Department of Geography

7. Revision of the program requirements for the Geography [GEOG] major within the Master of Arts [MA] degree program. Instead of three required courses, students take two required courses (GEOG 69004 moves from requirement to elective) and minimum 6 credit hours of specific methods course electives. Electives are reduced to accommodate additional required course. Total credit hours to program completion are unchanged at 32.
Effective Fall 2009

8. Revision of the program requirements for the Geography [GEOG] major within the Doctor of Philosophy [PHD] degree program. The required number of graded course hours decreases from 24 to 18, with the number of graded geography coursework also decreasing, from 18 to 12. Total credit hours to program completion are unchanged at 60.
Effective Fall 2009

Department of Physics

9. Inactivation of the Physics [PHY] and Physics Interdisciplinary [PHYI] concentrations in the Physics [PHY] major within the Bachelor of Science [BS] degree program. The two options in the Physics concentration and the four options in the Physics Interdisciplinary concentration are elevated to concentrations. This action originates from a misinterpretation of a proposal approved by the EPC and Faculty Senate in 2000.
Effective Fall 2009

10. Revision of the program requirements for the Physics Interdisciplinary–Chemistry [PCHM] concentration in the Physics [PHY] major within the Bachelor of Science [BS] degree program. Requirement CHEM 30105 replaces 30101; CHEM 30107 replaces 30102; CHEM 30301 replaces 30360; CHEM 30106 replaces 30103; CHEM 30108 replaces CHEM 30104; and CHEM 30475 becomes an elective. Total credit hours to major completion are unchanged at 88; total credits overall are unchanged at 121.
Effective Fall 2009

LESSER ACTION ITEMS *continued*

College of Arts and Sciences *continued*

Department of Psychology

11. Revision of the program requirements for the Psychology [PSYC] major within the Bachelor of Arts [BA] degree program. Psychology electives increase from 8 upper-division credits to 12 credits, of which 9 credits must be upper division. Total credit hours to major completion increase, from 30-32 to 34-36; total credits overall are unchanged at 121.
Effective Fall 2009

12. Revision of the program requirements for the Psychology [PSYC] minor. Psychology electives increase from 9 upper-division credits to 12 credits, of which 9 credits must be upper division. Total credit hours to program completion increase, from 18 to 21.
Effective Fall 2009

College and Graduate School of Education, Health and Human Services

Department of Adult, Counseling, Health and Vocational Education

13. Revision of the program requirements for the Health and Physical Education [HPE] concentration in the School Health Education [SHED] major within the Bachelor of Science in Education [BSE] degree program. HED 49525 is added as a requirement. Total credit hours to program completion increase, from 164-165 to 167-168.
Effective Fall 2009

14. Revision of the program requirements for the School Health Licensure [SHLI] concentration in the Health Education and Promotion [HEDP] major within the Master of Education [MED] degree program. HED 54544 or 54550 replaces requirement HED 64010. Total credit hours to program completion are unchanged at 41.
Effective Fall 2009

College of Nursing

15. Revision of the program requirements for the Women's Health Nurse Practitioner [WHNP] concentration within the Master of Science in Nursing [MSN] degree program. NURS 60002 and 60204 are removed, and new course NURS 60050 is added to requirements. Total credit hours to program completion decrease, from 44 to 41.
Effective Fall 2009

16. Revision of the program requirements for the Psychiatric Mental Health Nursing—Children and Adolescents [PNCA] concentration within the Master of Science in Nursing [MSN] degree program. NURS 60206, 60441 and 62021 are added, and credit hours are reduced for NURS 61006, 64992 and 65992.Total credit hours to program completion increase, from 41 to 43.
Effective Fall 2009

17. Revision of the program requirements for the Psychiatric Mental Health Nursing–Nurse Practitioner [PMNP] concentration within the Master of Science in Nursing [MSN] degree program. NURS 60206 and 60045 are added, and credit hours are reduced for NURS 61003, 64992 and 65992.Total credit hours to program completion decrease, from 47 to 44.
Effective Fall 2009

18. Revision of the name and program requirements for the Psychiatric Mental Health Nursing [PSMH] concentration within the Master of Science in Nursing [MSN] degree program. Name changes to Psychiatric Mental Health Nursing–Adult Clinical Nurse Specialist [PMCN]; NURS 60041, 60045, 60206 and 60441 are added; NURS 60003 and 66692 are removed; and credit hours are reduced for NURS 61003, 64992 and 65992.Total credit hours to program completion increase, from 41 to 43.
Effective Fall 2009

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		

Diversity Course Changes, Approved by the URCC, Effective Fall 2009

JUS 37311 Minorities in Crime and Justice (3) [domestic] ..... P
Prerequisite: JUS 12000 and 26704 and junior standing.

JUS 37411 Women in Crime and Justice (3) [domestic] ..... PD
Prerequisite: JUS 12000 and 26704 and junior standing.
Description: Women as a significant group in crime and their role in the development and operation of the criminal justice system.

Liberal Education Requirements Course Changes, Approved by the URCC, Effective Fall 2009

PHY 13001 General College Physics I (4) [basic sciences] ..... P
Prerequisite: MATH 11022 or 12002 or 12021. Corequisite: PHY 13021.

PHY 13011 College Physics I (2) [basic sciences] ..... P
Pre/corequisite: MATH 11022 or 12002 or 12012 or 12021. Corequisite: PHY 13021.

Writing-Intensive Course Changes, Approved by the URCC, Effective Fall 2009

JUS 32400 Research Methods in Justice Studies (3) ..... P
Prerequisite: JUS 12000 and junior standing.

JUS 36703 Juvenile Delinquency (3) ..... P
Prerequisite: JUS 12000 and 36702 and junior standing.

THEA 41110 Theatre Criticism (3) ..... TaPD
Title: Theatre Research and Criticism
Prerequisite: JUS 21111 and junior standing.
Description: Introduction to theatre criticism, development of aesthetic theory and training, critical theory and fundamental research strategies through analytical reading and written responses to dramatic texts, scholarly works and professional theatre productions in the region. Research papers incorporating various theories are required.

Course Changes Effective Fall 2009

ACCT 23020 Introduction to Financial Accounting (3) ..... P

ACCT ..... P
Large-scale changes to remove the 2.50 GPA requirement prerequisite to the following ACCT courses: 33000 33001 33004 33010 33012 33061 33063 43010 43013 43014 43020 43031 43033 43034

BSCI 30005 Career Pathways in Biology (1) ..... New

BSCI 40430 General Physiology (4) ..... TaH

BSCI 60101 Analysis of Biological Data I (2) ..... Inact

BSCI 60102 Analysis of Biological Data II (2) ..... Inact

BSCI 60103 Biological Statistics (3) ..... New

BSCI 70101 Analysis of Biological Data I (2) ..... Inact

BSCI 70102 Analysis of Biological Data II (2) ..... Inact

BSCI 70103 Biological Statistics (3) ..... New

Course Changes Effective Fall 2009 *continued*

CHEM	30101	Quantitative Analysis (2)	Inact
CHEM	30102	Quantitative Analysis Laboratory (1)	Inact
CHEM	30103	Instrumental Analysis (2)	Inact
CHEM	30104	Instrumental Analysis Laboratory (2)	Inact
CHEM	30105	Analytical Chemistry I (3)	New
CHEM	30106	Analytical Chemistry II (2)	New
CHEM	30107	Analytical Chemistry Laboratory I (1) [WIC]	New
CHEM	30108	Analytical Chemistry Laboratory II (2) [WIC]	New
CHEM	30301	Inorganic Chemistry I (2)	New
CHEM	30360	Aqueous Descriptive Inorganic Chemistry (2)	Inact
CHEM	40302	Inorganic Chemistry II (2)	New
CHEM	40303	Inorganic Chemistry III (2)	New
CHEM	40361	Intermediate Inorganic Chemistry (2)	Inact
CHEM	40362	Intermediate Inorganic Chemistry (2)	Inact
CTTE	46017	Youth Organization in Career Technical Education (3)	TaD
CTTE	56017	Youth Organization in Career Technical Education (3)	TaD
FIN			P

Large-scale changes to remove the 2.50 GPA requirement prerequisite to the following FIN courses: 36053 36054 36058 36059 36061 36063 36072 36081 46054 46055 46057 46059 46064 46067 46068 46096 46192 46295

FPA	20000	Performing Arts I (3) to:	
CA	20000	Performing Arts I (3)	S
FPA	20001	Performing Arts II (3) to:	
CA	20001	Performing Arts II (3)	S
FPA	10195	Special Topics (2-5) to:	
CA	10195	Special Topics in the College of the Arts (1-5)	STaH
FPA	20295	Special Topics (2-5) to:	
CA	20295	Special Topics in the College of the Arts (1-5)	STaH
FPA	30395	Special Topics (2-5) to:	
CA	30395	Special Topics in the College of the Arts (1-5)	STaH
FPA	40495	Special Topics (2-5) to:	
CA	40495	Special Topics in the College of the Arts (1-5)	STaH
JUS	32200	Police and Community (3)	P
JUS	32500	Crisis Intervention (3)	P
JUS	33200	Criminal Law (3)	P
JUS	33300	Development of Justice in America (3)	P
JUS	33400	Crime and Justice in Popular Culture (3)	P
JUS	34200	Criminal Procedures and evidence (3)	P
JUS	36702	Criminology (3)	P
JUS	37091	Seminar in Critical Issues in Justice (3)	aP

Course Changes Effective Fall 2009 *continued*

JUS	38007	Human Service Agencies and the Law (3)	aP
JUS	44400	Justice Administration (3)	P
JUS	44411	Varieties of Police Work (3)	P
JUS	45096	Individual Investigation (1-3)	P
JUS	46701	Crime, Justice and Substance Abuse (3)	aP
JUS	46798	Research in Justice Studies (3-12)	PD
JUS	47095	Special Topics in Justice Studies (1-3)	aHP
JUS	47111	Civil Law and Procedure (3)	P
JUS	47211	Court Functions (3)	P
JUS	47311	Comparative Justice Systems (3)	P
JUS	48200	Data Analysis in Justice studies (3)	P
MIS			P

Large-scale changes to remove the 2.50 GPA requirement prerequisite to the following MIS courses: 34031 34054 34055 34059 34060 34064 34065 34165 34180 34280 44048 44049 44056 44061 44062 44065 44093 44095 44150

MKTG	45292	Marketing Internship (3)	P
MMTG	35024	Hands-on Technical Laboratory (1)	P
NURS	60001	Individual Psychotherapy in Nursing (3) to: Psychiatric Mental Health Advance Practice Nurse Adult I: Individual and Family	TaD
NURS	60002	Family Psychotherapy in Nursing (3) to: Psychiatric Mental Health Advance Practice Nurse Adult II: Group, Organization and Community	TaD
NURS	60003	Consultation and Liaison Psychiatric Nursing (3)	Inact
NURS	60004	Individual Psychotherapy in Nursing Child and Adolescent Focus (3) to: Psychiatric Mental Health Advance Practice Nurse Child/Adolescent I: Individual and Family	TaD
NURS	60005	Family and Group Psychotherapy in Nursing, Child and Adolescent Focus (3) to: Psychiatric Mental Health Advance Practice Nurse Child /Adolescent II: Group, Organization and Community (3)	TaD
NURS	60332	Clinical Specialization in Psychiatric Mental Health Nursing (4)	P
NURS	60040	Primary Health Care for Psychiatric Mental Health Clients (5)	Inact
NURS	60050	Pharmacology for Women's Health Nurse Practitioners (3)	New
NURS	61003	Consultation and Liaison Psychiatric Nursing (3) to: Neurobiology and Psychopharmacology of Major Psychiatric Disorders (3)	TaHDs
NURS	61006	Psychopharmacology of Major Psychiatric Disorders: Child/Adolescent Focus (4) to: Neurobiology and Psychopharmacology of Major Psychiatric Disorders: Child/Adolescent Focus (3)	TaHD
NURS	62021	Advanced Pediatric Assessment and Health Promotion for Psychiatric Mental Health (3)	New
NURS	64492	Psychiatric Mental Health Nursing Practicum I (4) to: Psychiatric Mental Health Nursing Practicum I (2)	HPD
NURS	65592	Psychiatric Mental Health Nursing Practicum II (4) to: Psychiatric Mental Health Nursing Practicum II (2)	HPD

Course Changes Effective Fall 2009 *continued*

NURS	66692	Psychiatric Mental Health Nursing Practicum III (2)	Inact
NURS	70705	Foundations of Research Methods in Nursing (3)	New
NURS	70725	Quantitative Research Methods in Nursing (3)	PD
NURS	70745	Advanced Nursing Research: Quantitative Methods (3) to: Advanced Topics in Quantitative Research Methods (3)	TaPD
PHIL	41080	Philosophy and the Art in the Modern Age (3) [WIC]	W
PHY	35402	Scientific Computing (2)	P
PHY	46101	Quantum and Atomic Physics (4)	P
PHY	46301	Introduction to Nuclear Physics (3)	P
PHY	56301	Introduction to Nuclear Physics (3)	P
SPED	53102	Interpreting Processes Deaf Hard/Hearing I (3)	Ds
SPED	53103	Interpreting Processes Deaf Hard/Hearing II (3)	Ds
SPED	53104	Advanced Voice-to-Sign Interpreting (3)	TaDs
THEA	21303	Acting Process (3)	s

Correction to August 2008 EPC Agenda
Course Changes Effective <u>Spring 2009</u>

NURS	40075	Information and Patient Care Technology for Professional Nursing Practice (3)	New
NURS	40085	Introduction to Nursing Inquiry and Research (3) to: Inquiry and Research for Professional Nursing Practice (3)	TaPT
NURS	41000	Nursing Concepts and Professional Nursing Role Development (5) to: Concepts and Issues for Professional Nursing Practice (3)	HPD sG
NURS	42000	Leadership and Management for the Professional Nurse (5) to: Leadership and Management for Professional Nursing Practice (3)	TaHP Ds
NURS	43000	Health Promotion for Professional Nursing Practice (3)	New
NURS	44000	Community-Oriented Nursing Practice (5) to: Population-based Nursing for Professional Nursing Practice (3)	TaHPD
NURS	45000	Health Maintenance and Restoration for Professional Nursing Practice (3)	New
NURS	46000	Health Care Policy (3)	New
NURS	47000	Capstone Clinical for Professional Nursing Practice (3)	New

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

KENT STATE UNIVERSITY

EDUCATIONAL POLICIES COUNCIL
Minutes of the Meeting
Monday, 29 September 2008

Ex-Officio Members present: Senior Vice President and Provost Robert G. Frank, Executive Dean Gregory L. Andrews; Deans Timothy J. Chandler, James E. Dalton, Laura Cox Dzurec, Verna M. Fitzsimmons, James L. Gaudino, Evelyn S. Goldsmith, Timothy S. Moerland, George E. Stevens, Mark W. Weber, Donald R. Williams; dean representatives Nancy E. Barbour for Daniel F. Mahony, Geraldine Hayes-Nelson for Gary M. Padak

Ex-Officio Members not present: Vice President John L. West; Vice Provost Steve O. Michael

Faculty Senate-Appointed Representatives present: Paul P. Abraham, Donald (Mack) Hassler, Min He, Barbara J. Hipsman-Springer, Thomas Janson, Erica B. Lilly, Mandy J. Munro-Stasiuk, Fred T. Smith, James A. Tyner, Lowell S. Zurbuch

Faculty Senate-Appointed Representatives not present: Alternates Roger J. Craik, Daniel J. Fuller, Sanda S. Katila, Susan J. Roxburgh

College Curriculum Committee Representatives present: Richard O. Devore, E. Thomas Dowd, David A. Dumpe, Diana L. Fleming, Bruce J. Gunning, John W. Hawks, Shawn Simmons

College Curriculum Committee Representatives not present: representative from Architecture and Environmental Design

Observers present: Katie Purcell

Observers not present: Sean Mostov

Consultants and Guests present: Gregory M. Blase, Raymond A. Craig, John R. Crawford, Laura L. Davis, Lisa N.H. Delaney, Margaret A. (Peggy) Doheny, Daniel J. Flannery, Lisa M. Froning, Karen Gracy, Mary Ann Haley, LuEtt J. Hanson, Justin E. Hilton, David L. Hussey, Ruth E. Ludwick, Sarah J. Malcolm, Nancy E. Mitchell, Maria C. Nann, Joseph D. Ortiz, Carol A. Sedlak, John R. Stalvey, Therese E. Tillett

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Associate Provost Laura L. Davis called to order the Educational Policies Council at 3:24 p.m., on Monday, 29 September 2008, in Room 204 of the Kent Student Center. Senior Vice President and Provost Robert G. Frank joined a few minutes later and presided over the rest of the meeting.

Action Item 1: Approval of minutes of 18 August 2008.

Dean Donald R. Williams moved for approval, seconded by Assistant Professor David A. Dumpe. With no corrections or comments, the motion passed unanimously.

Action Item 2: Establishment of a statement that articulates the underlying philosophy of an undergraduate education at Kent State University. The statement will be used as a guide for a review of the undergraduate curriculum core and the Liberal Education Requirements.

Dean Verna M. Fitzsimmons said the process toward defining a philosophy statement began in December 2007, with 12 core and 24 stakeholder members. Three statements, presented at two Town Hall meetings in May, were narrowed down to two statements, presented at two Town Hall meetings in September. The final version is presented here. The goal is for the statement to guide the curriculum and LER core workgroups. Her item was moved for approval and seconded by Dean Mark W. Weber.

During discussion, one member called the statement "Pollyannaish" and "antiseptic," and stated he would like to see more toughness in the methodology, including the insertion of the word "doubt" or "probing doubt" as a desired student skill. Dean Fitzsimmons replied that through discussions with the core group that action was assumed under the critical analysis wording. Another member wondered if there will be opportunity to revisit this statement as both the curriculum and LER groups work toward their recommendations. Senior Vice President and Provost Frank responded that his understanding is this statement is a "living document"; there should be opportunity in the spring, after the two groups are done, to "make sure the engine is connected to the rest of the train."

The item went to a vote and passed, 26 for and 3 opposed. [There were 31 voting members present at the meeting.]

Action Item 3: Revision of the Educational Policies Council to comprise two bodies, an undergraduate council and a graduate council.

Dean Evelyn S. Goldsmith explained the three possible models discussed and the one model decided upon and brought forth to EPC. Her motion for approval was seconded by Dean Laura Cox Dzurec.

One member said that while the proposal addressed how graduate education was being short-changed, it did not address the current fragmentation, which Dean Goldsmith responded could be done once the council is in place. Another member cautioned any expeditious desire for the proposal's implementation, stating that because it called for revisions to the Faculty Senate charter, it would need to be reviewed and approved by the Faculty Senate and Board of Trustees, which may take a year or more. There was also discussion on the appointed chair, which, as defined in the charter, will be the provost and/or the chair of the Faculty Senate. The item passed unanimously.

Action Item 4: Establishment of a new academic unit, Department of Applied Social and Behavioral Research.

Action Item 5: Establishment of an Applied Social and Behavioral Research [ASBR] major within the Master of Science [MS] degree program. The program will be housed in the new Department of Applied Social and Behavioral Research. Proposal includes establishment of course subject ASBR and 12 new courses under that subject. Total credit hours to program completion are 37.

Dean Timothy S. Moerland presented both items together. The idea, he stated, is to position Kent State to take advantage of an emerging new discipline, focusing on a rapidly growing area of community-based problems. In response to a question about why the college's curriculum committee voted down the new department, Dean Moreland said he believed there were misconceptions, and heated discussions got in the way; however, the College Advisory Committee unanimously supported the new major and voted 19 to 2 in favor of the new department. He emphasized that this is an emerging discipline, interdisciplinary in nature, with expected faculty expertise in psychology and sociology among others.

Another member inquired about the word "research" in the title, to which a representative from the Department of Justice Studies replied is a major focus and product. The program is not for training practitioners, he added; it will be looking at the art and science of prevention. Another member questioned the practicality of a department with only one program and asked how resources would be funded. Dean Moerland replied that the potential for funding is "quite good," and the program is expected to be self-sustaining. He again emphasized this as an emerging field and an opportunity for Kent State to get involved with something very large.

Dean Moerland moved item 4 for approval, seconded by Professor E. Thomas Dowd. The vote passed with 27 in favor, none opposed and one public abstention. He then moved item 5 for approval, seconded by Dean Williams. It passed unanimously.

Action Item 6: Establishment of an Arabic minor. Total credit hours to program completion are 22.

Discussion on this item centered on available space, with the consensus that space is always a concern with any program. With this minor, the department saw no issues except a possible needed space for a program coordinator. Dean Moerland's motion for approval was seconded by Dean Dzurec and passed unanimously.

Action Item 7: Establishment of a Gerontological Clinical Nurse Specialist [GCNS] concentration in the Nursing [NURS] major within the Master of Science in Nursing [MSN] degree program. Proposal includes establishment of NURS 60303, 60304, 60305. Total credit hours to program completion are 36.

Peggy Doheny explained that the curriculum has been offered within the Adult Nursing concentration; it has now been separated due to demand and new requirements from accrediting agencies. Dean Durzec moved the item for approval, seconded by Dean Fitzsimmons; members passed it unanimously.

With no requests for discussion of the information item or to elevate a lesser action item, Senator Barbara J. Hipsman-Springer moved for adjournment. Senior Vice President and Provost Frank adjourned the meeting at 4:03 p.m.

Respectfully submitted,

Therese E. Tillett

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

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **25-Sep-07** Curriculum Bulletin _____
Effective Date **Fall 2009** Approved by EPC _____

Department	**Chemistry**
College	**AS - Arts and Sciences**
Proposal	**Establish Course**
Course Subject	**Chem** Course Number **30107**
Course Title	**Analytical Chemistry Lab I**
Minimum Credits	**01** Maximum Credits **01**

Selected items are new

- ☒ Subject
- ☒ Number
- ☒ Title
- ☒ Title Abbreviation
- ☒ Credit Hours
- ☒ Prerequisites
- ☒ Description
- ☒ Schedule Type
- ☒ Cross-Listed / Slash
- ☒ Grade Rule
- ☒ Credit by Exam
- ☒ Course Fee
- ☐ Liberal Education Requirements (LER)
- ☒ Writing-Intensive
- ☐ Diversity
- ☐ Other

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

Rearrangement of topics between Quantitatitive and Instrumental Analysis. This change will better accommodate needs for Bioscience and Medical Technology majors.
CHEM 30102 WILL BE REPLACED BY CHEM 30107

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

Medical Technology, Education, Biotechnology, Physics

REQUIRED ENDORSEMENTS

Department Chair / School Director / Campus Dean	3/10/08
College Dean	9/16/08
Executive Dean of Regional Campuses	/ /
Provost	/ /

CHEM 17

BASIC DATA SHEET

All data entered below should reflect revised information.

Preparation Date	**27-Sep-07**	Requested Effective Term	**Fall 2009**
Course Subject	**CHEM**	Course Number	**30107**
Course Title	**Analytical Chemistry Lab I**		
Title Abbreviation	**Analytical Chemistry Lab 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	/ / 4/5, 4/5/7 or 6/7	Cross-listed with	
Minimum Credit	**01** ☑ to ☐ or	Maximum Credit	**01** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)

Contact Hours Per Week					
☐ Lecture	Minimum Hours		☐ to ☐ or	Maximum Hours	
☒ Laboratory	Minimum Hours	**03**	☑ to ☐ or	Maximum Hours	**3**
☐ Other	Minimum Hours		☐ to ☐ or	Maximum Hours	

Contact hours should be per week.

Repeat Status			
	If repeats, course limit	OR maximum hours	
Course Level	**UG - Undergraduate**		
Grade Rule	**B - Letter**		
Schedule Type(s)	**LAB - Laboratory**		
Course Attribute(s)	WIC		
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 _____
OBR Subsidy Code _____
OBR Course Level _____
CIP Code _____

Catalog Description **This is a fundamental laboratory class for Analytical Chemistry. The course will provide hands-on experience to students on the subjects including data treatment, volumetric analysis, spectrophotometry, separation techniques and mass spectroscopy.**

Previous Title

Previous Subject Previous Number

CHEM 18

CHEM 30107

Content Outline (include contact hours for each section)

Contact Hours	Outline
3.00	**Check in and using Origin program to do data analysis**
3.00	**Statistics of pH measurements**
6.00	**Determination of KHP by NaOH titration**
3.00	**Buffers and buffer capacity**
6.00	**Nickel PAR complexation**
6.00	**Enzyme-Linked Immunosorbent Assay (ELISA) for analysis of atrazine in water**
3.00	**Determination of protein Lysozyme Molar Mass by Electrospray Ionization Mass Spectrometry**
6.00	**High performance liquid chromatography: Effect of solvent mixtures on the separation**
6.00	**Gas Chromatography Determination of ethanol concentration in biologyical fluids**
3.00	**Makeup lab and check out**

45 Total Contact Hours

Textbook(s) Used in this Course	**D.C. Harris, "Quantitative Chemical Analysis", 7th ed.**
Writing Expectations	**Reports for each lab experiment**
Instructor(s) Expected To Teach	**Mao, Mwongella,Tolmachev, Lee,**
Instructor(s) Contributing to Content	**Mao, Seed**

REQUIRED ENDORSEMENT

Department Chair / School Director / Campus Dean

3 / 10 / 08

CHEM 19

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: CHEM 30107 **Credit Hours:** 1 **Effective Term:** Fall 2009

Course Title: Analytical Chemistry Lab I

☒ **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)

This class requires the submission of 8 lab reports for grading that are typically of 5-10 pages in length. The reports are written in a journal-style format and consist of the following sections: Introduction (background, significance, and objectives), experimental (procedures), results (data), discussion (including calculations), conclusions and references. More information on the style can be found in: (a) H. F. Ebel, C. Bliefert and W. E. Russey, "The Art of Scientific Writing", VCH Publishers, New York 1987; (b) J. S. Dodd, Editor: The ACS Style Guide, ACS, Washington, 1986.

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 journal article format is the most common way to concisely disseminate information about new research in the natural sciences. The journal article style is applicable to the writing of research and grant proposals, technical reports, and position reports for example; it therefore covers most of types of writing that a science major would be expected to do professionally.

In the chemistry curriculum, students explore the scientific method, development of their knowledge, understanding, and execution of experimental techniques, problem solving, structuring effective scientific arguments etc. These skills build in complexity and are reaching their peak in the two upper-level classes (CHEM 30107 and CHEM 30108).

For one of the labs (out of a total of 8 lab experiments) students are also required to read journal articles before submitting their reports. This will further help to reinforce students' understanding of what constitutes a concise report and how to build a logical scientific conclusion.

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)

Guidelines for writing are provided in the syllabus and will be discussed in detail by the instructor in class. Additionally, a written sample report will be provided to all students at the beginning of the course. Finally, for 2 of the lab reports the instructor will provide written/oral guided feedback on a draft submission. The students will then be required to revise their reports prior to final grading (clearly providing an important opportunity for writing skills development).

4. Which writing assignment(s) provide an opportunity for *revision prior to grading*? (Guidelines: Item 4)

 CHEM 20

Two of out eight laboratory experiments will be selected for this purpose on a rotational basis.

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 two lab reports will be returned to students with written comments from the instructor. All students will have an opportunity to meet with the instructor to discuss the suggested revisions during his/her office hours. The instructor in this context means faculty member and/or qualified and experienced TA

6. What *elements of writing* are included in the *assessment* of the student's writing performance? (Guidelines: Item 5)

The most important elements for the assessments are those of content and style. The content in this case means understanding of the topic, completeness, accuracy, use of references to support arguments, and an adequate level of detail for all sections of the report. The style includes a logical ordering of sentences, laconism, and scientific terminology, together with other stylistic features accepted in scientific writing. Grammar (spelling, syntax and punctuation) will also be evaluated but with smaller weighing coefficients.

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)

70% of the grade comes from lab reports with the remainder given to lab preparation notes, quizzes, and demonstrated experimental skills.

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)

This class is expected to have 3 sections with 10-12 students in each section.

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 written materials (syllabus, lab manual, TA notes etc.) for this course will be kept on file in the Department and will be made available to all instructors. The Assistant Chair will also meet with every new faculty teaching this class for the first time to outline the WIC expectations. All new instructors will also be paired up with an experienced TA. In addition, an experienced instructor will be assigned as a mentor for the first semester as well.

URCC Use Only

Date Received by URCC _____ *Date Approved by EPC* _____

Date Approved by URCC _____ *Date Removed as WIC* _____

CHEM 30107 ANALYTICAL CHEMISTRY 1 LAB FALL 2009 SYLLABUS

Room: **Lab Meets in Williams Hall , Room 116**

Textbooks: Harris. *Quantitative Chemical Analysis.* 7th ed.

Skoog, Holler, Nieman. Principles of Instrumental Analysis. 6th ed.

Instructor: Dr. Mwongela

Office: 306B inside room 306 (follow the sign)
Phone: 330-672-9403
Email: smwongel@kent.edu
Office Hours: **M,W**: 12.00-1.40 PM. & 3:00-5:20 PM,
or by appointment, smwongel@kent.edu,

Section 1: M 2.15-5.15 PM

Section 2: T 2.15-5.15 PM

Section 3: W 2.15-5.15 PM

TA:	Yasmin Blaih	**TA:**	Philip Yangyuoru
Office:	128 SRL	**Office:**	303 WMH
Phone:	330-672-3402	**Phone:**	330-672-9404
Email:	yblaih@kent.edu	**Email:**	pyangyuo@kent.edu
Office Hrs:	**M,T**: 10.00-11.00 AM. or by appointment,	**Office Hrs:**	**M,T**: 11.00 AM-12.00 Noon. or by appointment

 CHEM 22

Laboratory Assignments

Lab 0 Check in and using a PC-based spread sheet **(1 week)**

Lab 1 Statistics of pH measurements; **(1 week)**

Lab 2 Determination of KHP by NaOH titration; **(2 weeks)**

Lab 3 Buffers and buffer capacity; **(1 week)**

Lab 4 Potentiometric identification of an unknown acid; **(1.5 weeks)**

Lab 5 Fluorescence **(1.5 weeks)**

Lab 6 Enzyme-linked immunosorbent assay (ELISA) for analysis of atrazine in water; **(1 week)**

Lab 7 Determination of protein lysozyme molar mass by electrospray ionization mass spectrometry; **(1 week)**

Lab 8 High performance liquid chromatography: Effect of solvent mixtures on the separation of various aromatic compounds; **(2 weeks)**

Lab 9 GC Determination of ethanol concentration in biological fluids using head space gas chromatography; **(2 weeks)**

Lab 10 Makeup check out **(1 week)**

Note: Labs 8-9 are done in rotation. 10 students will be split in 2 groups.

1) Students and TA's will make solutions.
2) TA's will do a DEMO/students watch TA.
3) Students analyze the data.

Objectives: This course should acquaint you with basic procedures of chemical measurements and properties of solutions, including planning an experiment, collecting information from classical and instrumental methods, and data analysis to answer specific questions about your samples. You will learn to use statistical methods and computer spreadsheet software, lab techniques for solution chemistry, chromatographic and mass-spectroscopic methods.

Grading: Before each lab, there is a lab quiz. The questions in the quiz are about the lab you are going to perform. Grades of the lab will be based 70% upon your lab reports and 30% on the instructor's evaluation of your lab preparation (e.g., quizzes, pre-labs or in-class questions from the TA), technical proficiency, and laboratory notebook.

Lab 0: 85 pts
Lab 1: 70 pts +15 pts for quiz, 15 pts for instructor's other evaluation

Lab 2: 70 pts +15 pts for quiz, 15 pts for instructor's other evaluation
Lab 3: 70 pts +15 pts for quiz, 15 pts for instructor's other evaluation
Lab 4: 50 pts +15 pts for quiz, 15 pts for instructor's other evaluation
Lab 5: 70 pts +15 pts for quiz, 15 pts for instructor's other evaluation
Lab 6: 70 pts +15 pts for quiz, 15 pts for instructor's other evaluation
Lab 7: 70 pts +15 pts for quiz, 15 pts for instructor's other evaluation

Total 765.

Your grades: (actual grades)/765 × 100 %.

Tentative Grading Scales:

>85%	A;
70-84.9%	B;
55-69.9%	C;
40-54.9%	D;
<40%	F.

[note: A+ and D- are not permissible]

Laboratory Schedule for CHEM 30107 ***Fall 2009*** **(sections 2 and 3)**

	Experimental Date (Starts in the week of:)	Report Due (In the week of:)
Check-In, Intro to course	8/25/6/7	
Experiment 0	8/25/6/7	9/8
Experiment 1	9/1	9/15
Experiment 2	9/8 & 9/15	9/29
Experiment 3	9/22	10/13
Experiment 4	9/29 & 10/6	10/27
Experiment 5	10/13	11/5
Experiment 6	10/20 & 10/27	11/26
Experiment 7	11/3 & 11/10	12/3
Experiment 8	11/17	12/3
Check-out and Makeup Lab	12/03	12/10

Lab reports are due in the lab in the week listed above. Reports that are submitted after the due date will be penalized according to the formula:

$$\text{Marks Subtracted} = 2^n$$

Where n is the number of days late.

Safety regulations

1. You will wear protective eyewear (goggles) in the Analytical Lab at all times.
2. No sandals or other open toed shoes are permitted; no shorts or short dresses permitted without a lab coat.

3. Consult the TA before disposing of waste chemicals – some chemicals must be placed in chemical waste containers. (Most chemicals we use cannot be flushed down the sink with excess water.)

4. Keep your work area clean and free of water or other chemicals – students in the next class will not know if that spill is tap water or caustic base or acid.

5. Do not ever "force" anything made of glass.

6. Use the fume hoods for pouring volatile and/or corrosive materials (concentrated acid, ammonia, organic solvents).

Laboratory Planning

Read the experiment **before** coming to lab. Not only will you score higher on quizzes, but you will save time. Three hours may seem like forever, but it is not a lot of time for some experiments. The secret to finishing lab early is to read through the lab ahead of time and identify the time-consuming parts that don't require your attention (drying, boiling, cooling). You will find that portions of one experiment can often be completed in your "spare time" while waiting on a procedure in another experiment.

For experiments performed with partners:

1. Please be courteous and hold up your end of the partnership by NOT relying on your partner to read the lab handout and analyze the data. You are each responsible for reading the experiment and doing the analyses.

2. Lab partners will naturally have the same results, and it is acceptable for the data analysis sections to be very similar. However, you must write your own conclusions and answers to the questions.

3. You may find it more efficient to divide the work for these labs (partner A makes standards and partner B prepares reagents). If you do this, be sure to rotate assignments between labs; each partner should get "hands on" experience with the instruments and with solution preparation.

Lab Tips

1. Always record data to the last significant digit:

Analytical balance	0.0001 g
Burette	0.01 mL
pH meter	0.01 pH units
other instruments	vary

2. Retain only significant digits in calculations. Just because a calculator can display many significant figures, does not mean that it is correct.

3. Use the Q-test to check for outliers in your data – do not throw out a data point just because it looks wrong or does not seem to be the answer you would expect. When in doubt, repeat the measurement.

4. Weighing – It is usually not necessary to weigh out **exactly** a specified amount. However, it is necessary to record exactly the weight that you do weigh out. For example, if the instructions say to weigh out 0.20 g of a sample, weighing out 0.0198 g is usually fine as long as you write down the exact amount you weighed.

5. Pipetting – Use a pipet bulb; mouth-pipetting is not allowed because it is dangerous. Do not blow or shake out the last drop from a volumetric (glass) pipet. NEVER suck up solution into an Eppendorf or other displacement pipet; solution should only enter the disposable plastic tip. If, by accident, you happen to suck up solution, please inform the TA immediately so that the pipet can be salvaged.

6. Water – Tap water contains a number of ions and chemical compounds and cannot be used in these experiments. Lab de-ionized water from the cartridge de-ionizer should be used for most experiments. For some experiments, this water is not pure enough, and we will bring in water from a "cleaner" de-ionizer. Tap water can be used to clean glassware, but you should give the glassware a "final rinse" with deionized water.

7. Volume measurements – For accurate volume measurements, use pipets for small volumes and volumetric glassware for large volumes. For approximate volumes ("wash 3 times with 5 mL" or "dissolve in 50 mLs of water"), use a graduated cylinder. Learn to recognize when it is necessary to use accurate volumes and when approximate volumes are just fine.

8. Drying – Everything takes longer to dry than you think it will. Try to dry chemicals (KHP, KHP unknowns, $CaCO_3$) overnight, but remember to label your beaker (not just paper labels) because the ovens are used by other classes.

9. READ THE INSTRUCTIONS for any piece of equipment in the instrumentation lab before using it. Otherwise, you could find yourself repeating the experiment.

Laboratory Notebook

Your notebook is intended to hold the record of your lab work – planning, execution and analysis. A student in next year's class should be able to tell (1) what you did, (2) what the results were, and (3) what conclusions you drew from the results. You or your TA should be able to read it and tell "what went wrong" in a failed experiment. Consequently, you should record the nature of the measurements you are making, pertinent observations, intermediate values, final results, and an analysis of the data.

Although it will seem like a chore to record more than the bare minimum as you work in the lab, it will be extremely helpful when you are analyzing your data or writing a report.

For this lab, no particular form is required for your notebook, but you are expected to have a complete and accurate representation of your experimental results and analysis. You need not record information for a given experiment on consecutive pages, but your index should show where to find all information on a given experiment. Use a bound, numbered notebook, not looseleaf or spiral-bound notebooks (you may number the pages yourself). The lab notebook will occasionally be examined by the instructor.

Your notebook should include:

1. On each page, the date and a title for the experiment in progress ("Expt. #5" is fine).

2. For each experiment, a brief plan of work (maybe ¼ page).

3. **Every** number you measure in the lab, with an indication of units. This includes intermediate values (weight of crucible before drying, weight of weighing paper with and without sample). **Nothing** should be written down on scraps of paper to be entered "later". **Never** erase or obliterate a mistaken result – just scratch through it twice to indicate a mistake. Write in pen.

4. All calculated results (intermediate and final) with units and with the equation used written out explicitly (or a sample calculation).

5. All graphs or spectra generated. These may be done on computer and taped in place.

6. For each experiment, a summary showing your results and conclusions. This may include data tables, unknown identities or quantities, or questions answered. Some of these may also be printed out by computer and taped in place.

Note: Before you leave the lab, your TA will sign off your lab book. Make a copy of that page when you turn in your lab report. This will let TA know you have performed the experiment and help them judge your lab recording; the TA will not return that page to you. You will turn in your old lab reports after reviewing the TA's grading.

Notes on books

This course uses individual laboratory hand-outs, so no lab test is required.

CHEM 30100 is a prerequisite. You will need to have access to a copy of the text: Quantitative Chemical Analysis, 7th ed., by Daniel C. Harris as reference. Chapters 1 and 2 in Harris are reviews of chemical units and simple lab equipment. Chapters 3, 4, and 5 deal with experimental errors and statistics.

In the course of writing lab reports, you may need a number of physical or chemical constants. Most of these can be found in a beginning Quant text, such as Harris. Other sources include:

Critical Stability Constants, Smith and Martell: equilibrium K values

Principles of Instrumental Analysis, Skoog: instruments

These are available in the Chemistry/Physics Library.

Writing a Lab Report

Note: Not all labs in this course require a substantial report. Lab 2 requires only a summary of your results and your detailed calculations.

Scientific writing differs from conventional expository writing, and even more, from "creative writing". Your principal goal must always be clarity. Your goals, methods, results, interpretation and conclusions must be obvious to the reader. Assume that your report will be read by a supervisor, interested primarily in your results and their reliability, and by a technician required to reproduce your work.

1. Good technical writing is concise. You may assume your audience has a basic scientific background, so explanations of common terms are unnecessary. Needless repetition and ornate language impede understanding.

2. Choose your terms carefully to convey a precise meaning. Do not substitute synonyms or terms with similar meaning to "liven up" your writing, since you may mislead your reader.

3. Use simple sentence structures for clarity and vigor.

4. Use the active voice. Scientific writing should be simple, not passive. Refer to Strunk and White if you have questions.

5. Overall organization - A written report should have an introduction, a methods (materials and procedures) section, a results section (typically including data tables and graphs) and a discussion. A summary paragraph is also useful.

6. Introductions should be limited to a statement of goals and intent. You are neither reviewing the literature nor regurgitating the lab hand-out.

7. Descriptions of lab procedures should be detailed. Ask yourself, "Could this description be interpreted in more than one way?" If it could, re-write it.

8. A picture (or equation) can be worth 1,000 words. No verbal description can adequately convey the information in a well-made graph or an appropriate equation. No graph is complete without axes labels (both axes, including units), clearly marked scales, a title and a data key (if more than one data set is plotted on a single graph). If a line is drawn through the data, the equation of the line should be given. All terms in an equation should be defined, including units.

9. Your conclusions and the reasoning behind them should be explicit and clear. For example, do not write 'A affects B' or 'B involves A' when you mean that A is inversely proportional to B.

Registration Requirement: The official registration deadline for this course is September 7, 2008. University policy requires all students to be officially registered in each class they are attending. Students who are not officially registered for a course by published deadlines should not be attending classes and will not receive credit or a grade for the course. Each student must confirm enrollment by checking his/her class schedule (using Student Tools in FlashFast) prior to the deadline indicated. Registration errors must be corrected prior to the deadline.

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 www.kent.edu/sas for more information on registration procedures).

ADMINISTRATIVE POLICY AND PROCEDURES REGARDING STUDENT CHEATING AND PLAGIARISM

Condensed Version

For complete policy and procedure go to www.kent.edu/policyregister 3342-3-01.8.

Cheating and plagiarism constitute fraudulent misrepresentation for which no credit can be given and for which appropriate sanctions are warranted and will be applied.

The university affirms that acts of cheating and plagiarism by students constitute a subversion of the goals of the institution, have no place in the university and are serious offenses to academic goals and objectives, as well as to the rights of fellow students.

"Cheat" means to intentionally misrepresent the source, nature, or other conditions of academic work so as to accrue undeserved credit, or to cooperate with someone else in such misrepresentation. Cheating includes, but is not limited to:

1. Obtaining or retaining partial or whole copies of examinations, tests or quizzes before these are distributed for student use;

2. Using notes, textbooks or other information in examinations, tests and quizzes, except as expressly permitted;

3. Obtaining confidential information about examinations, tests or quizzes other than that released by the instructor;

4. Securing, giving or exchanging information during examinations;

5. Presenting data or other material gathered by another person or group as one's own;

6. Falsifying experimental data or information;

7. Having another person take one's place for any academic performance without the specific knowledge and permission of the instructor;

8. Cooperating with another to do one or more of the above;

9. Using a substantial portion of a piece of work previously submitted for another course or program to meet the requirements of the present course or program without notifying the instructor to whom the work is presented; and

10. Presenting falsified information in order to postpone or avoid examinations, tests, quizzes, or other academic work.

"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. As defined, plagiarize includes, but is not limited to:

a. The copying of words, sentences and paragraphs directly from the work of another without proper credit;

b. The copying of illustrations, figures, photographs, drawings, models, or other visual and nonverbal materials, including recordings of another without proper credit; and

c. The presentation of work prepared by another in final or draft form as one's own without citing the source, such as the use of purchased research papers.

Academic Sanctions:

The following academic sanctions are provided by this rule for offenses of cheating or plagiarism. Kent campus instructors shall notify the department chairperson and the student conduct office each time a sanction is imposed. Regional campus instructors shall notify the regional campus dean and the student conduct officer each time a sanction is imposed. Regional campus student conduct officer shall notify the Kent student conduct office each time a sanction is imposed by a regional campus Instructor. The following academic sanctions are provided by this rule for offenses of cheating or plagiarism. In those cases the instructor may:

1. Refuse to accept the work for credit; or

2. Assign a grade of "F" or zero for the project, test, paper, examination or other work in which the cheating or plagiarism took place; or

3. Assign a grade of "F" for the course in which the cheating or plagiarism took place; and/or;

4. Recommend to the department chair or regional campus dean that further action specified in the rule be taken. The department chairperson or regional campus dean shall determine whether or not to forward to the academic dean or to the vice president for the extended university a recommendation for further sanction under this rule.

Academic Appeals:

The general principle that applies to the following procedures is that an appeal is directed to the administrative level immediately above the unit from which the appeal emanates.

Appeals are limited to the following reasons:

a. The decision is arbitrary or unreasonable,
b. The decision resulted from a procedural error,
c. The decision is not in accordance with the facts presented,
d. New information is available which may suggest modification of the decision.

For complete policy and procedure go to www.kent.edu/policyregister 3342-3-01.8.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **25-Sep-07** Curriculum Bulletin _____
Effective Date **Fall 2009** Approved by EPC _____

Department	**Chemistry**
College	**AS - Arts and Sciences**
Proposal	**Establish Course**
Course Subject	**Chem** Course Number **30108**
Course Title	**Analytical Chemistry Lab II**
Minimum Credits	**02** Maximum Credits **02**

Selected items are new

- ☒ Subject
- ☒ Number
- ☒ Title
- ☒ Title Abbreviation
- ☒ Credit Hours
- ☒ Prerequisites
- ☒ Description
- ☒ Schedule Type
- ☒ Cross-Listed / Slash
- ☒ Grade Rule
- ☒ Credit by Exam
- ☒ Course Fee
- ☐ Liberal Education Requirements (LER)
- ☒ Writing-Intensive
- ☐ Diversity
- ☐ Other

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

Reshuffling topics in Quantitative and Instrumental Analyses classes to accomodate better the needs of Biochemistry and Med Tech majors.
CHEM 30104 WILL BE REPLACED BY CHEM 30108.

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

Physics, Education, Biotechnology, and Medical Technology

REQUIRED ENDORSEMENTS

Department Chair / School Director / Campus Dean	3/10/08
Mary Ann Haley College Dean	9/16/08
Executive Dean of Regional Campuses	/ /
Provost	/ /

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BASIC DATA SHEET

All data entered below should reflect revised information.

Preparation Date	**25-Sep-07**	Requested Effective Term	**Fall 2009**
Course Subject	**CHEM**	Course Number	**30108**
Course Title	**Analytical Chemistry Lab II**		
Title Abbreviation	**Analytical Chemistry Lab 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	/ / 4/5, 4/5/7 or 6/7	Cross-listed with	
Minimum Credit	**02** ☑ to ☐ or	Maximum Credit	**02** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
Contact Hours Per Week	☒ Lecture	Minimum Hours **06**	☑ to ☐ or Maximum Hours **06**
	☐ Laboratory	Minimum Hours	☐ to ☐ or Maximum Hours
	☐ Other	Minimum Hours	☐ to ☐ or Maximum Hours
	Contact hours should be per week.		
Repeat Status			
	If repeats, course limit	OR maximum hours	
Course Level	**UG - Undergraduate**		
Grade Rule	**B - Letter**		
Schedule Type(s)	**LAB - Laboratory**		
Course Attribute(s)	WIC		
Credit By Exam	**N - Credit by Exam Not Approved**		

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite Course(s) **CHEM 30105 and CHEM 30107;**

Test Score(s)

Corequisite(s) **CHEM 30107 (pre- or co-req)**

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 _____

OBR Subsidy Code _____

OBR Course Level _____

CIP Code _____

Catalog Description **This is an advanced Analytical Chemistry laboratory class. It covers a broad range of modern analytical techniques, including ion-selective electrodes, voltammetry, atomic spectroscopy, mass-spectrometry and capillary electrophoresis. Unlike Analytical Chemistry I Labs, this class focuses on forensic rather than bioanalytical applications.**

Previous Title

Previous Subject Previous Number

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CHEM 30108

Content Outline (include contact hours for each section)

Contact Hours	Outline
3.00	**Check in**
3.00	**Statistics and Noise Reduction**
6.00	**Determination of Fluoride in Toothpaste**
6.00	**Titration of Ascorbic Acid**
6.00	**Atomic Absorption Spectroscopy**
6.00	**Infrared Spectroscopy**
6.00	**Rotating Disk Electrode and Cyclic Voltammetry**
6.00	**Forensic Mass-Spectrometry**
6.00	**Capillary Electrophoresis in Food Analysis**
6.00	**Ion Chromatography**
12.00	**Individual Project**
21.00	**Make up time**
3.00	**Check out**

90.00 Total Contact Hours

Textbook(s) Used in this Course **D.C. Harris, "Quantitative Chemical Analysis", 7th ed., Scoog, Holler, Nieman. Principles of Instrumental Analysis"5th Ed.**

Writing Expectations **Reports for each lab experiment**

Instructor(s) Expected To Teach **Tolmachev, Lee, Mwongela, Mao**

Instructor(s) Contributing to Content **Tolmachev, Seed**

REQUIRED ENDORSEMENT

Department Chair / School Director / Campus Dean

3 / 10 / 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: CHEM 30108 **Credit Hours:** 2 **Effective Term:** Fall 2009

Course Title: Analytical Chemistry Lab II

☒ **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)

This class requires the submission of 10 lab reports for grading that are typically of 10-20 pages in length. The reports are written in a journal-style format and consist of the following sections: Introduction (background, significance, and objectives), experimental (procedures), results (data), discussion (including calculations), conclusions and references. More information on the style can be found in: (a) H. F. Ebel, C. Bliefert and W. E. Russey, "The Art of Scientific Writing", VCH Publishers, New York 1987; (b) J. S. Dodd, Editor: The ACS Style Guide, ACS, Washington, 1986.

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 journal article format is the most common way to concisely disseminate information about new research in the natural sciences. The journal article style is applicable to the writing of research and grant proposals, technical reports, and position reports for example; it therefore covers most of types of writing that a science major would be expected to do professionally.
In the analytical chemistry curriculum, students explore the scientific method, development of their knowledge, understanding, and execution of experimental techniques, problem solving, structuring effective scientific arguments etc. These skills build in complexity and are reaching their peak in the two upper-level classes (CHEM 30107 and CHEM 30108). This class therefore represents a culmination of the students' scientific writing skills.
For 4 of the labs (out of a total of 10 lab experiments) students are also required to read journal articles before submitting their reports. This will further help to reinforce students' understanding of what constitutes a concise report and how to build a logical scientific conclusion.
For one lab (Individual Project), students will be required to do a literature search on a specific subject and select an appropriate solution to the problem based on their findings. A brief critical review of possible approaches will be required for Introduction.

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)

Guidelines for writing are provided in the syllabus and will be discussed in detail by the instructor in class. Additionally, a written sample report will be provided to all students at the beginning of the course. Finally, for 2 of the lab reports the instructor will provide written/oral guided feedback on a draft submission. The students will then be required to revise their reports prior to final grading (clearly providing an important opportunity for writing skills development).

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The teaching of this class in small sections (typically 5-8 students) provides an ideal environment for close instructor supervision.

4. Which writing assignment(s) provide an opportunity for *revision prior to grading*? (Guidelines: Item 4)

Two out of ten laboratory experiments will be selected for this purpose on a rotational basis.

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 two lab reports will be returned to students with written comments from the instructor. All students will have an opportunity to meet with the instructor to discuss the suggested revisions during his/her office hours. The instructor in this context means faculty member and/or qualified and experienced TA.

6. What *elements of writing* are included in the *assessment* of the student's writing performance? (Guidelines: Item 5)

The most important elements for the assessments are those of content and style. The content in this case means understanding of the topic, completeness, accuracy, use of references to support arguments, and an adequate level of detail for all sections of the report. The style includes a logical ordering of sentences, laconism, and scientific terminology, together with other stylistic features accepted in scientific writing. Grammar (spelling, syntax and punctuation) will also be evaluated but with smaller weighing coefficients.

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)

80% of the grade comes from lab reports with the remainder given to lab preparation notes, quizzes, and demonstrated experimental skills.

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 section size is 5-8 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?

All written materials (syllabus, lab manual, TA notes etc.) for this course will be kept on file in the Department and will be made available to all instructors. The Assistant Chair will also meet with every new faculty teaching this class for the first time to outline the WIC expectations. All new instructors will also be paired up with an experienced TA. In addition, an experienced instructor will be assigned as a mentor for the first semester as well.

URCC Use Only

Date Received by URCC _____ *Date Approved by EPC* _____

Date Approved by URCC _____ *Date Removed as WIC* _____

LABORATORY SYLLABUS
ANALYTICAL CHEMISTRY 2. CHEM 30108, SPRING 2010

Lab Time: TR 11:00 - 2:00.

Place: WMH116 (preparing samples); WMH119 (instruments); WMH 227 (computer lab).

Lab Instructor: Dr. Yuriy Tolmachev, WMH 311F 330-672-9815. ytolmach@kent.edu
Office Hours: TF 2:00 – 5:00
Other times can be scheduled by appointment.

Teaching Assistants:
Rm: _____, Office Hours:_____, email: _____
Rm: _____, Office Hours: _____ ,email: _____

LAB PLAN

There will be two sequences, each containing 4 or 5 labs. We will have make-up days if the instruments malfunction. You will work in pairs or small groups (2-3 people) for the most part, unless told otherwise. You will have a TA assigned to each experiment. The report for each experiment should be submitted to the TA assigned to it.

LAB SAFETY

Failure to follow the safety guidelines below may result in expulsion from the lab.
1) Safety glasses must be worn at all times.
2) Dispose of chemicals, broken glass and sharps in the appropriate containers.
3) No shorts or sandals.
4) If in doubt about anything, ask TA or Instructor.
5) Do not attempt to operate instruments until you have consulted with the TA. Do not hesitate to ask if you need more instructions.

LAB NOTEBOOKS AND PERFORMANCE

Each student must have a **bound notebook** for use in the lab. Data should be entered in **pen**, and at the end of each lab session, the TA must be initial the notebook to get credit for doing the experiment. You should also carry a **floppy disk** (or a USB memory stick) for storing data and spreadsheet files. A grade for lab performance will be given based on lab technique, preparedness, and professionalism.

PRELAB: BEFORE COMING TO LAB

You may be expelled from a lab if you are deemed unprepared! There will be a 10-minute quiz at the beginning of each lab; quizzes make up 7.5% of the course mark. Be on time or you will miss it. You should carefully read the experiment that you will be doing and **enter the following in your lab notebook before the lab:**

1) The title of the experiment and the date.
2) A brief summary of the purpose of the experiment (i.e. what scientific results are you trying to get from the experiment).
3) A brief description of the methodology.
4) A list of all of data that you must record during the experiment. Do this by making a "fill-in-the-blanks" form. Eg. Mass of beaker + acid = _____.

5) Any calculations that will be required for preparation of solutions, dilutions, etc. Check the lab handouts for the concentration of stock solutions.
6) Set up and label data tables required for data collection, if appropriate.

LAB REPORTS AND LATE LAB REPORT POLICY

All lab reports for each Section are due on the same day after completion of the Section.
The report should be submitted both in paper and digitally (email a doc or pdf file to the TA responsible for the given experiment). All analog data in digital reports should be scanned. Only when both printed and digital copies are received is the report is considered to be submitted. For late reports 10 pts/day (out of 100 max) will be deducted. Please use a word processor to prepare the report, if possible.

STYLE GUIDELINES

!Follow the guidelines in "How to Write a Scientific Report or Paper."
!Be aware of units. The most frequent calculation errors come from incorrect assignment of units.
!Use the correct number of significant figures.
!You will analyze and graph data using a spreadsheet program. We will teach you how to use Excel or Origin if you are not familiar with such a program.
!Getting the "correct" answer is less important than demonstrating that you understand the experiment. Your lab grade is based upon your analysis and interpretation of your data, and your understanding of the experiment.
! Before handing in your lab report, go over the lab handout and be sure you have included all of the information requested and answered all of the questions.
! If you have questions, ask your TA.
! ALWAYS cite references used in the preparation of your report.

COLLABORATION POLICY

If you work in a group, you may work together preparing the pre-lab section of your notebooks and analyzing and graphing data using spreadsheets. The rest of the report and answers to questions must be written independently.

GRADING

Lab reports will be graded within two weeks after the end of the sequence.

Your course grade will consist of two components:
20% prelab, performance and lab quizzes
<u>80% lab reports</u> (9x100 points)
100 % total

WRITING INTENSIVE REQUIREMENT

This course fulfills the writing intensive requirement for the BS Chemistry degree and it can be used for this purpose by other majors. In practice it means that your lab report grades will depend on the quality of your writing. One lab in each sequence will be evaluated for the quality of writing in details and it will be returned to you for rewriting. Your final grade for these labs will be based on your rewritten report. This semester the writing intensive labs are FTIR and GC.

Labs for CHEM 30108 by weeks

Sequence 1

1. Check in/ Statistical Analysis

2. Mass Spectrometry (Isotope Distribution or Forensic)

3. IC Ion chromatography or Capillary Electrophoresis.

4. Complexometric Titration or Ascorbic Acid Titration

5. Determination of Fluoride in Toothpaste using ISE

6. Rotating Disk Electrode and Cyclic Voltammetry

7. Make up week

8. Make up week. Reports for Sequence 1 due.

Sequence 2

8. AA Atomic absorption spectroscopy: Analysis of the calcium content of cements through the use of releasing and protective agents.

9. IR Fourier transform infrared spectroscopy: ATR-FTIR analysis of ethanol in beverages.

10. Individual Project

11. Individual Project

12. Individual Project

13. Make up week

14. Make up week. Reports for Sequence 2 due.

15. Check out

Sequence 1 Labs

Tuesdays and Thursdays

Date	Group 1	Group 2	Group 3	Group 4
Jan. 15 Jan. 17	Check in			
Jan. 22 Jan. 24	UV	FS	AA	IR
Jan. 29 Jan. 31	FS	AA	IR	UV
Feb. 5 Feb.7	AA	IR	UV	FS
Feb. 12 Feb. 15	IR	UV	FS	AA
Feb. 19 Feb. 21	MS			
Feb. 26 Feb. 28	Make up week.			
Mar. 4 Mar. 6	Make up week. All lab reports for Section 1 are due on March 10, noon			

AA = Atomic Absorption: Interferents Lab
UV = UV-Visible Spectroscopic Kinetics Lab
MS = Mass Spectrometry of Poly(ethyleneoxide)
FS = Fluorescence of Amino Acids Lab
IR = Fourier Transform IR Spectroscopy

Although partners acquire the same set of data, everyone is expected to hand in separate lab reports.

Group 1 =

Group 2 =

Group 3 =

Group 4 =

Sequence 2 Labs

Tuesdays and Thursdays

Date	Group 1	Group 2	Group 3	Group 4
Mar. 11 Mar. 13	IC	LC	GC	CV
Mar. 18 Mar. 20	LC	GC	CV	IC
Mar. 25 Mar. 27	Spring Break			
Apr. 01 Apr. 03	GC	CV	IC	LC
Apr. 08 Apr. 10	CV	IC	LC	GC
Apr. 15 Apr. 17	Make up week.			
Apr. 22 Apr. 24	Make up week. Check out All lab reports for Section 2 are due on April 28, noon			

IC = Ion Chromatography Lab
GC = Gas Chromatography Lab
CV = Cyclic Voltammetry Lab
LC = High Performance Liquid Chromatography Lab

Although partners acquire the same set of data, everyone is expected to hand in separate lab reports.

Group 1 =

Group 2 =

Group 3 =

Group 4 =

How to Write a Scientific Report or Paper

1. Language Style

a) Use plain, simple language in your writing. **Do not** write in a "scholarly" or "academic" type of language. Use the rule: the writing is better if more people can understand what you are trying to say.

b) Do not use overly long sentence structures or too many sub-clauses. Keep it simple.

2. Brevity and Conciseness

a) The shorter your writing is, the better, provided you do not lose information by making it too short. Consider this: if you are a reader, you want to get the information as quickly and as clearly as possible.

b) Condense and restructure sentences to eliminate unnecessary words. Make the sentence as short and as clear as possible.

eg. "In spite of the fact that the solution was dark..." could be condensed to,
"Although the solution was dark…"

eg. "In order to find the answer..." could be condensed to,
"To find the answer..."

eg. "The data are found to be in agreement with the theory..." could be condensed to,
"The data agree with the theory..."

3. Precision of Language

a) Your sentences should mean exactly what you intend them to mean. E.g. "The value of the pH was titrated to the endpoint" should be corrected to "The acid was titrated to the endpoint, because it is the acid, not the value of the pH," that is titrated.

b) Eliminate ambiguities. eg. "The NaCl and $MgSO_4$ solutions were prepared and it was added to the $BaCl_2$ solution." Here, there is an ambiguity as to which solution is added.

4. Adjectives

a) Do not use adjectives unnecessarily.

b) Do not over qualify, e.g. The extremely dark, very black solution was heated.

c) Whenever possible, backup your qualifications with quantitative data. E.g. The pKa value was very low (pKa = 1.01).

4. The Report

5.1 Introduction section

a) State what you are trying to determine (goal) in the experiment including a few words as to the technique(s) or methods by which this is to be achieved.

b) Give a brief description of the strategy by which the goal is to be achieved.

c) Give any background information that a reader may need to be able to understand your strategy. Assume that the reader already has basic scientific knowledge. This may include important details regarding the techniques used.

d) Give background information regarding the history or context of the problem you are trying to solve, if applicable (in most of your labs, this will not apply).

5.2 The Procedure

a) Do not use point form.

b) Do not use the imperative voice (Eg. "Combine the NaCl with the acid...")

c) Use the past tense, and avoid using personal pronouns. You may write, for example, "The unknown acid was accurately weighed." instead of "I weighed the unknown acid accurately."

d) Precisely describe, in chronological order, what was done in the experiment so that a reader can reproduce your work. Again, assume the reader has a science background. Details of commonly used techniques may be omitted; eg. you may write, "A 0.01011 M NaCl solution was prepared and added drop-wise to....." Here, you do not have to mention that you used a volumetric flask to prepare the solution and that you weighed the salt on a piece of weighing paper on an analytical balance. These techniques are all implied in the precision/significant figures of the reported concentration.

For your reports, however, a good rule of thumb is to include all new information that your learned (or was not mentioned in the manual), which may help the next student to reproduce your results. Also, since this is an Instrumental Analysis lab, you should include a schematic diagram of the instrument in your report. These rules do not apply to journal articles.

e) Do not beginning sentences with numerics. eg. "0.3225 g of unknown was weighed..." should be changed to "The unknown (0.3225 g) was weighed..." or "An amount of unknown, weighing 0.3225 g, was..."

f) Make use of tables to organize numerical information, and refer to the table from the text. For example, "The unknown acid samples were weighed accurately and the masses are reported in Table 2."

Table 2. Unknown Acid masses and titrant volumes.

Sample #	Mass (g)	Volume (ml)
1	1.1011	24.22
2	1.1501	24.94
3	1.0998	24.10

i) The table title must be informative and precise.

ii) The column titles should include units.

iii) The data in the table must be rounded to the appropriate number of sig. figs.

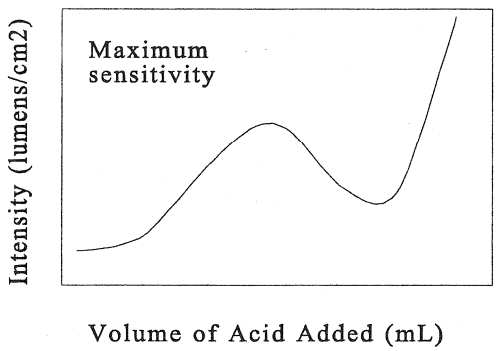
g) The procedure should also include the methods by which the raw experimental data were manipulated, and this may include calculations or statistical manipulations (t-test or Q-test etc...). For calculations, show a sample calculation or write the formula that was used.

5.3 Results section

a) The data obtained from the experiments and those obtained after manipulation of the raw data should be presented here without further analysis, implications, or deductions.

b) Again, make use of tables to organize the data, as described above. You must refer to each table somewhere in the text to let the reader know where to find the data.
c) Graphs and Figures are presented in this section. Again, you must refer to each graph somewhere in the text.
d) Graphs and Figures must have informative captions, even if they have to be more than one sentence. The reader should not have to rely on the text to be able to understand what the graph or figure is about. The axes should be well labeled and have appropriate units. Important features on the graph or figure should be labeled; e.g., the endpoint or midpoint of the titration curve (for equivalency or pKa determination). For example:

Figure 1. The fluorescence response of Fluor A to HCl



5.4 Discussion section

a) The analysis of the data is presented along with deductions and implications of the results, especially regarding the goal of the experiment.
b) Include the final outcome of the experiment
c) Include what the data revealed.
d) Discuss any problems that were encountered.
e) Discuss future work that is related to the problem, if applicable.

5.5 Conclusion section

Briefly summarize your findings and their significance.

Registration Requirement: The official registration deadline for this course is September 7, 2008. University policy requires all students to be officially registered in each class they are attending. Students who are not officially registered for a course by published deadlines should not be attending classes and will not receive credit or a grade for the course. Each student must confirm enrollment by checking his/her class schedule (using Student Tools in FlashFast) prior to the deadline indicated. Registration errors must be corrected prior to the deadline.

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 www.kent.edu/sas for more information on registration procedures).

ADMINISTRATIVE POLICY AND PROCEDURES REGARDING STUDENT CHEATING AND PLAGIARISM

Condensed Version

For complete policy and procedure go to www.kent.edu/policyregister 3342-3-01.8.

Cheating and plagiarism constitute fraudulent misrepresentation for which no credit can be given and for which appropriate sanctions are warranted and will be applied.

The university affirms that acts of cheating and plagiarism by students constitute a subversion of the goals of the institution, have no place in the university and are serious offenses to academic goals and objectives, as well as to the rights of fellow students.

"Cheat" means to intentionally misrepresent the source, nature, or other conditions of academic work so as to accrue undeserved credit, or to cooperate with someone else in such misrepresentation. Cheating includes, but is not limited to:

1. Obtaining or retaining partial or whole copies of examinations, tests or quizzes before these are distributed for student use;

2. Using notes, textbooks or other information in examinations, tests and quizzes, except as expressly permitted;

3. Obtaining confidential information about examinations, tests or quizzes other than that released by the instructor;

4. Securing, giving or exchanging information during examinations;

5. Presenting data or other material gathered by another person or group as one's own;

6. Falsifying experimental data or information;

7. Having another person take one's place for any academic performance without the specific knowledge and permission of the instructor;

8. Cooperating with another to do one or more of the above;

9. Using a substantial portion of a piece of work previously submitted for another course or program to meet the requirements of the present course or program without notifying the instructor to whom the work is presented; and

10. Presenting falsified information in order to postpone or avoid examinations, tests, quizzes, or other academic

work.

"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. As defined, plagiarize includes, but is not limited to:

a. The copying of words, sentences and paragraphs directly from the work of another without proper credit;

b. The copying of illustrations, figures, photographs, drawings, models, or other visual and nonverbal materials, including recordings of another without proper credit; and

c. The presentation of work prepared by another in final or draft form as one's own without citing the source, such as the use of purchased research papers.

Academic Sanctions:
The following academic sanctions are provided by this rule for offenses of cheating or plagiarism. Kent campus instructors shall notify the department chairperson and the student conduct office each time a sanction is imposed. Regional campus instructors shall notify the regional campus dean and the student conduct officer each time a sanction is imposed. Regional campus student conduct officer shall notify the Kent student conduct office each time a sanction is imposed by a regional campus Instructor. The following academic sanctions are provided by this rule for offenses of cheating or plagiarism. In those cases the instructor may:

1. Refuse to accept the work for credit; or

2. Assign a grade of "F" or zero for the project, test, paper, examination or other work in which the cheating or plagiarism took place; or

3. Assign a grade of "F" for the course in which the cheating or plagiarism took place; and/or;

4. Recommend to the department chair or regional campus dean that further action specified in the rule be taken. The department chairperson or regional campus dean shall determine whether or not to forward to the academic dean or to the vice president for the extended university a recommendation for further sanction under this rule.

Academic Appeals:
The general principle that applies to the following procedures is that an appeal is directed to the administrative level immediately above the unit from which the appeal emanates.

Appeals are limited to the following reasons:

a. The decision is arbitrary or unreasonable,
b. The decision resulted from a procedural error,
c. The decision is not in accordance with the facts presented,
d. New information is available which may suggest modification of the decision.

For complete policy and procedure go to www.kent.edu/policyregister 3342-3-01.8.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **28-Feb-08** Curriculum Bulletin _____
Effective Date **Fall 2009** Approved by EPC _____

Department	**Phil**
College	**AS - Arts and Sciences**
Proposal	**Revise Course**
Course Subject	**Phil** Course Number **41080**
Course Title	**Philosophy and Art in the Modern Age**
Minimum Credits	**03** Maximum Credits **03**

Checked items are new or revised

- ☐ Subject
- ☐ Number
- ☐ Title
- ☐ Title Abbreviation
- ☐ Credit Hours
- ☐ Prerequisites
- ☐ Description
- ☐ Schedule Type
- ☐ Cross-Listed / Slash
- ☐ Grade Rule
- ☐ Credit by Exam
- ☐ Course Fee
- ☐ Liberal Education Requirements (LER)
- ☒ Writing-Intensive (WIC)
- ☐ Diversity
- ☐ 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):
The only program affected by this change is the fine arts program. However, this course is being revised at the request of the fine arts program to enable their students to take a writing intensive course. The course prior to revision had been offered at the request of the Art Department and no encroachment issues were raised. Since this request is also coming from the Art Department it is unlikely they would offer any objections. (see attached e-mail)

Units consulted (other departments, programs or campuses affected by this proposal):
As stated above, the course is being revised at the request of the Art Department, therefore consultation has taken place.

REQUIRED ENDORSEMENTS

Department Chair / School Director / Campus Dean	03/03/2008
College Dean	4/14/08
Executive Dean of Regional Campuses	/ /
Senior Vice President for Academic Affairs and Provost	/ /

PHIL 274

BASIC DATA SHEET

Complete all fields. Data entered below should reflect new/revised information.

Preparation Date **28-Feb-08** Requested Effective Term **Fall 2009**

Course Subject **PHIL** Course Number **41080**

Course Title **Philosophy and Art in the Modern Age**

Title Abbreviation **Phil And Art In Modern Age**
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 /** 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 Per Week
☒ Lecture Minimum Hours **03.00** ☑ to ☐ or Maximum Hours **03.00**
☐ Laboratory Minimum Hours ☐ to ☐ or Maximum Hours
☐ Other Minimum Hours ☐ to ☐ or Maximum Hours
NOTE: Contact hours should be per week.

Repeat Status **select one**
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) **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 16
OBR Subsidy Code 08
OBR Course Level 3
CIP Code 380101

Catalog Description **Exploring, with emphasis on the modern age, philosophical conceptions of art in their interplays with, especially, practicing artists' attitudes towards theory.**

Complete the following only if applicable:
Previous Title

Previous Subject Previous Number

Term Start _____ Term End _____ NOTE: To be completed by Curriculum Services.

PHIL 275

Content Outline (include contact hours for each section)

Contact Hours	Outline
3.00	**Kant and modernism**
3.00	**Symbolism, Post-Impressionism and Worringer**
3.00	**Formalism in Fry and Bell**
3.00	**Formlessness and the Sublime**
3.00	**Kandinsky, Mondrian and Spiritual Abstraction**
3.00	**Greenberg and the Rise of Hign Modernism**
3.00	**Michael Fried,Theatricality and Minimalism**
3.00	**Decline of High Modernism**
3.00	**Kosuth, LeWitt and Conceptualism**
3.00	**Neo-Dada as Post-Modern**
3.00	**October and Post-Minimalism**
3.00	**Derrida as art theorist**
3.00	**Lyotard and the Post-modern**
3.00	**Baudrillard on Art and Hyperreality**
3.00	**Hegel, Danto and the End of Art**

45.00 Total Contact Hours

Textbook(s) Used in this Course	**Harrison, Art in Theory**
Writing Expectations	**4 minor assignments (5 pages each) and 2 major assignments (10-15 pages each)**
Instructor(s) Expected To Teach	**Pendleton; Zavota**
Instructor(s) Contributing to Content	**Pendleton**

REQUIRED ENDORSEMENT

Department Chair / School Director / Campus Dean

03/03/2008

PHL 276

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: Phil 41080 **Credit Hours:** 3 **Effective Term:** Fall, 2009

Course Title: Philosophy and Art in the Modern Age

☒ **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)

The writing assignments for this course will be essays devoted to the relationship between the practice of art techniques and the philosophical theory that grounds such practices. As such, the writing involved will be that expected of students in the fine arts who are required to formulate a more theoretical approach to their products and ideas that result in the practices that dominate their productions. In other words, the function of the writing is to make art students more articulate with respect to understanding and explaining why their art works in the way that it does. Since contemporary art theory is dominated by philosophers with an orientation towards aesthetics and art theory, it is natural to have such a course taught in the philsophy department.

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)

As was mentioned in the response to item one, the writing required of the students enrolled in this course is oriented towards students in the fine arts program. This orientation is reflected in the assignments emphasis on the articulation of theoretical grounding of specific art products and techniques. Students will be asked to approach their essays in terms of reflection upon the philosophy behind the lessons incorporated from the art studios and instruction that has resulted in the specific products or concepts the students have produced as a result of their training. the main point of their written assignments is to emphasize the fact that their production has not occurred in a theoretical vacuum, but is a reflection of theoretical approaches to art that may not have been made apparent in their own minds. The nature of the writing will reflect the fact that fine arts students tend to approach art products and concepts from a "hands-on" standpoint. It is precisely this emphasis on artistic practice that will separate their course work from the more "theoretical" stance usually displayed in more traditional philosophy courses. I have taught this course for thirteen years and found that it has great appeal to both art and non-art students. The only change that is forseen is an increase in the amount of writing required and a qualitative change in the nature of the writing reflecting the practical approach of art students.

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)

Writing in the fine arts tends to reflect the orientation towards product (whether physical or conceptual). As a result, the writing assignments will demand that students be reflective with respect to the theoretical underpinnings of particular art practices--whether their own practices or those of another. The required essays will be designed to guide the students to an articulation of

why, for example, they tend to employ welded-sculptural techniques instead of techniques based on abrasion or molding. In other words, the students need to be brought to a further understanding of why the techniques employed reflect more than just a manual industry. Employing the same example, the student will be asked to explain in an essay why the employment of welded sculpture might be seen as a comment on the decline of traditional media reflecting both the rise of the industrial techniques associated with modernity and the rise of the avant-garde as a reflection of modernism. Writing about such matters requires the art student to become both more self-aware with respect to what is going on in his/her own studio as well as more reflective about the work of others.

4. Which writing assignment(s) provide an opportunity for *revision prior to grading*? (Guidelines: Item 4)

There will be three major essays each preceded by one minor essay. The minor essay will be graded and handed back prior to the major essays. The major essays will incorporate the minor essays thus offering the student the opportunity to revise and resubmit previous written 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)

I will meet with each student after the submission and return of the first minor essay in order to indicate why they received the relevant comments. It is important to instruct students early in the term concerning their essay work, particularly students whose primary product is not the written word. After the first essay I will encourage students to meet with me in the future after essays have been returned. I understand that the students involved in a course of this nature are often not well-trained in verbal expression. However, that is precisely why such a course is desirable. I will stress aspects of the writing such as coherence, articulation and descriptive language. I believe the latter is particularly important in a course that stresses the relationship between theory and practice.

6. What *elements of writing* are included in the *assessment* of the student's writing performance? (Guidelines: Item 5)

The function of this course is to require students to become more aware of why art products are manufactured in the manner that they are. As a result, their writing must be evaluated in terms of its coherence (can someone not well-versed in this area follow the line of reasoning). In addition, the essays should be written with an eye to offering descriptive accounts of how a particular work exemplifies the theoretical approach that seems to be at issue. This requires a vocabulary that is selected with some degree of precision in order to lead the reader to an awareness of the relationship between the specificity of the product and the general nature of the exemplified theory. In addition, I will expect students to pay attention to grammatical niceties, spelling and the usual rules associated with good writing. My usual advice is to ask them to write in such a way that their point would be made if someone with no background knowledge were to read it.

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 total grade for the course will be based on all and only the writing assignments. Each major

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essay will count for 1/3 of the final grade. However, if the student shows improvement over the course of the term I will weight the later work more heavily (the first essay would then be worth 1/5 of the final grade and the two later essays 2/5 each).

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 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?

The two professors capable of teaching this course are Gene Pendleton and Gina Zavota. This course has been offered since 1995. The revision involved is the change to writing-intensive status. The Philosophy Department currently offers eight writing intensive courses. The culture of the department is strongly influenced by such courses. The expectations for the course under revision are similar to the other eight. The content of the course is more specific to the interests of the above-named instructors. However, several members of the department are involved in traditional courses in the philosophy of art and can be expected to be able to understand the nature and content of this course after a brief period of adjustment.

URCC Use Only

Date Received by URCC _____ *Date Approved by EPC* _____

Date Approved by URCC _____ *Date Removed as WIC* _____

 PHIL 279

PENDLETON, GENE

From: Paul O'Keeffe [paulokeeffe@sbcglobal.net] **Sent:** Wed 2/20/2008 8:16 PM
To: PENDLETON, GENE
Cc: HAVICE, CHRISTINE
Subject: Re: Course for Fine Art BA's
Attachments:

Thanks Gene. I'll copy Chris Havice, our school director, on this so
she can coordinate with your chair on the paperwork issues.
Paul
On Feb 20, 2008, at 5:54 PM, PENDLETON, GENE wrote:

> Hi, the course I've mentioned is a joint course and as long as
> the writing intensive aspect doesn't interfere with that then that's
> the way it will remain. I don't know if it's too late to get this on
> the
> books for next year. If it is too late, it will certainly be
> available the year after that.
> At any rate let me know if I should I go ahead with the paperwork
> turning the course I
> mentioned (Philosophy and Art in the Modern Age, Phil 4/51080) into a
> writing
> intensive course oriented toward fine art BAs. Thanks, Gene
>
> From: Paul O'Keeffe [mailto:paulokeeffe@sbcglobal.net]
> Sent: Wed 2/20/2008 12:20 PM
> To: PENDLETON, GENE
> Subject: Course for Fine Art BA's
>
>
> Hi Gene
>
> My colleagues were very positive about your course when we met last
> Friday. My division also wondered if some of our grads might also take
> it as an elective. Would it work for you to run a joint undergrad and
> grad section? I've also spoken with my school director about the course
> and I believe she's already had a brief conversation with your chair.
> Thanks.
>
> Paul
>
>

PHIL 280

PENDLETON, GENE

From: Paul O'Keeffe [paulokeeffe@sbcglobal.net] **Sent:** Mon 2/11/2008 8:42 PM
To: PENDLETON, GENE
Cc:
Subject: Re: Developing a new Course for BA Fine Art/Crafts majors
Attachments:

Thanks Gene . It all sounds good to me. I'll share with my colleagues
at a meeting this Friday and get back to you. Best
Paul
On Feb 11, 2008, at 6:13 PM, PENDLETON, GENE wrote:

> Hi Paul, Good to hear from you. I've talked to the chairman
> and what we can do is use a current course "Philosophy
> and Art in the Modern Age", a 40000 level course. We'll turn it into
> a writing
> intensive course (I've already begun the paperwork, if I get it done
> this week
> it can be offered this fall). This is the course I came up with after
> the
> theory course was killed off by our former chair. It's basically a
> high level
> aesthetics/theory course employing examples from modern art (beginning
> with the Post-Impressionists) through the rise of conceptualism. I
> tend to
> emphasize the influence of philosophy on the rise and decline of high
> modernism.
> The people we might read are Fry, Worringer, Goodman, Fried,
> Greenberg, Kosuth,
> Reinhardt, T.J. Clark, Schapiro etc. from the art standpoint, and then
> Kant, Hegel
> Heidegger, Gadamer, Adorno, Habermas, Derrida, Walton, Danto and such
> from a more
> philosophical approach. None of this is written in stone, so let me
> know first of all
> if you want to continue with this, and then any ideas that might make
> this more
> helpful to your crowd. Thanks for the opportunity, Gene
>
>
> from: Paul O'Keeffe [mailto:paulokeeffe@sbcglobal.net]
> Sent: Mon 2/11/2008 10:45 AM
> To: PENDLETON, GENE
> Cc: ODELL-SCOTT, DAVID
> Subject: Developing a new Course for BA Fine Art/Crafts majors
>
>
> Hi Gene,
>
> Hope you are keeping well. It's been quite a while since we last met!
>
> I was wondering if you (or one of your colleagues in Philosophy) might
> be interested in developing and teaching a required upper division
> writing intensive aesthetics course for our BA students in Fine
> Art/Crafts? We average about 20 to 30 majors who opt for this degree in
> our school and imagine that one section per year for 15 students would
> be needed. Alternately, it would also work for us to require one of
> your existing courses, if it was writing intensive. Let me know what
> you think.
>
> Best

PHIL 281

>
> Paul
>
>
>
>
>
> Paul O'Keeffe, Professor
> School of Art
> Kent State University
> cell: 216 470 8478
>
>

PHC 282

PROPOSED

31072 American Indian Philosophies (3)
Examination of philosophical issues and themes in American Indian world views, with attention given to the reflections of contemporary native scholars. Prerequisites: prior course in philosophy, junior standing. This course may be used to satisfy the diversity requirement.

31075 Philosophy and Multiculturalism (3)
Philosophical examination of various approaches to multiculturalism, in terms of definitions, justifications and relevant alternative views regarding the scope and nature of multiculturalism. Prerequisite: one course in philosophy or junior standing. This course may be used to satisfy the diversity requirement.

32091 Seminar: Philosophical Reflections (3)
(Repeated registration permissible with departmental approval) Exploration of philosophic literature for contrasting or developing conceptions of human beings. Prerequisite: junior standing, or one course in philosophy.

40005 Health Care Ethics (3)
Ethical problems in health care critically assessed, and consideration of how these specific ethical problems illuminate the ethical enterprise. Prerequisites: prior course in philosophy, junior standing in a health care discipline.

40093 Variable Title Workshop in Philosophy (1-6)
S/U grading. Prerequisite: special approval.

41010 Problems in the Philosophy of Religion (3)
Philosophical examination of issues and problems presented by various writers in philosophy of religion. Prerequisite: at least one of PHIL 31001, 31003, 31004, 31005, 31006, 31010 or 31020.

41015 Philosophical Study of Religion (3)
A philosophical examination of pivotal issues, schools and theorists in the study of religion and the future of comparative studies. This course pursues the academic study of religion at an advanced level. Prerequisite: at least one of PHIL 31001, 31002, 31003, 31004, 31005, 31006, 31010, 31020.

41020 Social Philosophy (3)
Philosophic examination of theories of societies as proposed by various writers. Prerequisite: at least one of PHIL 31001, 31003, 31004, 31005, 31006, 31010 or 31020.

41025 Philosophy of Law (3)
Critical examination of the nature and function of law. Prerequisite: junior standing in justice studies or political science, or one philosophy course at 30000 level or above.

41030 Ethical Theories and Practices (3)
Intensive and in-depth study of some dimensions of philosophic traditions in ethics. Prerequisite: at least one of PHIL 31001, 31002, 31003, 31004, 31005, 31006, 31010, 31020.

41035 Philosophy of Science (3)
Analysis of methodological problems in scientific disciplines. Prerequisite: at least one of PHIL 31001, 31003, 31004, 31005, 31006, 31010 or 31020.

41040 Theories of Knowledge (3)
Study of various problems in philosophic theories of knowledge with some emphasis on current philosophic challenges on such theories. Prerequisite: at least one of PHIL 31001, 31003, 31004, 31005, 31006, 31010 or 31020.

41042 Topics in Metaphysics (3)
Philosophical examination of at least three issues in metaphysics with an emphasis on the historical debates that give rise to them and their contemporary contexts. Prerequisite: at least one of PHIL 31001, 31002, 31003, 31004, 31005, 31006, 31010, 31020.

41045 Metalogic (3)
(Cross-listed with CS 41045 and MATH 41045) Consideration of various metatheorems, including soundness and completeness of propositional and predicate calculus, undecidability of predicate calculus and incompleteness of the theory of arithmetic. Prerequisite: PHIL 31045.

PREREQ-EPC APPROVED 3/14/09

41050 Philosophical Analysis (3)
Study of major problems in analytic philosophy and subsequent philosophical analysis. Prerequisite: at least one of PHIL 31001, 31003, 31004, 31005, 31006, 31010 or 31020; or special approval.

41055 Phenomenology (3)
Investigation of phenomenological movement, its methods and the scope and course of its applications in philosophy and other disciplines. Prerequisite: at least one of PHIL 31001, 31003, 31004, 31005, 31006, 31010 or 31020.

41060 Pragmatism (3)
Detailed reading from classical American pragmatists, along with some attention to later interpretations and explorations of current reappraisals and developments. Prerequisite: at least one of PHIL 31001, 31003, 31004, 31005, 31006, 31010 or 31020.

THIS COURSE MAY BE USED TO SATISFY THE WRITING-INTENSIVE REQUIREMENT WITH APPROVAL OF MAJOR DEPARTMENT.

41065 Plato (3)
Detailed examination of selected Platonic dialogues, with some attention to Plato's development and dismissal of certain pre-Socratic (and Socratic) themes. Prerequisite: at least one of PHIL 31001, 31003, 31004, 31005, 31006, 31010 or 31020.

41070 Aristotle (3)
Detailed examination of selected works of Aristotle, with some attention given to Aristotle's development and dismissal of certain pre-Socratic and Platonic themes. Prerequisite: at least one of PHIL 31001, 31003, 31004, 31005, 31006, 31010 or 31020.

41076 Continental Philosophy (3)
Investigation of some figure, issue or theme in continental philosophy from Descartes to present. Prerequisite: at least one of PHIL 31001, 31003, 31004, 31005, 31006, 31010 or 31020.

41077 British and American Thought (3)
Detailed investigation of a figure or issue in British or American philosophy. Prerequisite: at least one of PHIL 31001, 31003, 31004, 31005, 31006, 31010 or 31020.

41080 Philosophy and Art in the Modern Age (3)
Exploring, with emphasis on the modern age, philosophical conceptions of art in their interplays with, especially, practicing artists' attitudes toward theory. Prerequisites: ~~junior standing in art; at least one of PHIL 31001, 31003, 31004, 31005, 31006, 31010 or 31020.~~ NONE

41085 Philosophy and Cultural Theory (3)
A discussion of the philosophical bases of aspects of cultural theory such as post colonialism and the negritude movement. Prerequisite: at least one of PHIL 31001, 31003, 31004, 31005, 31006, 31010 or 31020.

41086 Philosophy of Expression (3)
Concentrated study of expression through philosophy of literature, of music, of body, of language or of symbols. Prerequisite: at least one of PHIL 31001, 31003, 31004, 31005, 31006, 31010 or 31020.

49995 Special Topics (2-3)
(Repeatable when content varies) Prerequisite: special approval.

49996 Individual Investigation (1-3)
(Repeated registration permissible with departmental approval prior to registration) IP grade permissible. Prerequisite: departmental special approval prior to registration.

**Course ineligible to be repeated for GPA recalculation—effective spring 2008.*
***Courses offered only at Regional Campuses.*

PHIL 283

HONORS COLLEGE

Interdepartmental Correspondence

To: Stephane Booth, Associate Provost

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

Subject: Proposal for EPC Action

Date: October 13, 2008

The University Requirements Curriculum Committee has approved the attached proposal to revise the membership of the Committee, effective Fall 2009. The proposal will add a faculty representative from University Libraries and Media Services. Also attached is a revised copy of the definition of membership from Faculty Senate.

Cc: Therese Tillett, Curriculum Services
URCC

University Requirements Curriculum Committee (URCC)

CLASSIFICATION: University Committee

REPORTS TO: Educational Policies Council and Provost

CHARGE: This subcommittee of the Educational Policies Council (EPC) will oversee all courses that every student must take (i.e. university-wide curricular requirements), it will 1) periodically review and recommend changes in existing curricular requirements (LER, Diversity, and Writing Intensive), 2) review new courses and program proposals and make recommendations on them, 3) initiate and monitor faculty development programs for instruction of these courses, and 4) assess student learning outcomes from university-wide required courses and programs.

COMPOSITION: The URCC will be composed of ~~TWENTY-TWO (22)~~ TWENTY-THREE (23) members representing faculty and administrators from the various colleges, ~~and~~ independent schools, and University Library. All but the administrative co-chair will be voting members.

~~Nine (9)~~ Ten (10) members will be faculty chosen by curriculum committees representing the eight (8) colleges and independent schools, including Architecture and Environmental Design; Arts and Sciences; Business Administration; Communication and Information; Education, Health, and Human Services; the Arts; Nursing; and Technology, and University Libraries and Media Services. A separate representative will be chosen from the Regional Campuses, appointed by the Regional Campuses Faculty Advisory Committee.

One (1) additional member from Arts and Sciences will be chosen by the Faculty Senate Chair upon recommendations of the Committee on Committees. One (1) At-large member will be chosen by the Faculty Senate Chair upon recommendations of the Committee on Committees.

Nine (9) members will be assistant or associate deans from the eight (8) colleges and independent schools, plus the Regional Campuses,

One (1) member will be an undergraduate student, the Academic Affairs Chair (or designee) of the Undergraduate Student Senate.

One (1) member will be the Dean of the Honors College who will serve as co-chair of the committee along with a faculty member from the committee.

QUALIFICATIONS OF FACULTY MEMBERS: Administrative representatives will have responsibility for curriculum, and faculty should have undergraduate teaching responsibilities and a lively interest in or experience with curricular matters. The student should have a lively interest in or governance responsibility for curriculum.

TERM: The terms of the administrative co-chair, college dean representatives and representatives of the Vice Provost for Regional Campuses will be indefinite. The terms of the faculty members will be three (3) years, on a rotating basis. No faculty member will be appointed for more than two terms in succession. The student representative will be appointed annually, but may serve a second term.

MEANS OF APPOINTMENT: Administrative representatives will be assigned by the deans and the Vice Provost for Regional Campuses. The administrative co-chair will be appointed by the Provost. Faculty appointments will be made by the college/school curriculum committee, Regional Campuses faculty Advisory Committee, and Faculty Senate Committee on Committees, as outlined above. The student representative will be, or be appointed by, the Academic Affairs Chair of the Undergraduate Student Senate.

Proposal to add a faculty representative from University Libraries and Media Services to the University Requirements Review Committee

October 2008

Whereas the faculty in University Libraries and Media Services (LMS) is active in curricular development, and

Whereas the University Requirements Review Committee (URCC) has faculty representation from every collegial unit on the Kent Campus as well as a representative from Regional Campuses, and

Whereas the URCC has benefited from the input of LMS faculty members as non-voting ex-officio members in the past,

We propose that the composition of the URCC be revised to include a faculty member from University Libraries and Media Services, to be chosen by the LMS curriculum committee, with full rights and responsibilities of other faculty representatives.

Proposal to Establish a College of Public Health at Kent State University

Kent State University Policy Registrar 3342-2-03 (Effective: August 13, 2007)
University policy regarding the establishment or revision of academic administrative structures

(A) Purpose. The University recognizes that academic administrative structures should reflect and facilitate the academic mission and strategic direction of the university.
(B) Policy Implementation.

(1) ALL REQUESTS FOR ESTABLISHING OR REVISING ACADEMIC ADMINISTRATIVE STRUCTURES MUST BE SUPPORTED WITH A PROPOSAL THAT ADDRESSES:

(a) The quality of the faculty, students, and programs;

The College of Public Health (hereafter CPH) at Kent State University is being created under the guidelines and policies dictated by both the Kent State University governance structures as well as the Council on Education for Public Health (hereafter CEPH) criteria for accreditation.

To have an accreditable College of Public Health, eventually the structure must include at least three doctoral and five master's degree programs, with a core faculty of no fewer than 21 Full-Time faculty and four FTE, covering the five cores areas of public health: epidemiology, biostatistics, behavioral and social sciences, environmental health sciences, and health services administration. In additional and as an early step, Kent State University will also offer an undergraduate degree in public health.

In addition to the minimum requirements and general criteria, each field of specialization has particular criteria used in evaluating applicants. Although no specific undergraduate major is required for admission to any of the programs in the College of Public Health, certain courses or content may be required as prerequisites or recommended.

Biostatistics
The most important background for biostatistics is good preparation in mathematics, especially courses in calculus and linear algebra. A first course in probability and statistics is desirable, and any applied statistics courses will be helpful. Close attention will be paid to grades in quantitative courses of any kind. Verbal and quantitative GRE scores should individually be 600 or above, and many students will score well above that, especially on the quantitative portion.

Clinical Investigation
The curriculum in clinical investigation draws heavily on epidemiology and biostatistics, so students should be prepared for the quantitative demands of those fields. In addition, because of the nature of the work, the specialization in clinical investigation is limited to persons who have a clinically-related doctorate (e.g., MD, DO, DDS, DVM, PharmD) or who are in a combined degree program for that degree along with the MPH.

Environmental Health Sciences
A strong undergraduate curriculum in life sciences is recommended. Applicants need to have sufficient science background for the heavy emphasis on toxicology in environmental health sciences. Verbal and quantitative GRE scores should individually be 600 or above.

Epidemiology
Students should have experience and strength in undergraduate mathematics and quantitative courses. Prior courses in statistics are helpful. GRE verbal and quantitative scores are both important, and the combined total should be at least 1200. The analytical writing score should be at the fiftieth percentile or higher.

Behavioral and Social
Applicants should complete academic programs that allow them to develop good analytical and communication skills. Students are admitted from a wide variety of majors. Ideally, the applicant's record includes demonstrated excellence in the social and/or health sciences as well as coursework in quantitative methods. Applicants should also have work and/or volunteer experience that contributes to their career interests in health behavior and health promotion.

Health Services Management and Policy
Applicants should choose majors that allow them to develop good analytical and communication skills. Regardless of major, the student's record should show rigorous courses in quantitative and verbal skills. The MHA and MPH degrees require one introductory course in financial accounting as a prerequisite. Applicants may apply without having taken an accounting course, but need to complete it before starting the program. Introductory courses in economics and statistics are strongly recommended. In addition, it is preferred, but not required, that MHA applicants have had some work experience.

Program for Experienced Professionals
Students in the MPH Program for Experienced Professionals (PEP) are chosen based on a combination of characteristics. They must first have the academic skills to succeed in the curriculum and benefit from it, as measured by traditional indicators. PEP students are also expected to bring a significant experience base to their cohort in the program, and show potential for leadership positions in public health. Thus admission is limited to persons who either have at least an undergraduate degree and two or more years of health-related work experience, or a relevant doctoral degree and at least one year of health-related work experience.

Leadership from the various programs will determine the admission criteria following a very structured peer review and approval process.

The recruiting and hiring of new faculty will similarly be conducted under closely scrutinized processes and circumstances. Specifics in every case will be judged individually as these programs rotate through the University's various governance structures. A preliminary assessment of existing faculty versus anticipated need suggests that as many as half of the necessary faculty could already be in place at Kent State University.

New programs require thoughtful leadership and an experienced administrator. A "Founding Dean" is under consideration, one who is twice credited with having "saved" schools of public health on the brink of collapse to full accreditation.

A 25-member Advisory Committee comprised of Kent State administrators and faculty (representing the disciplines of biology, psychology, nursing, and health education) as well as faculty from NEOUCOM's Department of Community Service, physicians and administrators from several hospital, foundation and corporate sites of SUMMA Health Care Systems, and

representatives from various public health agencies serves to guide Kent State University's efforts in curriculum, delivery mechanisms, student placement and opportunities and leadership on this mission.

It is expected to take at least five years in for the College of Public Health to become fully functioning and eligible for accreditation.

(b) Centrality and coherence to the mission and strategic directions of the university and other academic units;

The mission of Kent State University is to discover, create, apply and share knowledge, as well as to foster ethical and humanitarian values in the service of Ohio and the global community.

In the March 2008, "Strategic Plan for Higher Education 2008-2017," Chancellor Eric D. Fingerhut, Ohio Board of Regents, called for Ohio's public institutions to "sharpen their focus" (p. 24) while also developing what he termed, "Centers of Excellence," ". . . drivers of both the regional and state economies and that will complement the comprehensive, quality education available at each institution" (p. 5). Regarding Centers of Excellence, he goes on to say, "…university quality often centers on undergraduate education, but the reputation and impact of universities increasingly depends on graduate and professional education. [Graduate and professional education]…is at the core of academic Centers of Excellence that provide nurturing environments where new ideas are incubated, developed, tested, and refined" (p. 28).

Six months later, in his September 25, 2008, "The Excellence Agenda: State of the University Address," Kent State University's 11th president Lester A. Lefton spoke about his nine point roadmap for the future. Among the nine areas of emphasis is a College of Public Health: "These related initiatives align with the University System of Ohio's strategic plan, which ask universities to leverage existing areas of excellence. The school will draw on Kent State faculty's considerable expertise in nursing, bio-preparedness, sociology, psychology, and other health related disciplines. The master's program will take advantage of Kent State's national leadership in information science and knowledge management" (p. 3).

A College of Public Health at Kent State University responds directly to Chancellor Fingerhut's and President Lefton's vision for higher education in Ohio and specifically at Kent State University.

(c) Comparative advantage versus other structures;

"Because more than 47 million individuals lack health insurance … and because we lack visionary leadership in medicine, health care is our greatest national crisis." These words, spoken by Dr. Joyce Elders, then President Bill Clinton's 1993 appointee to the position of Surgeon General of the Public Health Service, are unfortunately no less true today, 25 years later. Kent State cannot continue to wait, hoping that someone else will take up this cause.

"The time and place for a school of public health are 'now' and 'here.' There is only one accredited school of public health in Ohio. And, with projects like Cleveland's Medical Mart adding to Northeast Ohio's status as a medical Mecca, the new school and graduate program present golden opportunities for our students, faculty and region. Our analyses support the commonsense conclusion that they would attract significant enrollments, research funding and visibility to Kent State—all while allowing us to fulfill our public-service mission in new ways." (President Lefton, The Excellence Agenda: State of the University Address 2008, p. 3)

(d) What makes the unit particularly appropriate for Kent state university:

According to the Health Policy Institute of Ohio: "Ohio mirrors the national health care dilemma: high costs, widespread lack of insurance coverage, insufficient investment in primary care and chronic illness management, burgeoning technology, and significant disparities – geographic, ethnic, racial, economic – in access to and quality of care" (*Mapping Health Spending and Insurance Coverage in Ohio* from the Health Policy Institute of Ohio, 2007).

In 2007, the state of Ohio ranked 29th in the nation in terms of overall public health. Ohio's public health has worsened over time; in 2006, it ranked 25th; in, 1990 it ranked 18th. Ohio ranks 43rd in high prevalence of obesity (46th in adolescent obesity), 45th for mental health days taken per month; 43rd in terms of the rate of cancer deaths; 38th regarding prevalence of smoking (United Health Foundation website). "The population of Ohioans over age 65 is expected to grow by almost six percent by 2025. Ohio spends more on nursing homes than almost all other states while spending less on children than almost all other states" (*Mapping Health Spending and Insurance Coverage in Ohio*, Health Policy Institute of Ohio, 2007).

In the urban center of northeastern Ohio stands Cleveland, a major transportation hub and base of numerous major medical centers and hospitals. Compared to other cities of its size, Cleveland ranks second in violent crimes (behind Atlanta, Ga.) and when compared with all other cities, Cleveland ranks seventh in the country.

Kent State University is located 35 miles from Cleveland and boarders Akron, the fifth largest city in Ohio. Ten million people live within a 150-mile radius of the city of Kent, located in one of the poorest counties in Ohio (Portage), in terms of public health service. It has been more than 50 years since any public health-related levy has passed, despite the inverse relationship of increasing demand for services.

(e) Demand for the unit and for the graduates of the unit;

"There are about 500,000 individuals employed as public health workers at all levels of government in the United States. Very few of these professionals have formal public health training or even share a common academic base" (C. William Keck and F. Douglas Scrutchfield, *Principles of Public Health Practice,* 2003). On February 27, 2008, the national organization representing public health education, the Association of Schools of Public Health (ASPH) released an assessment warning that, "More than 250,000 additional public health workers will be needed by 2020 to avert a public health crisis." Leading public health organizations, including the Centers for Disease Control and Prevention (CDC) and the American Public Health Association (APHA), agree that the current workforce is inadequate to meet the needs of the future. ASPH is calling for increased federal funding to invest in public health education and training (ASPH Friday Letter #1506 – 29 February 2008).

According to the ASPH, there are numerous career opportunities in the public health field. Graduates of Kent State's College of Public Health will enjoy a robust variety of choices and options. Here are just a few examples of employers and job titles that graduates may pursue (http://www.asph.org/document.cfm?page=728).

Biostatistics: Data Management Director, *State Health Dept,* Director of Clinical Trials, *Industry/Corporate,* and Program Evaluation Analyst, *Federal Government.*

Epidemiology: Director of Infectious/Chronic Diseases, *Local/State Health Dept.,* Outcomes Researcher, *Industry/Corporate,* CDC Investigator, *Federal Government.*

Health Services Administration: Hospital/Managed Care Administrator, *Health Facilities,* Program Evaluation and Planning, *State Health Dept.,* Information Systems Manager, *Industry/ Corporate,* Health Services Research Analyst, *University,* Policy Analyst, *Federal Government.*

Environmental Health: Waste Management Specialist, *Local Health Department/ Environmental Agency,* Pollution Control Program Director, *State Health Department/ Environmental Agency,* Industrial Hygienist, *Industry/Corporate,* EPA Researcher/Administrator, *Federal Government.*

Health Education/Behavioral Science, Consumer Information Director, *Voluntary Health Agencies,* Program Planning and Evaluation, *Local Health Dept.,* Health Promotion Specialist, *Industry/Corporate.*

In addition, the revised fourth edition of the *Dictionary of Occupational Titles* (DOT) from the U.S. Department of Labor gives a plethora of career choices and wide range of professional options for public health professionals (http://www.wave.net/upg/immigration/dot_index.html).

- public health dentist
- public health educator
- public health engineer
- sanitary engineer
- environmental engineer
- public health microbiologist
- medical scientists
- public health nurse
- registered nurses
- nursing supervisor
- community health nursing
- nursing staff
- public health physician
- public health registrar
- medical records technicians
- public health service officer
- field investigator
- public health inspectors
- public health officers
- medical and health services managers

(f) Duplication and interrelatedness of the unit's program(s) within the university, state, and region;

Nationally there are 40 accredited schools/colleges of public health. The Ohio State University is the only college of public health in the state despite Ohio being the seventh largest state in the nation. Every state larger than Ohio has four, three or minimally two colleges or schools of public health: California and New York have four; Texas, Florida and Massachusetts each have three; while Kentucky (smaller than Ohio) and Pennsylvania each have two.

Public health is a broad, multidisciplinary field. Proximity—when determining to develop a school/college of public health—is irrelevant. All over the east coast colleges of public health are located in much closer proximity to one another than the physical distance between Ohio State University (Central Ohio—Columbus) and Kent State (Northeastern Ohio—Kent). For example, six minutes or 1.9 miles separate Boston University from Harvard University, and both are less than 100 miles from the University of Massachusetts at Amherst. The distance between Johns Hopkins University (Baltimore, Md.) and George Washington University (Washington, D.C.) is a mere one hour apart. New York Medical College and Columbia University—20 miles. New York Medical College and Yale University—62 miles. New York Medical College and Rutgers—66 miles. The examples could go on and on. The reason that these colleges of public health sustain enrollments and vitality is because they have distinguished themselves within the broad field of public health, which is what Kent State University has the potential to do.

The Ohio State University does not offer an undergraduate degree in public health which Kent State University seeks to develop, nor does it offer programs in the particular niche areas Kent State University is prepared to dominate: health informatics, traumatic stress, violence, bio-preparedness (as cited previously, Kent State houses one of only two modern BSL3 labs in the United States). In addition to the minimum requirements and general criteria, each field of specialization has particular criteria used in evaluating applicants. Although no specific undergraduate major is required for admission to any of the programs in the College of Public Health, certain courses or content may be required as prerequisites or recommended.

There are two consortia MPH programs in Ohio: CEO MPH, consisting of Kent State University, University of Akron, Youngstown State University, Ohio University, Cleveland State and NEOUCOM, which collectively admit on average 32 students annually into one MPH program; and, NOCPH-MPH, which includes the University of Toledo and Bowling Green State University. Wright State University also offers the MPH degree and this fall, 2008, the University of Cincinnati saw its inaugural class of 10 enter its program. In both cases, the audience served is a working professional who attends classes on weekends and increasingly on-line.

(g) Efficiency and Effectiveness of the unit in leveraging existing resources and expanding new resources;

As mandated by the Council on Education for Public Health (CEPH), “The program shall function as a collaboration of disciplines, addressing the health of populations and the community through instruction, research and service. Using an ecological perspective, the public health program should provide a special learning environment that supports interdisciplinary communication, promotes a broad intellectual framework for problem-solving and fosters the development of professional public health concepts and values.”

This collaborative approach allows Kent State University to draw upon the plethora of experts across the campus and disciplines, as well as from sister institutions, to deliver the very best in public health education balanced by a core of public health-trained faculty (MPH/DPH).

In addition, other units may choose to align themselves with the new college such as the Institute for the Study and Prevention of Violence, Applied Psychology Center, Center for Health Promotion Through Education, Center for Nursing Research, Center for Public Administration and Public Policy, Women’s Resources Center, Center for the Treatment and Study of Traumatic Stress, and the Human Development Center to highlight merely a few of the related Centers of Excellence already in existence at Kent State University.

(h) Administrative reporting structure;

Consistent with all college structures at Kent State University, the College of Public Health will be lead by a dean who reports directly to the Senior Vice President for Academic Affairs and Provost of Kent State. Associate and/or Assistant Deans will report to the Dean as will any department chairs. Support staff throughout the college will report to their most immediate management or administrative supervisor. In accordance with 3342-2-03.1 Administrative policy and procedures regarding academic administrative structures, the dean shall have primary responsibility for all curricular, budgetary, and personnel actions of the college. The dean shall be appointed by the Senior Vice President for Academic Affairs and Provost upon the recommendation of the appropriate advisory body and approval of the board of trustees.

(i) Space and capital budget needs;

Initially and for the purposes of this action, space needs are limited to four or five offices in no particular location to house consultants, administrators and initial faculty hires. A college of public health does not require a stand-alone physical structure in order to be considered a college, any more than the College of Arts and Sciences fits neatly into one structure on campus. That being said, it is the intention to seek naming opportunities for an existing or new construction so that eventually the CPH may have a core structure in which to house its administration and from which to operate.

(j) A proposed operating budget with any one-time resource needs;

Background

The business plan for the School of Public Heath consists of two programs; (1) graduate and professional and (2) undergraduate. The business plan for the graduate and professional program includes a Master in Public Health and three doctoral degrees; (1) Epidemiology, (2) Social and Behavioral and (3) Environmental Health. The initial enrollment assumption is four students in each program for a total of 12 students. The business plan assumes that these enrollments will remain constant. The initial enrollment for the Master of Public Health is 29 students, and it grows to a maximum of 150 students in Year 5. The undergraduate program has an initial enrollment of 80 students and grows to 100 students in Year 2 and remains constant throughout the business plan.

Financial Overview

Below is a partial list of financial assumptions used in the creation of the business plan:

- Existing Kent State faculty would be used in the first two years of the graduate and professional program plan.
- The administration (dean, associate dean and two chairpersons) would be hired with one from each of the disciplines. Two support staff would be hired.
- One new faculty person for the undergraduate program in Year 1.
- Start-up packages would be allocated over three years.
- Tuition and SSI increases are three percent per year.
- Salary increases are three percent per year.
- RCM overhead would not be added until Year 5.
- Space for the college was discussed but not addressed in the plan.
- Start-up funds would come from the President's Strategic Initiatives.

With these assumptions, the following financial results were projected:

- The College of Public Health would have a positive surplus in Year 3 and Year 4. In Year 5, with the addition of RCM overhead, the college would have a deficit. In Year 6, the college would show a positive return.
- The graduate and professional program would have a positive surplus in Year 3 and Year 4. In Year 5, the program would show a deficit caused by the RCM overhead and return to a positive surplus in Year 6.
- The undergraduate program has a deficit for all six years of the plan.

Proposed Operating Budget with any One-Time Resource Needs
The "one-time resource needs" for the College of Public Health was outlined in the Kent State Strategic Initiatives (Five-Year Plan). It shows a $1M investment per year for three years in the college.

(k) Evaluation procedures including academic assessment procedures;

Kent State University joined the Academic Quality Improvement Program of the Higher Learning Commission in fall of 2000. This process has been valuable in further engaging every unit in planning and in developing a culture that uses data to evaluate results. The currency and effectiveness of curricula are monitored at the department/ school level. Academic program faculty and coordinators review programs for needed curricular changes or possible elimination based on feedback from stakeholders – students, faculty, advisory boards, alumni, accrediting agencies, professional organizations and state mandates. The changes/inactivations are approved through a formal mechanism moving from the department/school level through the university (college level, EPC, Faculty Senate) and to the OBOR if necessary. Graduate Studies (RAGS) reviews graduate programs on a seven-year cyclic basis. A seven-year cyclic review of undergraduate programs began in fall 2005. These reviews are coordinated through a departmental review process.

Professional assessment of colleges of public health comes under the auspices of the Council on Education for Public Health or CEPH. CEPH criteria for accreditation deal with both outcomes and process—the ends to be achieved through public health educational, research and service activities, the means used to achieve the desired ends, and evaluation of the degree to which the desired ends are attained.

To be considered eligible for accreditation review by CEPH, a public health program shall demonstrate the following characteristics:

a. The program shall be a part of an institution of higher education that is accredited by a regional accrediting body recognized by the US Department of Education.

b. The program and its faculty shall have the same rights, privileges and status as other professional preparation programs that are components of its parent institution.

c. The program shall function as a collaboration of disciplines, addressing the health of populations and the community through instruction, research and service. Using an ecological perspective, the public health program should provide a special learning environment that supports interdisciplinary communication, promotes a broad intellectual framework for problem-solving and fosters the development of professional public health concepts and values.

d. The public health program shall maintain an organizational culture that embraces the vision, goals and values common to public health. The program shall maintain this organizational culture through leadership, institutional rewards and dedication of resources in order to infuse public health values and goals into all aspects of the program's activities.

e. The program shall have faculty and other human, physical, financial and learning resources to provide both breadth and depth of educational opportunity in the areas of knowledge basic to public health. As a minimum, the program shall offer the Master of Public Health (MPH) degree.

f. The program shall plan, develop and evaluate its instructional, research and service activities in ways that assure sensitivity to the perceptions and needs of its students and that combines educational excellence with applicability to the world of public health practice (Accreditation Criteria, Public Health programs, CEPH, Amended June 2005).

(I) A timetable for proposal implementation.

"The time and place for a school of public health are 'now' and 'here.' There is only one accredited school of public health in Ohio. And, with projects like Cleveland's Medical Mart adding to Northeast Ohio's status as a medical Mecca, the new school and graduate program present golden opportunities for our students, faculty and region. Our analyses support the commonsense conclusion that they would attract significant enrollments, research funding and visibility to Kent State—all while allowing us to fulfill our public-service mission in new ways" (President Lefton, The Excellence Agenda: State of the University Address 2008, p. 3).

It is expected to take at least five years in for the College of Public Health to become fully functioning and eligible for accreditation.

ACADEMIC YEAR	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
2008 – 2009	Advisory Council	Environmental Scan	Interim Dean	Report Due
2009 – 2010	Curriculum	Hire faculty and staff	Curriculum	Curriculum
2010 – 2011	Enter BPH/MS	Hire faculty	Curriculum	Curriculum
2011 – 2012	Enter MS/MPH	Hire faculty	Curriculum	Hire faculty
2012 – 2013	Enter PhD/DPH	Hire faculty	Hire faculty	Hire faculty

(2) ESTABLISHMENT OR REVISION OF ACADEMIC ADMINISTRATIVE STRUCTURES MUST BE IN CONFORMITY WITH POLICY 3342-2-03.1 OF THIS ADMINISTRATIVE CODE.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 27-Aug-08 Curriculum Bulletin _____

Effective Date Fall 2009 Approved by EPC _____

Department Computer Science

College AS - Arts and Sciences

Degree MS - Master of Science

Program Name **Computer Science** Program Code **CS**

Concentration(s) ~~CS~~ Non-Thesis Option Concentration(s) Code(s) NTHS

Proposal Revise Program
Establish a concentration

Description of proposal:

The Department of Computer Science requests the addition of a provision for a non-thesis option in the existing Master's of Science degree program. This option will be available to students who do not plan to complete a Ph.D. degree in Computer Science and who are pursuing a career that does not involve research such as system/software engineers, IT professionals, project leaders, system/network managers, developers, etc.

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):

This proposal does not require any additional staff nor any additional resources. It would be highly compatible with the existing programs in the CS Master's degree programs within the State Of Ohio, nationally and internationally, and serve the needs of students seeking employment in industry.

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

NONE (does not impact any other program or department)

REQUIRED ENDORSEMENTS

_____ 8/28/08
Department Chair / School Director / Campus Dean

Mary Ann Haley 9/16/08
College Dean

_____ ___/___/___
Executive Dean of Regional Campuses

_____ ___/___/___
Senior Vice President for Academic Affairs and Provost

CS2

KENT STATE
UNIVERSITY

To: Mary Ann Haley, Assistant Dean, College of Arts and Sciences
From: Arvind Bansal, Curriculum Coordinator, Department of Computer Science
Date: August 28, 2008
Re: MS program revision

Enclosed you will find the required documents to support our proposal to augment the Master of Science degree so that a new option would be available to students, specifically from industry and international students, to obtain a non-thesis option of Master of Science in Computer Science. This option will replace six credit hours of thesis with two additional graduate level (three credit hours each) courses. The total number of credit hours will remain the same, and it will not require any staff or resource changes and will provide the opportunity for CS professionals to obtain access to a graduate degree comprised of advanced course work that will be useful to many local, regional, and state-wide employers of computer science professionals.

The above proposal will enhance enrollment and retention of graduate students in our graduate program. Many other CS programs in the State of Ohio already have already established such a program.

The process was started in Spring 2008. The Computer Science Department contacted other A&S science department chairs as well as LCI, IAKM, and MIS during the early development of this proposal. There has been no objection to the proposal from the concerned departments. This proposal does not impact any other program /department in any way.

If you have any questions or require further information please do not hesitate to contact me.

Respectfully,

Arvind Bansal
Computer Science Curriculum Coordinator

Department of Computer Science
233 MSB Summit Street • P.O. Box 5190 • Kent, OH 44242-0001
Phone (330) 672-9035 • Fax (330) 672-7824 • http://www.cs.kent.edu/~arvind/ • arvind@cs.kent.edu

Proposal Summary

Title: Revision of MS degree program in Computer Science (CS)

Subject Specification

The Department of Computer Science (CS) is developing a non-thesis option for its Master's of Science (MS) degree program to serve the needs of the students working or aspiring to work in industry. This non-thesis option will be available to students who do not plan to choose research/academics as a career and who are a pursuing a professional career that requires application and integrative knowledge such as system/software engineers, IT professionals, project leaders, system/network managers, developers, etc.

Background Information

There is a clear need in industry for the students who can apply advanced knowledge in the fast changing field of Computer Science and information technology. Master of Science through thesis option prepares students well for research. However, it takes more time and resources of the industrial employers who do not need students with research capability yet want the advanced knowledge of the fast changing field to keep their competitiveness in the market place. In recent years, we have been steadily losing many students who have done their course work and have joined industry before completing their thesis. Many industrial students choose not to enroll in our program (or enroll in programs in other nearby universities with non-thesis option) due to the extra time and effort needed in the Master of Science with thesis option. Programs similar to the proposed non-thesis option are already being offered by many nearby Ohio universities to improve their enrollment and retention.

Establishment of non-thesis option will not affect the MS degree with thesis option. The thesis option will still prepare students aspiring to do research in industry or in academics. The program of study for the students who elect the thesis or non-thesis option will be the same in terms of number of credit hours and include most of the same types of CS courses, except that those in the non-thesis option would substitute *six* credit hours of thesis with *six* additional credit hours of non-research graduate level course work. Like Master's of Science with thesis option students with non-thesis option will also take Master's level seminar course (CS 69191). In the seminar course they will be required to complete a project (e.g., software, systems). The project will require writing technical report and presenting the result(s) in the Master's Seminar, in an oral examination format administrated by the instructor of the Master's Seminar course. The instructor will file a project completion form that is submitted to the graduate coordinator. Failing the project would require the student to retake the seminar. Only two attempts are allowed to successfully complete the final project.

The department requirements for the MS degree with non-thesis option would require completion of 32 credit hours of which:

i) at least 24 credit hours are at the 60000-level or above CS courses,
ii) at most 6 credit hours are at 50000-level CS courses and
iii) 2 credit hours are Master's level seminar (CS 69191)
iv) Completion of a CS project as defined by the student and the student's advisor.

Students, in consultation with their academic advisor, should declare either the "non-thesis" track or the "thesis" track in their 'Plan of Work' form no later than the end of the second semester in the program. Students will have the option to switch between the two tracks only once prior to the last semester of their residency in the program provided they fulfill all the requirements for that option. Students who take research courses cannot transfer them to non-thesis option track. Students who fail one option cannot use the alternative option for graduation. Exceptions to the above rules have to be petitioned by the student to the Graduate Studies Committee in consultation with his/her advisor and with support from his/her advisor.

Alternatives and Consequences

An obvious alternative is to leave the Master's of Science program as it is. This alternative will affect our retention drastically, and we will continue to lose students to industry without completing their degree program.

Specific Recommendation and Justification

The Department of Computer Science (CS) chooses to revise its program to increase the enrollment and retention, and prepare students for industry in this fast changing field.

Timetable and Actions Required

The mechanism for the implementation of this option is already in place through advising. We intend to implement this option and make it available to the current and new students. The detailed projected time line is:

CS faculty approval:	Spring 2008
A&S CCC approval:	Fall 2008
EPC approval:	Fall 2008
Faculty Senate approval:	Fall 2008
Implementation:	Fall 2009

COMPUTER SCIENCE

Robert A. Walker, Chair
233A Mathematics and Computer Science Building
330-672-9105
walker@cs.kent.edu

Hassan Peyravi, Coordinator of Graduate Studies
262 Mathematics and Computer Science Building
330-672-9047
gradinfo@cs.kent.edu

The Department of Computer Science offers graduate course and research leading to the Master of Arts, Master of Science and Doctor of Philosophy degrees in computer science.

For more information, visit the department Web site at http://www.cs.kent.edu.

Master of Arts/Master of Science

ADMISSION

A student entering the program must have the core components of an undergraduate computer science

with non-thesis option

Candidates for the Master of Science degree must successfully complete 32 semester hours of graduate non-research courses in CS of which at least 24 credit hours of graduate courses at 60000-level or above, at most 6 credit hours can be 50000-level and 2 credit hours of Master's Seminar (CS 69191) that includes a project and a final examination on the project.

Candidates for the Master of Science degree with thesis option must successfully complete 24 semester hours of graduate courses in CS of which at least 16 credit hours must be at 60000-level, at most 6 credit hours can be at 50000-level and 2 credit hours of Master's Seminar (CS69191). The student must write and defend a suitable master's thesis for which 6 credit hours are earned in CS 69199 (Thesis I) in accordance with the general requirements established by the College of Arts and Science and Research and Graduate Studies.

Details are available at the departmental web-site.

of Work must ensure that the student completes at least one course in three different areas/topics. The Plan of Work must be filled out and submitted to the graduate coordinator within one-year of entrance to the program but can later be modified with approval from the advisor and graduate coordinator. Further details can be found on the department's Web site.

Students must take CS 69191 Master's Seminar (2 credits) and make a public presentation of project and/or research work (excluding thesis or project defense) a minimum of one time before graduation. The presentation must take place in the master's seminar at least one full term before graduation and not more than two years after entering the program. This course can be taken multiple times but counts for 2 credits towards the degree.

Master of Science

~~Candidates for the Master of Science degree must write and defend a suitable master's thesis for which 6 credit hours are earned in CS 69199 Thesis I. A master's thesis committee must be formed that includes the advisor and at least two other graduate faculty members. The thesis topic and committee must be approved by the advisor and graduate coordinator. The final version of the thesis must be approved by the advisor, committee and graduate coordinator. Further details can be found on the department's Web site.~~

~~Summary of the Master of Science requirements: 24 credits (i.e., typically eight courses, six of which are at the 60000 level or above); the Master's Plan of Work; 2 credits CS Master's Seminar and presentation; and 6 credits of CS 69199 Thesis I and thesis defense.~~

Master of Arts

Candidates for the Master of Arts degree are required to enroll for 3 credit hours in CS 69098 Research under the direction of aduate faculty member and to develop a master's project. aster's project committee must be formed that includes advisor and at least two other graduate faculty members. committee and project topic must be approved by the duate coordinator. The student must present and defend project to the committee. Further details can be found on department's Web site.

nmary of the Master of Arts requirements: 27 credits (i.e., ically nine courses, seven of which are at the 60000 level or ve); the Master's Plan of Work; 2 credits CS 69191 Master's hinar and presentation; and 3 credits of CS 69098 Research l project defense.

Doctor of Philosophy

MISSION

tudent entering the doctoral program should hold a ster's degree in computer science or closely related cipline. Students with a master's degree in a closely related cipline must fulfill the admission requirements for a master's gree in computer science. All students must pass the liminary examination within 20 months of entrance into the doctoral program.

Students with a very strong undergraduate degree in computer science may be admitted directly into the doctoral program but must fulfill the requirements of both the master's and doctoral degrees. The time limits for the preliminary examination and CS 89191 Doctoral Seminar are extended by 18 months for these students.

CS 5

KENT STATE
UNIVERSITY

INTEROFFICE MEMORANDUM

TO: **EPC**
Ms. Therese Tillett, Coordinator of Curriculum Services

FROM: **Associate and Assistant Deans Committee**
Kristen Figg, Chair

SUBJECT: **Proposal to add a new grade mode to the current university policy**

DATE: **September 24, 2008**

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 October 20, 2008 agenda of the EPC. This proposal is being submitted to establish the use of a new grade mode of CF, indicating when a student has been unsuccessful in completing the clinical requirements of a course. If approved, the policy would be included in the 2009-2010 catalog.

This proposal is supported by the Associate Degree Nursing Program Directors, the College of Nursing, the Regional Campus Academic Operations Council, the Office of the Registrar, and the Associate and Assistant Deans Committee.

Enclosed with this memo is the Proposal Summary for your review. Please contact Kristen Figg or Yvonne Smith if you have questions.

KENT STATE
UNIVERSITY

COLLEGE OF NURSING

Henderson Hall

To: Educational Policies Committee
From: Laura Dzurec, Dean, College of Nursing
Re: Clinical F
Date: September 7, 2008

A task force has been established to develop a 'Clinical F,' the purpose of which is to stop the academic nursing progress of students who, with repeated observation and appropriate remediation, do not demonstrate essential and basic competencies in the clinical component of the associate degree nursing program. There are several purposes for developing this designation. First, it will clarify student record keeping, as it will flag the rationale for a grade of F submitted prior to the end of the semester. Second, it will permit tuition refunds to students, at an appropriate rate. Third, as after earning a series of Clinical Fs, students will be dismissed from the program, the Clinical F will serve to formally clarify the reason for prior dismissal of students seeking readmission. These points are made more clear in the proposal developed by the Clinical F Taskforce. As noted in the proposal, "This proposed grade designation will also provide a clear point at which the student who evokes the right to appeal may begin the grade grievance process."

The Clinical F should provide, as noted in the proposal, "a clear and accurate depiction" of student performance. I encourage EPC support of the proposed Clinical F.

College of Nursing
P.O. Box 5190 • Kent, Ohio 44242-0001
Administration: 330-672-7930 • Faculty: 330-672-3686 • Fax: 330-672-2433
E-mail: nursing@kent.edu • http://www.kent.edu/nursing

September 11, 2008

Educational Policies Council
Kent State University
Kent, OH 44642

Dear Educational Policies Council Members,

The Creation of a Clinical Failure Designation grade will be a valuable designation for the Associate Degree Nursing Program on the Regional Campuses. The proposed clinical failure "CF" will allow for the fair and accurate depiction of the student's performance in the nursing program. This designation will provide the clarity to support the current grading practices in the Associate Degree Nursing Program. The "CF" identifies that the student was unsuccessful in the clinical portion not the didactic part of the nursing course. Students in the Associate Degree Nursing Program must successfully complete both the didactic and clinical components of the class to pass the course.

This grading mode allows the ADN Program to assign the clinical failing grade immediately. When a student's transcript is viewed it is clear that the student did not pass the clinical portion of the course. The student will no longer be able to withdraw from a nursing course and have a "W" designation on their transcript when the truth is that the student did not demonstrate clinical competency and earned a clinical failure and therefore failed the course.

Thank you for your consideration and support of this proposal.

Sincerely,

Carol Drennen, RN, MSN, MS
Senior Program Director, Nursing & Allied Health
Kent State University Ashtabula

Joan Lappin, RN, MSN
Director ADN
Kent State University
Tuscarawas

Ann Kavanaugh, RN, MSN
Director ADN
Kent State University Geauga Campus-
Twinsburg Center

F. Anne Freitas PhD., RNC
Interim Director ADN
Kent State University
East Liverpool

April 23, 2008

TO: Yvonne Smith, Assistant Dean, Nursing Operations

FROM: Ruth Capasso, Associate Dean, Convener of RCAOC

SUBJECT: Clinical F Designation

On behalf of the Regional Campus Academic Operations Council (RCAOC), comprising the Assistant and Associate Deans of each Regional Campus,* I write to express our unanimous support of the Clinical F designation for students enrolled in the Associate Degree Nursing Program on the Regional Campuses. We support the four recommendations of the Subcommittee of the Associate and Assistant Deans' Committee, on the proposal dated April 3, 2008.

*Members of the RCAOC: Ruth Capasso, Fran Haldar, Kristen Figg, Mel May, Donna Ramsay, Robert Sines, Rich Wiscott.

TO: Provost Frank, EPC, Faculty Affairs and Curriculum Committee

FROM: Glenn Davis, University Registrar

RE: Proposal from College of Nursing for a New Grade [CF]

I write to lend my support for the proposal from the College of Nursing to create a Clinical Failure Designation of "CF" as it is described in the attached document. I have worked very closely with Assistant Dean Smith and others from the College of Nursing and regional campuses from the very beginning in an effort to provide an equitable and fair way of denoting on the academic transcript a clear indication of a student's performance during the clinical experience, while at the same time providing an equally clear audit trail for university reporting and academic performance tracking within the college. The "CF" grade, as proposed, provides university faculty the appropriate means of protecting our academic integrity, standards and rigor of the program without violating the student's ability to withdraw from the clinical experience during the time period that any other student would be allowed to do so from any other course.

This is a special grade that is appropriate for special situations, and in my opinion, it preserves the spirit and intent of our grading and learning process, so I am happy to co-sponsor this proposal without reservation.

KENT STATE UNIVERSITY
Associate and Assistant Deans Committee

Proposal Summary

Title: Creation of a Clinical Failure Designation grade mode.

Subject specification: This proposal creates a new grade mode that will be used to indicate course failure when the student has been unsuccessful in completing the clinical component of a course.

Background information:
Demonstrating competency of basic skills is an essential component of all nursing programs. Student success in the nursing program is dependent on the building of knowledge and skills from one nursing course to the next. Inherent in this developmental process, the clinical experience provides both learning time and evaluation time.

Students enrolled in the Associate Degree Nursing Program on the Regional Campuses are required to complete several competencies to be successful in the nursing courses. One such competency is that of the application of math skills in determining the proper dosage of medication for administration. Due to the critical nature of the need for accuracy in administering medications, a grade of "F" is assigned when a student is unable to demonstrate competency in this skill.

In addition to medication math competency, students may earn competency failures as a result of not being able to safely provide patient care. The current program policy states that clinical laboratory experiences are evaluated on a "pass or fail" basis. A failing grade (F) is earned for any act of omission or commission that may cause or potentially cause harm to a patient. Evaluation of the students' performance in the clinical area is documented weekly on a clinical evaluation tool. Students who demonstrate a pattern of performance below the standards earn a competency failure. The number of competency failures a student may receive in each course before the clinical failure is assigned is clearly identified in the course syllabus. Clinical nursing courses have both a didactic and a clinical portion. Students are required to successfully complete both portions to earn a passing course grade. Therefore, a clinical failure does result in course failure.

Per program policy, students who fail nursing courses in two semesters are dismissed from the program.

History

Prior to Spring 2007, students who failed a clinical course before the end of the semester were assigned a letter grade of "F" on their academic transcript. On occasion, a student would access the Student Information System via the web and withdraw from the course prior to the entry of the failing grade. When the withdrawal was discovered, the program director would submit a change of grade form to the Registrar's Office with the failing grade earned as a result of the student's performance. In Spring, 2007, this practice was called into question because the student earned a course failure prior to the course completion, yet within the time period in which the university timelines allowed the student to voluntarily withdraw from a course.

Description of action

The committee proposes the following:

1. The designation of clinical failure "CF" should be established.
2. The designation should reflect "0.00" quality points on the student transcript and be calculated as such in the cumulative grade point average.
3. Although this designation is primarily being requested for the Associate Degree Nursing Program, the committee recommends the designation be available for other designated uses.
4. The "CF" grade should be recorded immediately through the grade submission tool in FlashFAST and may not be overwritten by a course withdrawal.

Intended Effect

The intended effect of this proposal is to create a grade designation that is a fair and accurate depiction of the student's performance in the nursing program. This proposed grade designation will also provide a clear point at which the student who evokes the right to appeal may begin the grade grievance process.

Conformity of action with mission of sponsoring unit

The Associate and Assistant Deans Committee, the Regional Campuses, the Office of the Registrar, and the College of Nursing support this proposal.

Rationale for action

In comparison to other academic programs, a nursing student can fail a clinical course early in the semester. For example, students can fail a clinical nursing course as early as week three of the semester for the inability to demonstrate competency in the area of dosage calculation for medication administration on previously learned material (medication math competency). To test the medication math competency, students must pass a written dosage calculation clinical simulation at the beginning of the semester, to validate the students' ability to safely

administer medications to patients in the clinical setting. Each simulation is developed based on previously learned knowledge and requires a demonstration of skills applied during the previous semester. Depending on the course, the students have two or three opportunities to pass the competency. Although the majority of students do successfully complete the demonstration of this basic competency, the few who do not, fail the course and are not permitted to continue. Although the medication administration competency is the primary cause of students failing very early in the semester, any student who is judged to be unsafe in practice, after weekly evaluation, could receive a failing grade prior to course completion. Although this issue appears to be unique to the discipline of nursing, it is not unique within nursing education programs. A review of other programs reveals that students who place patients' safety at risk incur a range of consequences from clinical failure to dismissal from the program.

Because a clinical failure represents possible risk to a patient, it is important that this information be part of the academic record and not overwritten by a withdrawal. Should a student who has earned a clinical failure apply to a nursing program at another Kent State campus or at another institution, this information would be considered when making an admission decision. Unfortunately, under the current system, students who earn a clinical failure can withdraw through FlashFAST preventing the assignment of the failing grade.

After careful analysis of the background and surrounding concerns, the Associate and Assistant Deans Committee concludes that the clinical failure (CF) designation would provide a solution to this complex problem through a fair and accurate depiction of the student's performance in the nursing program.

Effect on current programs, offerings, students, staff

Creation of this grade designation offers an accurate reflection of student performance, clarity with regard to the appeal process and fair and consistent treatment of students who are unsuccessful in clinical nursing courses.

Scope of action

This proposal affects the Associate Degree Nursing Program, which is currently offered on the Ashtabula, East Liverpool, Geauga/Twinsburg, and Tuscarawas Campuses.

Fiscal and staffing impact of action

There are no specific fiscal and staffing issues related to the implementation of this proposal.

Members of the Associate and Assistant Deans Committee raised the issue of tuition refund being affected by this grade designation. Currently, the student who withdraws early in the semester may be eligible to receive a refund, depending on the timeline. According to University Policy, when a student receives a failing grade in a course, the student is not eligible to receive a tuition refund.

Evidence of need and sustainability

This proposal arises from the need to establish a grade mode consistent with program needs and university procedure.

Consequences: In the event this proposal is not approved, the practice of assigning a failing grade to the course will continue. Issues related to clarity identified in this proposal will remain unresolved.

In the current grading system, the students' ability to withdraw results in an inflated and unearned grade point average (GPA). The cumulative GPA is a criterion for student selection. An inflated GPA is a concern when considering students for readmission to the ADN program, admission to other programs within the University, or to programs at other Colleges or Universities. This also results in inconsistent treatment of students in that those who initiate this procedure are recorded as a withdrawal and those who do not are designated as having failed the course.

Without a separate designation for clinical failure, all student withdrawals count as an "out" from the program. Under the current program policy, once students are admitted to the Nursing Program, any withdrawal from a nursing course is the same as a failing grade for the purpose of progression in the program. The implementation of this proposal will allow for reconsideration of this practice.

The Associate and Assistant Deans Committee explored the history of the withdraw passing (WP) and withdraw failing (WF) designations previously used at Kent State University. It was difficult to determine why these designations were retired. After careful consideration, the committee concludes reinstitution of these designations would fall short of the intent of this proposal.

Timetable and actions required: The proposed policy change and catalog revision would go into effect for the Fall 2009 catalog year.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: _____
DATE PROPOSAL APPROVED BY EPC: ____/____/____
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: Fall 2009
DATE OF PREPARATION: ____/____/____

Purpose of Proposal TO ESTABLISH A NEW MAJOR WITH TWO CONCENTRATIONS

Department SCHOOL OF EXERCISE LEISURE AND SPORT

Requested Effective Term Fall 2010 09

Preliminary Prospectus for OBR approval

Purpose _____ Policy _____ Program

Preparation Date 04/01/08 mm/dd/ccyy

Description of Proposal (please use upper case and limit to 50 words or less)
THE NEW PROGRAM WILL BE CALLED "EXERCISE SCIENCE MAJOR" WITHIN THE SCHOOL OF EXERCISE LEISURE AND SPORT. THE EXERCISE SCIENCE MAJOR IS A MODIFICATION OF THE PHYSICAL EDUCATION PROFESSIONAL MAJOR .

Describe Impact on Other Programs, Policies, or Procedures (limit to 40 words or less)
THE NEW MAJOR WILL CHANGE THE PREFIX TO SEVERAL COURSES IN THE ATHLETIC TRAINING (ATTR) MAJOR, HEALTH AND PHYSICAL EDUCATION, PHYSICAL EDUCATION TEACHER EDUCATION, HUMAN MOVEMENT STUDIES, INTEGRATED HEALTH STUDIES THAT CAN BE MODIFIED WHEN THEY ARE REVIEWED.

Units Consulted (See Guidelines For Instructions)
SELS

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean _____ 9/29/08
College/School Dean _____ 9/30/08
Provost _____ ____/____/____

Proposal includes establishment of new course subject EXSC – courses proposals to come with full proposal

KENT STATE
UNIVERSITY

TRANSMITTAL MEMO

TO: EPC
FROM: Joanne Arhar, Assoc. Dean, EHHS
RE: Curriculum Proposals for EHHS
DATE: September 29, 2008

SELS

1. Creation of an Exercise Science Major with two Concentrations: a) Exercise Physiology or, b) Exercise Specialist. This proposal modifies the existing Physical Education Professional Major by removing the Exercise Science Concentration.

ACHVE

2. Revision of the HPE -5 year dual licensure program to add the requirement for HED 49525 Inquiry for Professional Practice. The addition of the inquiry course in HED will add 3 credit hours to this dual licensure 5 year course of study which would go from 164-165 total credit hours to 167-168 total credit hours.

CTTE

3. Course revisions: Title and description change of CTTE 46017 to meet the new standards of "leadership." The removal elective (HM 13022) from the Family and Consumer Science Education program, reducing the electives from 12 to 9 hours. HM 13022 will become a required course to give more content related to food preparation.

Revisions to the above proposals were approved at the departmental/school curriculum committees and at the EHHS Undergraduate Council on September 19, 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

TRANSMITTAL MEMO

The title of the proposed program will be "Exercise Science Major" which is a Concentration modification of the existing Physical Education Professional ~~Major. The~~ purpose of this action is to create a new major, entitled Exercise Science with two Concentrations: a) Exercise Physiology or, b) Exercise Specialist. This action modifies the existing Physical Education Professional Major by removing the Exercise Science Concentration with two Options Exercise Specialist and Exercise Physiologist.

The rationale for initiating this action is in response to: (a) changes in the standards and guidelines for an accreditation by the American College of Sports Medicine (ACSM) as other Research Intensive Universities have also completed accreditation, (b) a need to organize the two options to better fit the Allied Health Professions (c) visibility and growth of the options;

In addition, the field of exercise science has evolved historically. While exercise science was born out of physiology and physical education the field has become increasingly tied to the Allied Health Professions. Increasingly, exercise physiologists are employed in clinical and medical settings. This increased involvement with the Allied Health Professions has created a greater emphasis on program accreditation which can lead to expanded certification opportunities for the student. These changes have moved exercise science, as a discipline, away from physical education and more towards physiology. This evolution has created the need for Exercise Science to become a new major with a new core which is more specific to the allied health professional and the science of exercise physiology as a whole.

In order to best prepare Exercise Science majors for professional/clinical roles within the industry and to keep pace with current ACSM accreditation guidelines substantial modifications to the current curriculum are required. These proposed curricular changes coupled with the Exercise Science faculty's continued commitment to innovation, research, knowledge dissemination, and the enhancement of educational and practical opportunities will afford students the opportunity to reach their full potential as exercise science professionals.

Proposal Summary

Title: Exercise Science Major

Subject Specification:

The purpose of this proposal is to modify the existing Exercise Science in the Physical Education Professional (PEP) major. The modifications will allow for a new major in Exercise Science, separate from PEP. The new major will offer two concentration options; Exercise Specialist and Exercise Physiology.

Background Information:

Exercise science has evolved rapidly over the past fifteen years and has utilized the fundamentals of physiology and nutrition as its conceptual framework. The American College of Sports Medicine (ACSM) identifies exercise science as the field of study offering the specialized training and education necessary for individuals seeking careers in the Allied Health Professions.

The development of the new Exercise Science major will allow for: (a) ACSM accreditation through CAAHEP (b) more specialized curricular needs; (c) the growth and restructuring of the programs to better fit the changing ACSM and CAAHEP guidelines.

There will be minmal effect on current programs, offerings, and staff as the Exercise Science concentration within PEP will be altered but not eliminated. PEP courses that will no longer be required in the new Exercise Science major (PEP 25059, 35065, and 15000) will continue to be requred by multiple programs and therefore will continue to be offered. New required courses (NUTR 23511 and GERO 14029) have been approved by the units in which they reside and can accomidate the additional student loads that this change will cause.

Alternitives and Concequences: None available due to changes needed in scope of proactice and content needed for the major.

Specific Recommendations: That a new major in Exercise Science is created with the following concentrations; Exercise Specialist and Exercise Physiology.

Timetable and Actions: Required: Fall 2010
Curriculum Committee SELS April 30, 2008
Undergraduate Council EHHS Fall 2008
EPC Fall 2008

6. A minimum 2.25 GPA or better is required in all major coursework for graduation.
7. All students must complete a two-course Diversity Requirement as described on page __ of this Catalog. One course must come from the LER requirement (with a global focus); the second course will be GERO 14029 Introduction to Gerontology (a domestic focus).
8. At least one course must be taken from the Writing Intensive course list in the catalog; a student must earn a "C" or higher in the Writing Intensive course.

In order to academically prepare students in the proposed Exercise Science major, modifications to the current curriculum need to be made. The breadth and scope of the Exercise Science major needed to be re-structured to more specifically focus in the allied health professions. Curriculum should prepare students to for the allied health professions ranging from physical therapy to clinical exercise physiology or cardiac rehabilitation. Together through innovation, research, knowledge dissemination, and the advancement of educational and practical opportunities, these curricular enhancements will afford students the opportunity to reach their full potential as contributing members of society. This program will better prepare students for leadership roles in the industry and falls within the mission of the School of Exercise, Leisure and Sport.

To meet the demands of students, their educational needs, and better qualify them for employment in the fitness industry, (which involves integration of exercise physiology, nutrition, chemistry) as well as new accreditation guidelines, the Exercise Science faculty has identified the following priorities:

- Encourage students to seek an array of experiences that will broaden their education through practicum, internships and community service.
- Implement a four-year curriculum affording students the opportunity to prepare the individual for the allied health professions and clinical array of jobs in the realm of cardiac rehabilitation/wellness from a global perspective, which will enable them to work with diverse in the clinical allied health realm.
- Revise curriculum standards to ensure the development of student's knowledge base and improve their knowledge base in the area of exercise science/nutrition.

Program changes cannot be made without practical considerations and impact; this proposal is no exception. One new course will be created for this new program. While this new course will need to be covered the recent addition of a new faculty member in Exercise Science (beginning Fall 2008) will provide the necessary assistance for coverage of this course. The Exercise Science faculty do not foresee at this time, the need to hire additional faculty or commit other fiscal resources to this program beyond what is currently allocated other than the initial costs for CAAHEP accreditation which are approximately $1000. Reoccurring cost would be the costs associated with accreditation visits (approximately every 3-4 years).

Another impact of this change is to the current Athletic Training Program (ATTR) Health and Physical Education (HPE), Physical Education Teacher Education (PETE) Human Movement Studies (HMS), Integrated Health Studies (IHS). The courses PEP

25057 (Anatomy and Physiology I) PEP 25058 (Anatomy and Physiology II), PEP 45080 (Physiology of Exercise), PEP 35022 (Exercise Leadership) will be changed to have the prefix EXSC. This will not affect the ATTR accreditation and will be noted in their review process. Additionally, Family and Consumer Studies (FCS) will permit us to take two courses GERO 14029: Introduction to Gerontology and NUTR 23511: The Science of Human Nutrition, to add to our Core in Exercise Science (Note appended letter from Dr. Mary Dellman-Jenkins).

Alternatives and Consequences:

Failure to approve this major will result in students being improperly prepared for the industry and the program will not be able to seek accreditation. Student dissatisfaction, which could result in lower enrollments and retention, is also a concern. Students must be properly educated and prepared to meet the demands of the industry and approving this curricular change is the only way to assure that these important objectives are met.

Specific Recommendation and Justification:

The justifications for initiating this action are: (a) to gain accreditation through CAAHEP as the ACSM Endorsement will no longer exist as of 2010 (b) to achieve a more competitive educational market, which has seen significant curricular enhancements; (c) to better meet the needs of students seeking employment in the field by increasing their understanding regarding leadership and employment practices within the industry; (d) to enhance the visibility and growth of the program

The Exercise Science faculty strongly recommend approval of this major in time for Fall 2010 implementation.

Timetable and Actions Required:

It is anticipated that this program can be implemented for Fall 2010.

MODIFICATION OF AN EXISTING PROGRAM

PRELIMINARY PROSPECTUS

A. Title of Proposed Program

The title of the new program will be "Exercise Science" which is a modification of the existing Physical Education Professional Major.

B. Rationale for Action

Exercise science has evolved rapidly over the past ten years and has utilized the fundamentals of physiology as its conceptual framework. The American College of Sports Medicine and CAAHEP identifies exercise science as the field of study offering the specialized training and education necessary for individuals seeking careers in the many segments of the allied health professions. The field of study has:

- a body of knowledge and literature in relation to theory and practice;
- professionals who educate, pursue research and/or are working clinicians;
- multiple professional organizations dedicated to the advancement of the field (Experimental Biology, American Heart Association);
- an emphasis on professional preparation;
- credibility in the field.

The rationale for initiating this action is in response to: (a) ACSM Accreditation through CAAHEP; (b) more specialized curricular needs; (c) the growth and restructuring of the programs to better fit the ACSM and CAAHEP Guideline as the field has changed; (d) changes in the standards and guidelines for Endorsement through ACSM which by 2010 needs to be Accreditation through CAAHEP.

In order to prepare students academically in exercise science substantial modifications to the current curriculum need to be made. The breadth and scope of the Exercise Science major core curriculum should be such that it is analogous to one that prepares students for the allied health care professions and CAAHEP accreditation. Furthermore, it should prepare students to assume leadership roles within the industry. Together through innovation, research, knowledge dissemination, and the advancement of educational and practical opportunities, these curricular enhancements will afford students the opportunity to reach their full development potential as contributing members of society. These modifications will better prepare students for leadership roles in the exercise science field.

To meet the demands of the industry, educational market, and student, as well as new accreditation guidelines, substantial modifications to the current curriculum need to be made. In addition, it is important that faculty remain attuned to industry standards and periodically obtain evaluation from the sport/entertainment community concerning satisfaction with graduates and the effectiveness of the standards of the programs. To afford students the opportunity to achieve success, the exercise physiology faculty have identified the following priorities:

- Encourage students to seek an array of experiences that will broaden their education through practicum, internships and community service.
- Implement a four-year curriculum that offers young professionals preparation to work in and exposure to the allied health fields, enabling them to work with diverse clinical settings therefore, enhancing their opportunities to develop as contributing clinicians or better preparing them for graduate study in eth Allied Health Professions.
- Revise curriculum standards to ensure the development of student's knowledge base and improve their clinical abilities in the growing Allied Health Professions.

C. Program Action and Institutional Mission

The mission of the Exercise Science program (proposed Exercise Science major) is consistent with the ongoing mission of the University. In order to demonstrate the relationship between the proposed program and the University's mission, the mission statement for Kent State University is provided below, with specific examples related Exercise Science provided in italics.

The mission of Kent State University is to prepare students for responsible citizenship and productive careers, broaden intellectual perspectives and foster ethical and humanitarian values.

The Exercise Science Program will prepare students for entry-level careers or graduate studies in the rapidly growing exercise science/personal trainer, health related professions.

Faculty and staff are engaged in teaching, research, creative expression, service and partnerships that address the needs of a complex and changing world.

Affiliate site relationships have been fostered to provide students in this program the opportunity to work with faculty in research projects and develop community partnerships and service programs such as offering the American College of Sports Medicine Workshops.

Kent State's eight-campus network, anchored by the largest residential campus in the region, serves as a key resource for economic, social, cultural and technological advancement.

The Exercise Science Program serves as a valuable resource for students to continue their education in the field of exercise science. The available technology at this institution is utilized extensively in classroom and laboratory activities. This has enabled us to offer two of ACSM's workshops (Health Fitness Instructor and Certified Personal Trainer). The Exercise Science major requires significant collaboration between the University and the local hospitals and fitness centers, enhancing the opportunities to strengthen and expand ties in the industry.

Kent State is a supportive and inclusive learning community devoted to teaching excellence and academic freedom.

The Exercise Science Program provides support services to all students in the program. In addition, it is the goal of the faculty of this program to provide excellence in classroom education as well as various experiences outside the classroom (research, internships, professional certification training, etc) that will enhance a student's overall educational experience. Through the optimal mix of challenge and support, this program strives to recognize diverse ways of learning and believes that each student has the potential to be successful. Reaching out into the region to utilize the knowledge and resources available, the Exercise Science faculty will continue to enhance and expand these opportunities for student success.

By discovering and sharing knowledge in a broad array of graduate and undergraduate programs, Kent State University meets the dynamic needs of a global society.

The Exercise Science Program utilizes core content from several different disciplines at this institution to prepare students for a career in exercise science or for subsequent education in the allied health professions. Liberal Education Requirements provide the breadth of knowledge in a variety of domains while the new core provides the depth of knowledge needed to succeed in the Allied Health Professions.

D. Proposed Implementation Date

As minimal modifications are required for this change, it is anticipated that this program can be implemented for Fall 2010.

E. Department or Unit Responsible

This program will be housed in the College of Education, Health and Human Services – School of Exercise, Leisure and Sport.

F. Program Description

The Exercise Science major at Kent State University prepares undergraduate students for a variety of positions in the allied Health Related Professions. The goal of the faculty is to create a collaborative learning environment. Faculty mentors will lend their experience and expertise as well as provide practical settings that will allow students to investigate and meet the challenges in the exercise science industry and clinical settings. Through education, mentoring and practical experiences, students can enter all aspects of the allied health professions with exceptional overall preparation to eventually become clinicians or seek subsequent study in the allied health fields. The intention and emphasis of the degree program is to prepare practitioners by developing knowledge, skills, abilities and experience in a chosen increasingly specialized field of interest.

G. Student Information

The source of students for this program will come from high school recruitment as well as students (typically freshmen and sophomores) who are currently enrolled in either exploratory majors or those who are interested in changing majors. Furthermore, Cuyahoga Community College and KSU-Stark have programs that will help prepare the student for the Exercise Science major.

H. Other Programs within Region

There are currently other programs within a fifty-mile radius of the Kent campus, e.g. Mount Union College, Akron University, and Cleveland State University, but none of these, nor any other programs within the State of Ohio, offer a B.S. or B.A. Exercise Science that is currently endorsed by ACSM, and offer ACSM Workshops; In the year 2010 to continue offering the workshops we will need to be accredited by CAAHEP.

I. Program Impact

Facilities. The proposed program would not have a significant impact in the area of facilities, as this program is currently operational within a concentration. However, the need for additional classroom space is projected. The program currently utilizes classroom and laboratory space in the School of Exercise, Leisure and Sport and has a need for classrooms with a seating capacity of approximately 75.

Faculty and Support Services. The Exercise Science program is currently staffed by four full-time tenure track faculty and 1 part-time faculty. The creation of a new major will require 3 hours of load assignment for the Coordinator of the program.

J. Estimated Costs

There is no additional funding needed for the Exercise Science major. Current full-time faculty loads and the continued utilization of part-time faculty to supplement the program will additionally cover the needs for this major.

The pending curricular changes will afford the Exercise Science major the opportunity to seek accreditation. The initial costs for CAAHEP accreditation are approximately $1000. Reoccurring cost would be the costs associated with accreditation visits (approximately every 3-4 years).

Catalog Copy
Exercise Science Major
School of Exercise, Leisure and Sport
2010-2011

Exercise Science Major

The Exercise Science major prepares undergraduate students to seek positions in the clinical exercise science/ hospital or wellness setting or for subsequent graduate study in the Allied Health Professions (i.e., Physical Therapy, Occupational Therapy or graduate study in Exercise Science).

The goal of the faculty is to create a collaborative learning environment. Faculty mentors will lend their experience and expertise as well as provide practical clinical and laboratory settings that will allow students to investigate and develop the skills required of the exercise scientist. Through education, mentoring, and practical experiences, students can enter the field of exercise science with exceptional overall preparation needed to assume leadership positions in the filed.

Admission Requirements

A student seeking admission into the Exercise Science major must meet all Kent State University entrance requirements. In addition, the Exercise Science admission requirements take into consideration a combination of a student's SAT/ACT scores, and high school GPA. Students must achieve a minimum score of 980 on the SAT or 21 ACT and a high school GPA of 2.50/university requirement. Admission into the program is competitive and selective to ensure an appropriate faculty to student ratio as well as a quality program.

Retention

To remain active in the Exercise Science major, students must:
1. maintain a minimum cumulative grade point average (GPA) ≥2.00 overall.
2. maintain a minimum GPA ≥2.25 in all major coursework.

Graduation Requirements

To be successfully graduate from the Exercise Science major, students must:
1. attain a final cumulative grade point average (GPA) ≥2.00 overall.
2. attain a final GPA ≥2.25 in all major coursework.
3. complete a two-course diversity requirement as described on page __ of this catalog. One course must come from the LER requirement (with a global focus); the second course will be GERO 14029 Introduction to Gerontology (a domestic focus).
4. take at least one course from the writing intensive course list in the catalog; a student must earn a "C" or higher in the writing intensive course.

Transfer/Change of Major

In order to be considered for the Kent State University Exercise Science major, transfer students and current KSU students who wish to declare the Exercise Science major as a change of major must meet the following requirements:

1. Complete an interview with the Exercise Science faculty admissions committee;
2. Earned a minimum cumulative grade-point average of 2.5 (see note below); and
3. Submit a career goal statement describing in detail the student's career objectives and how the Exercise Science major will enable them to meet their goals.

To transfer into the Exercise Science major, students currently have a
1. A minimum cumulative GPA ≥2.00.
2. A minimum GPA ≥2.25 in all Exercise Science major coursework (if any has been taken).

Transfer students with 60 or more semester hours (or the equivalent) and less than a GPA of 2.25 (on a 4.00 scale) are not eligible to take junior- and/or senior-level Exercise Science coursework. Such students may have to enroll in coursework that may not apply to their degree major, if full-time status is desired. Transfer students are expected to receive advising prior to scheduling classes. Failure to do so could result in students enrolling in course work that will not meet nor be applied toward degree requirements.

At Kent State University, the process for evaluation of transfer credit requires that transfer students send the Kent State University Office of Admissions an official copy of their college/university transcript(s). The students will then receive from the Kent State University Office of Admissions and "Evaluation of Transfer Credit" that indicate the coursework that will transfer (and specific KSU course equivalencies in many cases). Although coursework may be listed on the "Evaluation of Transfer Credit," it does not imply that all coursework will be applied toward the Exercise Science major. Transfer students must meet with an advisor in the Exercise Science program to assemble a course schedule and have any questions clarified prior to the students' first semester in the major.

Enrollments

It is predicted that 25-50 students will be accepted each Fall semester. The active enrollment in the Exercise Science major will not be limited. Current enrollments in the Exercise Science concentration is ~ 150.

Revised for new major

KENT STATE UNIVERSITY, COLLEGE OF EDUCATION, HEALTH, AND HUMAN SERVICES

MAJOR Exercise Sciences — 121 hours POTAL
Exercise Physiology & Exercise Specialist ~~PEP~~ ESEP & ESES CY10

Name: _____ Catalog Year: _____

S.S.#: _____ Date: _____

Please note: This requirement sheet will become void unless 12 hours of credit at Kent State University have been earned in a two-year period. Preserve this sheet. It is your only assured official statement of degree requirements.

General Course Work (37-38 Exer. Spec. or 38-39 Exer. Phys. hours)

US 10097 First Year Experience FLASH Point.. 1

Composition

ENG 11011 College Writing I 3
ENG 21011 College Writing II 3

Mathematics & Critical Reasoning

MAT 11009 Modeling Algebra (4) *OR*
H
11010 Algebra for Calculus (3)..... 3-4

Social Sciences

PSYC 11762 General Psychology..... 3
Choose ONE from LER Social Sciences (See Reverse)(no Psyc)
_____ 3

Humanities and Fine Arts *(See Reverse)*
Select 3 from LER Humanities & Fine Arts. One must be from Arts & Sciences and one must be a fine arts course.
(A&S) _____ 3
_____ 3
(*Fine Arts*) _____ 3

Diversity requirements met? ☐ **Global** ☐ **Domestic**

Basic Sciences (6 or 10 hours)
Take appropriate CHEM courses based on Option chosen (see below)

Exercise Physiology: (10 hours)
CHEM 10060 General Chemistry I..... 4
CHEM 10062 General Chemistry I Lab..... 1
CHEM 10061 General Chemistry II..... 4
CHEM 10063 General Chemistry II Lab..... 1

OR

Exercise Specialist: (6 hours)
CHEM 10050 Fundamentals of Chemistry..... 3
CHEM 10052 Intro to Organic Chemistry..... 2
CHEM 10053 Inorganic & Organic Lab *(Spr only)*... 1

Additional..... 3 or 6
Choose ONE or TWO from LER in Categories II-V. Select no more than one course from any Category.

Exercise Physiology: (other LER included in Basic Sciences)
Choose ONE _____ (3)

OR

Exercise Specialist: _____ (3)
Choose TWO _____ (3)

Major Course Work (53 Exer. Phys. or 68 Exer. Spec. Hours)

A minimum 2.25 GPA or better is required in all major coursework

Core Requirements (20 hours)

~~PEP 150 Intro to PE, Fitness & Sport.....2~~
NEW EXSC ~~15XXX~~ Intro to Exercise Science..... 2
PEP 25033 Lifespan Motor Development.....3
PEP EXSC 25057 Human Anatomy & Physiology I.....3
GERO 14029 Intro to Gerontology..... 3
~~PEP 25059 Sport in Society *(domestic diversity)*.....3~~
NUTR 23511 ~~Nutrition Related to Health~~ Science of Human Nutrition.....3
w PEP 35010 Psych Dimensions (prereq. 25068).....3
PEP EXSC 35054 Biomechanics (prereq. 25057).....3
~~w PEP 35065 History & Philosophy of Sport.....3~~

Fitness Assessment (6 hours)

~~PEP 15018 Develop. & Analysis of Swimming.....1~~
PEB 10035 Lifetime Fitness.....2
PEB 12424 Exercise & Weight Control.....1
PEP EXSC 35022 Exercise Leadership.....3

CONCENTRATION: Exercise Physiology (27 hours) (ESEP)

ATTR 25036 Principles of Athletic Training.....3
CHEM 20481 Basic Organic Chemistry I (CHEM 10061).4
CHEM 30284 Intro to Biological Chemistry (prereq. 20481)4
NUTR 33512 Nutrition (prereq. CHEM 20481).....3
PEP EXSC 25058 Human Anatomy & Physiology II (25057).3
PEP 25068 Measurement & Evaluation.....3
EXSC 45080 Physiology of Exercise.....3
PEP EXSC 45091 Senior Seminar (Fall Only).....1
EXSC 45096 Individual Investigation in ES.....3

CONTRNTRATION: Exercise Specialist (~~42~~ 43 hours) (ESES)

ATTR 25036 Principles of Athletic Training.....3
ATTR 45039 Therapeutic Rehabilitation.....~~3~~ 4
ATTR 45040 Path and Pharm for Allied Health.....3
CHEM 20284 Physiological Chemistry (CHEM 10052) ...4

NUTR 33512 Nutrition (prereq. CHEM 20481).....3
PEP EXSC 25058 Human Anatomy & Physiology II (25057)..3
PEP 25068 Measurement & Evaluation.....3
EXSC 35075 Exercise Programming *(Spring only)*(10035).3
EXSC 40612 Exercise Leadership for the Older Adult.....3
PEP EXSC 45065 Exercise Testing *(Fall only)*(35075&45080)..3
EXSC 45070 Electrocardiography for Ex. Phys.....3
EXSC 45080 Physiology of Exercise (prereq. 25058).....3
EXSC 45490 Internship Seminar (Spring Only).....1
EXSC 45492 Internship Phys Fit/Cardiac Rehab (45490).4

Electives-~~15-16~~ 14-15 hours for Exer. Spec. (0 upper division hours) or 29-30 for Exer. Phys. (13 upper division hours)
See faculty advisor

_____ ..... ___ _____ ..... ___ _____ ..... ___
_____ ..... ___ _____ ..... ___ _____ ..... ___
_____ ..... ___ _____ ..... ___ _____ ..... ___

Total Hours Completed _____

I have reviewed the requirement sheet and professional requirements with an advisor and assume responsibility for remaining informed and completing my program.

Hours Needed:
General Coursework _____
Core _____

Noted PEP courses will have their course subject changed to EXSC

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 23-Sep-08 Curriculum Bulletin _____

Effective Date Fall 2009 Approved by EPC _____

Department Nursing

College NU - Nursing

Degree ~~MSN - Master of Science in Nursing~~ Cer8

Program Name ~~Nursing~~ Program Code ~~NURS~~

Concentration(s) Psychiatric Mental Health Adult Clinical Nurse Specialist Concentration(s) Code(s) (C821)

certicate post-master's

Proposal Revise Program

Description of proposal:

Revisions to the Adult PMH CNS concentration have necessitated changes in the post-masters certificate in Adult PMH CNS. Specifically, the proposal involves: (a) recalculating practicum hours using a 7:1 ratio, (b) re-titling and combining three core clinical didactic courses into two clinical didactic courses, (c) re-titling and reducing the credit hours for N61003 – Psychopharmacology of Major Psychiatric Disorders, and; (d) converting two required courses to web-delivered.

Does proposed revision change program's total credit hours? ☐ Yes ☒ No

Current total credit hours: 20 Proposed total credit hours 20

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 revisions will not impact other programs.

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

None

REQUIRED ENDORSEMENTS

Karen W. Bedd 9/25/08

Department Chair / School Director / Campus Dean

[signature] 9/26/08

College Dean

_____ ___/___/___

Executive Dean of Regional Campuses

_____ ___/___/___

Senior Vice President for Academic Affairs and Provost

Proposal Summary

Title: Revision of the Post-Master's Certificate Psychiatric Mental Health (PMH) Adult Clinical Nurse Specialist (CNS) Concentration

Subject Specification: The intent of this proposal is to revise the course requirements for the Post-Master's PMH Adult CNS ~~concentration~~. Existing courses are revised. The revised concentration credits will remain the same at 20. ^Certificate

Background Information: The PMH Adult CNS post-master's certificate prepares nurses to provide advanced care and treatment to individuals, families, and/or groups with complex psychiatric mental health problems. Students graduating with a post-master's certificate in PMH Adult CNS qualify for the PMH Adult CNS certification exam from the American Nurses Credentialing Center (ANCC). Revisions to the PMH Adult CNS concentration have necessitated changes in the post-master's certificate in PMH Adult CNS.

Specifically, the proposal involves: (a) recalculating practicum hours using a 7:1 ratio, (b) re-titling and combining three core clinical didactic courses into two clinical didactic courses, (c) re-titling and reducing the credit hours for N61003 – Psychopharmacology of Major Psychiatric Disorders, and; (d) converting two required courses to web-delivered. The revisions are listed in Table 1 below.

Alternatives and Consequences: There is no alternative. Nationally, there is a shortage of PMH Adult CNS's. It is anticipated that this curricular change will better prepare graduates for advanced nursing practice.

Timetable and Actions Required:

College of Nursing Masters Curriculum Committee	March 10, 2008
College of Nursing Faculty	March 31, 2008
University Educational Policy Council	Fall, 2008

Implementation: Fall 2009

Table 1. Titles and Credit Hours of Current and Proposed Post-Masters Adult PMH CNS Courses

	Title	Credit Hours	Clinical Ratio	Class Hours	Practicum Hours
Current	N64492 PMH Practicum I	4	3:1	0	150
Proposed	N64492 PMH Practicum I	2	7:1	0	175
Current	N65592 PMH Practicum II	4	3:1	0	150
Proposed	N65592 PMH Practicum II	2	7:1	0	175
Current	N66692 PMH Practicum III	2	3:1	0	50
Proposed	Discontinued	0	NA	0	0
Current	N60001 Individual Psychotherapy for PMH Nurses	3	NA	3	0
Proposed	N60001 PMH APN Adult I: Individual and Family	3	NA	3	0
Current	N60002 Family and Group Therapy for PMH Nurses	3	NA	3	0
Proposed	N60002 PMH APN Adult II: Groups, Organizations, and Communities	3	NA	3	0
Current	N60003 Consultation Liaison PMH Nursing (recommended)	2	NA	2	0
Proposed	Discontinued	0	NA	0	0
Current	N61003 Psychopharmacology of Major Psychiatric Disorders (recommended)	4	NA	4	0
Proposed	N61003 Neurobiology and Psychopharmacology of Major Psychiatric Disorders	3	NA	3	0

Graduate Requirement Sheet:

Year	Course	Credit
Year 1 - Fall	N60201 Theory for Advanced PMH Nursing (Web)	3
	N61003 Neurobiology and Psychopharmacology of Major Psychiatric Disorders (Web)	3
TOTAL		**6**
Year 1 - Spring	N60001 PMH APN Adult I: Individual and Family	3
	N64492 PMHN Practicum I (175 hours)	2
TOTAL		**5**
Year 2 – Fall	N60002 PMH APN Adult II: Group, Organization, and Community	3
	N65592 PMHN Practicum II (175 hours)	2
TOTAL		**5**
Year 2 – Spring	N60332 ~~CNS Role Practicum~~ Clinical Specialization in Psychiatric Mental Health Nursing (150 hours)	4
TOTAL		**4**

Catalog Description of PMH Adult CNS Courses:

N60201 Theory for Advanced PMH Nursing
Major theories of historical importance to psychiatric nursing are studied. Significant relationships between various theories are examined and related to psychiatric nursing practice. Prerequisite: Graduate standing in nursing or permission.

N60001 PMH APN Adult I: Individual and Family
Study of theoretical approaches to advanced psychiatric mental health nursing practice with individuals and families who are experiencing identified mental health problems. Clinical interviewing and assessment skills related to individuals and families are emphasized, as are basic elements related to individual and family/couple psychotherapy. Pre- or co-requisite: Graduate standing, NURS 60201.

N60002 PMH APN Adult II: Group, Organization, and Community Study of the theoretical approaches to psychiatric mental health advanced practice nursing with groups, organizations, and communities. Emphasis is on learning group psychotherapy, consultation, liaison, and case management skills. Students will also develop skills in performing a community needs assessment. Prerequisite: Graduate standing, NURS 60001.

N61003 Neurobiology and Psychopharmacology of Major Psychiatric Disorders
Focuses on the neurobiology of severe and persistent psychiatric disorders. Addresses fundamental principles underlying psychopharmacology related to these disorders. Prerequisite: Graduate standing.

N64492 PMH Practicum I
Initial practicum emphasizes the development of knowledge and skills in mental health assessment, individual psychotherapy, and psychopharmacologic therapies with individuals experiencing chronic or acute mental illness. Group supervision is

provided. Prerequisite: Graduate standing, NURS 60001, NURS 60206, NURS 61003.

N65592 PMH Practicum II
Practicum continues to build knowledge and skills in mental health assessment, individual psychotherapy, and psychopharmacologic therapies with individuals experiencing chronic or acute mental illness. Learning group, family, and couples psychotherapy is emphasized. Group supervision is provided. Prerequisites: Graduate standing, NURS 60002, NURS 64492

N60332 ~~CNS Role Practicum~~ Clinical Specialization in Psychiatric Mental Health Nursing
Practicum to test out role of clinical specialist in psychiatric mental health nursing in a setting selected by student and preceptor. Prerequisite: Graduate standing, NURS 65592

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 23-Sep-08 Curriculum Bulletin _____

Effective Date Fall 2009 Approved by EPC _____

Department Nursing

College NU - Nursing

Degree ~~MSN - Master of Science in Nursing~~ CER-8

Program Name **Nursing** Program Code **NURS** post-master's certificate

Concentration(s) ~~Post-Master's Child Adolescent Clinical Nurse Specialist for advanced practice nurses with a non-PMH master's degree.~~ Concentration(s) Code(s) (C823)

Proposal Revise Program Advance Practice Nurses with Non-PMH Master's Degree Psychiatric Mental Health (PMH) Nursing of Children and Adolescents: Clinical Nurse Specialist

Description of proposal:

The intent of this proposal is to revise the course requirements for the Post-Master's PMH Child/Adolescent CNS concentration for advanced practice nurses with a non-PMH master's degree. Specifically, the proposal involves: (a) recalculating practicum hours using a 7:1 ratio, (b) re-titling and combining three core clinical didactic courses into two clinical didactic courses, (c) re-titling and reducing the credit hours for N61006 – Psychopharmacology of Major Psychiatric Disorders: Child and Adolescent Focus, and; (d) converting two required courses to web-delivered.

Does proposed revision change program's total credit hours? ☐ Yes ☒ No

Current total credit hours: 20 Proposed total credit hours 20

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 revisions will not impact other programs.

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

None

REQUIRED ENDORSEMENTS

[signature] 9/25/08

Department Chair / School Director / Campus Dean

[signature] 9/26/08

College Dean

_____ ___/___/___

Executive Dean of Regional Campuses

_____ ___/___/___

Senior Vice President for Academic Affairs and Provost

Proposal Summary

Title: Revision of the Post-Master's Certificate Psychiatric Mental Health (PMH) Child/Adolescent Clinical Nurse Specialist (CNS) ~~Concentration~~ for Advanced Practice Nurses with Non-PMH Master's Degree

Subject Specification: The intent of this proposal is to revise the course requirements for the Post-Master's PMH Child/Adolescent CNS concentration for advanced practice nurses with a non-PMH master's degree. Existing courses are revised. The revised concentration credits will remain the same at 20.

Background Information: The PMH Child/Adolescent CNS post-master's certificate prepares nurses to provide advanced care and treatment to individuals, families, and/or groups with complex psychiatric mental health problems. Students graduating with a post-master's certificate in PMH Child/Adolescent CNS qualify for the Child/Adolescent PMH CNS certification exam from the American Nurses Credentialing Center (AACN). Revisions to the PMH Child/Adolescent CNS concentration have necessitated changes in the post-master's certificate in PMH Child/Adolescent CNS.

Specifically, the proposal involves: (a) recalculating practicum hours using a 7:1 ratio, (b) re-titling and combining three core clinical didactic courses into two clinical didactic courses, (c) re-titling and reducing the credit hours for N61006 – Psychopharmacology of Major Psychiatric Disorders: Child and Adolescent Focus, and; (d) converting two required courses to web-delivered. The revisions are listed in Table 1 below.

Alternatives and Consequences: There is no alternative. Nationally, there is a shortage of Child/Adolescent PMH CNS's.

Timetable and Actions Required:

College of Nursing Masters Curriculum Committee	March 10, 2008
College of Nursing Faculty	March 31, 2008
University Educational Policy Council	Fall, 2008

Implementation: Fall 2009

Table 1. Titles and Credit Hours of Current and Proposed Post-Masters PMH Child/Adolescent CNS Courses

	Title	Credit Hours	Clinical Ratio	Class Hours	Practicum Hours
Current	N64492 PMH Practicum I	4	3:1	0	150
Proposed	N64492 PMH Practicum I	2	7:1	0	175
Current	N65592 PMH Practicum II	4	3:1	0	150
Proposed	N65592 PMH Practicum II	2	7:1	0	175
Current	N66692 PMH Practicum III	2	3:1	0	50
Proposed	Discontinued	0	NA	0	0
Current	N60004 Individual Psychotherapy for PMH Nurses	3	NA	3	0
Proposed	N60004 PMH APN Child/Adolescent I: Individual and Family	3	NA	3	0
Current	N60005 Family and Group Therapy for PMH Nurses	3	NA	3	0
Proposed	N60005 PMH APN Child/Adolescent II: Groups, Organizations, and Communities	3	NA	3	0
Current	N60003 Consultation Liaison PMH Nursing (recommended)	2	NA	2	0
Proposed	Discontinued	0	NA	0	0
Current	N61006 Psychopharmacology of Major Psychiatric Disorders (recommended)	4	NA	4	0
Proposed	N61006 Neurobiology and Psychopharmacology of Major Psychiatric Disorders: Child and Adolescent Focus	3	NA	3	0

Graduate Requirement Sheet:

Year	Course	Credit
Year 1 - Fall	N60208 Theory for Advanced PMH Nursing (Web)	3
	N61006 Neurobiology and Psychopharmacology of Major Psychiatric Disorders: Child/Adolescent Focus (Web)	3
TOTAL		**6**
Year 1 - Spring	N60004 PMH APN Child/Adolescent I: Individual and Family	3
	N64492 PMHN Practicum I (175 hours)	2
TOTAL		**5**
Year 2 – Fall	N60005 PMH APN Child/Adolescent II: Group, Organization, Community	3
	N65592 PMHN Practicum II (175 hours)	2
TOTAL	Clinical Specialization	**5**
Year 2 – Spring	N60332 ~~CNS Role Practicum~~ in Psychiatric Mental Health Nursing (150 hours)	4
TOTAL		**4**

Catalog Description of PMH Child/Adolescent CNS Courses:

N60208 Theory for Advanced PMH Nursing: Child/Adolescent
Major theories of historical importance to psychiatric nursing are studied. Significant relationships between various theories are examined and related to psychiatric nursing practice with children, adolescents, and their families. Prerequisite: Graduate standing.

N60004 PMH APN Child/Adolescent I: Individual and Family
Study of theoretical approaches to advanced psychiatric mental health nursing practice with children, adolescents, and families who are experiencing identified mental health problems. Clinical interviewing and assessment skills related to individuals and families are emphasized, as are basic elements related to individual and family/couple psychotherapy. Pre- or co-requisite: Graduate standing, NURS 60208, NURS 60206, NURS, 61006.

N60005 PMH APN Child/Adolescent II: Group, Organization, and Community Study of the theoretical approaches to psychiatric mental health advanced practice nursing with groups, organizations, and communities. Emphasis is on learning group psychotherapy with adolescents, consultation, and liaison skills. Students will develop skills in performing a community needs assessment. Prerequisite: Graduate standing, NURS 60004.

N61006 Neurobiology and Psychopharmacology of Major Psychiatric Disorders: Child/Adolescent
Focuses on the neurobiology of severe and persistent psychiatric disorders of children and adolescents. Addresses fundamental principles underlying psychopharmacology related to these disorders. Prerequisite: Graduate standing.

N64492 PMH Practicum I
Initial practicum emphasizes the development of knowledge and skills in mental health assessment, individual psychotherapy, and psychopharmacologic therapies with individuals experiencing chronic or acute mental illness. Group supervision is provided. Prerequisite: Graduate standing, NURS 60004.

N65592 PMH Practicum II
Practicum continues to build knowledge and skills in mental health assessment, individual psychotherapy, and psychopharmacologic therapies with individuals experiencing chronic or acute mental illness. Learning group, family, and couples psychotherapy is emphasized. Group supervision is provided. Prerequisite: Graduate standing, NURS 60005, NURS 64492.

N60332 ~~CNS Role Practicum~~ Clinical Specialization in Psychiatric Mental Health Nursing
Practicum to test out role of clinical specialist in psychiatric mental health nursing in a setting selected by student and preceptor. Prerequisite: Graduate standing, NURS 65592

OLD Requirement Sheet

POST-MASTER'S CERTIFICATE FOR ADVANCE PRACTICE NURSES
WITH NON-PMH MASTERS DEGREE
PSYCHIATRIC MENTAL HEALTH—CHILD AND ADOLESCENT FOCUS
CLINICAL NURSE SPECIALIST (CNS)

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 *(recommended)*	(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 *(recommended)*	(4)				
N60332	Clinical Specialization in Psych Mental Health Nrsg	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 23-Sep-08 Curriculum Bulletin _____

Effective Date Fall 2009 Approved by EPC _____

Department Nursing

College NU - Nursing

Degree ~~MSN - Master of Science in Nursing~~ CER-8

Program Name **Nursing** Program Code **NURS** post-Master's certificate

Concentration(s) ~~Post-Master's Child-Adolescent Clinical Nurse Specialist for advanced practice nurses with a PMH master's degree~~ Concentration(s) Code(s) (C824)

Proposal Revise Program Advance Practice Nurses with PMH Master's Degree Psychiatric Mental Health (PMH) Nursing of Children and Adolescents: Clinical Nurse Specialist

Description of proposal:
Revisions to the Child/Adolescent PMH CNS concentration have necessitated changes in the post-master's certificate in Child/Adolescent PMH CNS. The intent of this proposal is to revise the course requirements for the Post-Master's PMH Child/Adolescent CNS concentration for advanced practice nurses with a masters degree in adult PMH nursing. Specifically, the proposal involves recalculating practicum hours using a 7:1 ratio and changing one course to web-delivered.

Does proposed revision change program's total credit hours? ☒ Yes ☐ No

Current total credit hours: 11(14) Proposed total credit hours 9(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):
The revisions will not impact other programs.

Units consulted (other departments, programs or campuses affected by this proposal):
None

REQUIRED ENDORSEMENTS

Karen M. Budd 9/25/08
Department Chair / School Director / Campus Dean

9/26/08
College Dean

___/___/___
Executive Dean of Regional Campuses

___/___/___
Senior Vice President for Academic Affairs and Provost

Proposal Summary

Title: Revision of the Post-Master's Certificate Psychiatric Mental Health (PMH) Child/Adolescent Clinical Nurse Specialist (CNS) for Advanced Practice Nurses with PMH Adult Nursing Master's Degree

Subject Specification: The intent of this proposal is to revise the course requirements for the Post-Master's PMH Child/Adolescent CNS concentration for advanced practice nurses with a master's degree in adult PMH nursing. The revised concentration credits will reduce credit hours from 11(14) to 9(12).

Background Information: The PMH Child/Adolescent CNS post-master's certificate prepares nurses to provide advanced care and treatment to individuals, families, and/or groups with complex psychiatric mental health problems. Students graduating with a post-master's certificate in PMH Child/Adolescent CNS qualify for the Child/Adolescent PMH CNS certification exam from the American Nurses Credentialing Center (AACN). Revisions to the PMH Child/Adolescent CNS concentration have necessitated changes in the post-master's certificate in PMH Child/Adolescent CNS. Specifically, the proposal involves recalculating practicum hours using a 7:1 ratio and changing one course to web-delivered.

Alternatives and Consequences: There is no alternative. Nationally, there is a shortage of PMH Child/Adolescent CNS's.

Timetable and Actions Required:

College of Nursing Masters Curriculum Committee	March 10, 2008
College of Nursing Faculty	March 31, 2008
University Educational Policy Council	Fall, 2008

Implementation: Fall 2009

Graduate Requirement Sheet:

Year	Course	Credit
Year 1 - Fall	N60208 Theory for Advanced PMH Nursing (Web) (optional)	3
TOTAL		**3**
Year 1 - Spring	PSYC 60376 Child Psychotherapy	3
TOTAL		**3**
Year 2 - Fall	N64492 PMHN Practicum I (175 hours)	2
TOTAL		**2**
Year 2 – Spring	N60332 ~~CNS Role Practicum~~ Clinical Specialization in Psychiatric Mental Health Nursing (150 hours)	4
TOTAL		**4**

Catalog Description of PMH Child/Adolescent CNS Courses:

N60208 Theory for Advanced PMH Nursing: Child/Adolescent

Major theories of historical importance to psychiatric nursing are studied. Significant relationships between various theories are examined and related to psychiatric nursing practice with children, adolescents, and their families. Prerequisite: Graduate standing.

N64492 PMH Practicum I

Initial practicum emphasizes the development of knowledge and skills in mental health assessment, individual psychotherapy, and psychopharmacologic therapies with individuals experiencing chronic or acute mental illness. Group supervision is provided. Prerequisite: Graduate standing, NURS 60004.

N60332 ~~CNS Role Practicum~~ Clinical Specialization in Psychiatric Mental Health Nursing

Practicum to test out role of clinical specialist in psychiatric mental health nursing in a setting selected by student and preceptor. Prerequisite: Graduate standing, NURS 65592

OLD Requirement Sheet

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 *(optional)*	(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

KENT STATE UNIVERSITY

OFFICE OF THE PROVOST

TO: Educational Policies Council

FROM: Robert G. Frank, Provost

SUBJECT: Agenda for Monday, 17 November 2008
Kent Student Center, Room 204, 3:20 p.m.

DATE: 10 November 2008

In the event that any of the hyperlinked proposals require corrections or create 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, 14 November, to ensure that the materials are available at the meeting for review.

ACTION ITEMS

1. Approval of minutes of 20 October 2008.
   Attachment 1

University Requirements Curriculum Committee

2. Revision of US 10097 First Year Experience FLASH Point. Included in the revision is title change to Destination Kent: First Year Experience.
   Effective Fall 2009 ***Dean Donald R. Williams***
   Attachment 2

Regional Campuses

3. Inactivation of the High Technology Manufacturing Technology [HTMT] major within the Associate of Applied Science [AAS] degree program. The program is offered on the Trumbull campus only.
   Effective Fall 2009 ***Executive Dean Gregory L. Andrews***
   Attachment 3

INFORMATION ITEMS

Office of the Provost

1. Consortial agreement with Shanghai International Studies University, China.
   Effective Fall 2009
   Attachment 4: Accounting | Business Administration | Communication Studies | Cultural Foundations | Economics | English (Literature and Writing) | Higher Education and Student Personnel | Journalism and Mass Communication | Political Science | Public Administration | Teaching English as a Second Language

College of Arts and Sciences / *Department of Mathematical Sciences*
College of Business Administration / *Department of Finance*

2. Agreement with Hong Kong Baptist University to offer offsite the Master of Science [MS] degree program in Financial Engineering [FEM].
   Effective Fall 2009
   Attachment 5: Proposal | Memorandum of Understanding | Faculty Advisory Committee Minutes (Mathematical Sciences, Finance)

INFORMATION ITEMS *continued*

Regional Campuses

3. Revision to the program requirements for the Music Technology [MUST] major within the Bachelor of Science [BS] degree program, to be offered on the Stark campus. The EPC approved the program's establishment at its 22 October 2007 meeting. However, the program's accrediting agency, the National Association of Schools of Music, approved the program (on 1 June 2008) only after revisions were made to the original EPC-approved proposal. The revisions include increase of credit hours, from 2 to 3 credits, for five required MUS courses; increase of credit hours, from 1 to 2 credits, for MUS internship course; and removal of requirement CS 10051.
Effective Fall 2009
Attachment 6: Proposal | Curriculum Table NASM | Accreditation Award Letter | Letters of Support | Program Development Plan | Assessment | Catalog Copy and Requirement Sheet

Original documents approved by EPC on 22-Oct-07: Proposal | Catalog Copy and Requirement Sheet | Internal and External Letters of Support | New Courses | Assessment Plan and Faculty Council Minutes

LESSER ACTION ITEMS

College of the Arts

School of Art

1. Revision of the program requirements for the Fine Arts [ARTS] concentration in the Crafts or Fine Arts [CFA] major within the Bachelor of Arts [BA] degree program. Required concentration courses increase with the addition of PHIL 41080 (writing-intensive course) and an either/or selection of ARTF 34040, 34041 or 34042; general electives decrease by 6 credit hours. Total credit hours to program completion are unchanged at 125.
Effective Fall 2009

School of Theatre and Dance

2. Revision of the program requirements for the Theatre Studies [THEA] major within the Master of Arts [MA] degree program. THEA 51110 replaces required course THEA 61001. Total credit hours to program completion are unchanged at 32.
Effective Fall 2009

College of Arts and Sciences

Department of Geology

3. Revision of the program requirements for the Geology [GEOL] major within the Bachelor of Science [BS] degree program. MATH 12003 and 21001 are removed from the requirements; required course MATH 30011 becomes an either/or selection with GEOL 42035; and required courses CHEM 10061 and CHEM 10063 become an either/or selection with previously required PHY 13002 and 13022. Total credit hours to major completion decrease, from 85 to 77; total credit hours to program completion are unchanged at 121.
Effective Fall 2009

Regional Campuses

4. Establishment of a non-degree, pre-major category [XX-PRTT] for the Respiratory Therapy Technology [RTT] major within the Associate of Applied Science [AAS] degree program.
Effective Fall 2008

LESSER ACTION ITEMS *continued*

Regional Campuses *continued*

5. Revision of the program requirements for the Information Technology for Administrative Professionals [ITAP] major within the Associate of Applied Business [AAB] degree program. Required course ITAP 26691 becomes an either/or selection with ITAP 26692; COMT 21010 is added as a requirement; required COMT 11005 becomes an elective; electives COMT 21007 and 21011 are removed; and ITAP 16680 is added as an elective. Total credit hours to program completion are unchanged at 61.
Effective Fall 2009

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 Fall 2009

ARTF	24005	Sophomore Review (1)	P
BMRT	11009	Introduction to Management Technology (3)	P
BMRT	21000	Business Law and Ethics I (3)	P
CI	67007	Critical Reflection in Curriculum and Instruction (2)	New
COMT	21010	Workgroup Productivity Software (3)	Ps
GEOG	41082	Geography of Soils (3)	P
GEOG	45085	Urban Transportation (3)	P
GEOG	46070	Urban and Regional Planning (3)	P
GEOG	49230	Remote Sensing (3)	PD
GEOG	59230	Remote Sensing (3)	PD
GEOG	79230	Remote Sensing (3)	PD
GEOL	42030	Remote Sensing (3)	PD
GEOL	52030	Remote Sensing (3)	D
GEOL	72030	Remote Sensing (3)	D
HIST	31075	History of Women in the United States (3)	New
HIST	41079	History of the Immigrant in America (3) to: Migrations to America, 1607-Present (3)	TaD
HIST	41142	Independence in Latin America (3)	Inact
HIST	41143	Twentieth-Century Mexico (3)	Inact
HIST	41060	Comparative Fascism (3)	New
HIST	51060	Comparative Fascism (3)	New
HIST	51079	History of the Immigrant in America (3)	Inact
HIST	51142	Independence in Latin America (3)	Inact

Course Changes Effective Fall 2009 *continued*

HIST	51143	Twentieth-Century Mexico (3)	Inact
HIST	53800	Religion and Society in the Modern West (3)	New
HIST	71060	Comparative Fascism (3)	New
HIST	71079	History of the Immigrant in America (3)	Inact
HIST	71142	Independence in Latin America (3)	Inact
HIST	71143	Twentieth-Century Mexico (3)	Inact
HIST	73800	Religion and Society in the Modern West (3)	New
MUS	21113	Music Production I (2) to: (3)	H
MUS	21114	Music Production II (2) to: (3)	H
MUS	21221	Audio Recording I (2) to: (3)	H
MUS	21222	Audio Recording II (2) to: (3)	H
MUS	40092	Music Technology Internship (1) to: (2)	H
NURS	30060	Basic Pharamcology for Nursing Practice (2)	P
NURS	60000	Adult Clinical Nurse Specialist I (4)	New
NURS	60023	Adult Clinical Nurse Specialist II (4)	New
NURS	60035	Adult Clinical Nurse Specialist III (4)	New
RADT	14010	Clinical Education I (1)	P
RADT	24002	Radiation Protection (3)	PD
RIS	34052	Abdominal Sonography II (3)	PD
RIS	34055	Ultrasound Clinical Education II (3)	PD
RIS	34062	Obstetrics and Gynecology Sonography I (3)	PD
RIS	34065	Ultrasound Clinical Education III (2)	PD
RIS	34082	Small Parts Sonography (1)	PD
RIS	34083	Sectional Anatomy in Medical Imaging (3)	Pa
RIS	44075	Ultrasound Clinical Education IV (3)	PD
RIS	44083	Pathophysiology for Medical Imaging (3)	P
RIS	44084	Ultrasound Image Evaluation (1)	P
RIS	44085	Ultrasound Clinical Education (3)	PD
TECH	33056	Cooperative Education (1-6) to: (1 or 2)	HDsc
TECH	43050	Inventive Problem Solving (3)	New
TECH	46092	Cooperative Education (2 or 3)	Inact
THEA	51110	Theatre Criticism (3)	TaD
THEA	61001	Theatre Research Strategies (3)	Inact
US	10097	First Year Experience FLASH Point (1) to:	
		Destination Kent: First Year Course (1)	Tac
VCD	20006	Kinetic and Sequential Graphic Design I (3) to: Kinetic and Sequential Graphic Design (3)	Ta
VCD	43001	Kinetic and Sequential Graphic Design II (3) to: Advanced Kinetic and Sequential Graphic Design (3)	TaP

Course Changes Effective Fall 2009 *continued*

VCD 46053 Web Design and Programming Studio (3) C

VCD 50003 Intermediate Computer Design—Graphic Design and Illustration
Various Software (2) to: (3) ..... EHP

VCD 52000 Advanced Illustration/Media (2) to: (3) ..... HP

VCD 52002 Editorial Illustration (2) to: (3) ..... HP

VCD 52003 Advertising Illustration (2) to: (3) ..... HP

VCD 53001 Kinetic and Sequential Graphic Design II (2) to:
Advanced Kinetic and Sequential Graphic Design (3) ..... TaP

VCD 53002 Typographic/Photographic Graphic Design (2) to: (3) ..... HP

VCD 53003 Corporate Identity/Graphic Design (2) to: (3) ..... HP

VCD 53004 Issues for Graphic Design Businesses (2) to: (3) ..... HP

VCD 53005 3-D Graphic Design-Direct Mail/Packaging/Point Purchase (2) to: (3) ..... HP

VCD 53051 Experimental Typography (2) to: (3) ..... HP

VCD 56000 Web Design and Programming I (2) to: (3) ..... HP

VCD 56001 Web Design and Programming II (2) to: (3) ..... HP

VCD 56053 Web Design and Programming Studio (2) to: (3) ..... HP

WMST 30100 History of Women in the United States (3) ..... New

Corrections to 20 October 2008, EPC Effective Fall 2009

BSCI 40430 General Physiology (4) to:
Animal Physiology (3) ..... TaH

THEA 41110 Theatre Criticism (3) ..... TaPD
Prerequisite: THEA 21111 and junior standing

The following were rescinded by the respective colleges:

ACCT ..... P
Large-scale changes to remove the 2.50 GPA requirement prerequisite to the following
ACCT courses: 33000 33001 33004 33010 33012 33061 33063
43010 43013 43014 43020 43031 43033 43034

FIN ..... P
Large-scale changes to remove the 2.50 GPA requirement prerequisite to the following
FIN courses: 36053 36054 36058 36059 36061 36063 36072 36081 46054
46055 46057 46059 46064 46067 46068 46096 46192 46295

MIS ..... P
Large-scale changes to remove the 2.50 GPA requirement prerequisite to the following
MIS courses: 34031 34054 34055 34059 34060 34064 34065 34165
34180 34280 44048 44049 44056 44061 44062 44065
44093 44095 44150

NURS 60003 Consultation and Liaison Psychiatric Nursing (3) ..... Inact

NURS 66692 Psychiatric Mental Health Nursing Practicum III (2) ..... Inact

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

EDUCATIONAL POLICIES COUNCIL
Minutes of the Meeting
Monday, 20 October 2008

Ex-officio Members present: Executive Dean Gregory L. Andrews; Deans Timothy J. Chandler, James L. Gaudino, Evelyn S. Goldsmith, Robert B. (Yank) Heisler, Daniel F. Mahony, Timothy S. Moerland, Mark W. Weber, John L. West, Donald R. Williams; Provost representative Stephane E. Booth for Robert G. Frank; Vice Provost representative Tina Kandakai for Steve O. Michael; dean representatives Diane Davis-Sikora for James E. Dalton, Geraldine Hayes-Nelson for Gary M. Padak, Isaac R. Nettey for Verna M. Fitzsimmons, Yvonne M. Smith for Laura Cox Dzurec

Faculty Senate-Appointed Representatives present: Paul P. Abraham, Donald (Mack) Hassler, Min He, Thomas Janson, Erica B. Lilly, Mandy J. Munro-Stasiuk, James A. Tyner

Faculty Senate-Appointed Representatives not present: Barbara J. Hipsman-Springer, Fred T. Smith, Lowell S. Zurbuch; alternates Roger J. Craik, Daniel J. Fuller, Sanda S. Katila, Susan J. Roxburgh

College Curriculum Committee Representatives present: Richard O. Devore, E. Thomas Dowd, David A. Dumpe, Diana L. Fleming, Charles L. Harker, John W. Hawks

College Curriculum Committee Representatives not present: Bruce J. Gunning, Shawn Simmons

Observers present:

Observers not present: Sean Mostov, Katie Purcell

Consultants and Guests present: Jacob E. Barkley, James L. Blank, Karen Budd, John R. Crawford, Lisa N.H. Delaney, Kele Ding, Paul A. Farrell, Kristen M. Figg, Daniel J. Flannery, Lisa Froning, Ellen L. Glickman, Mary Ann Haley, LuEtt J. Hanson, Sue L. Hritz, Joel W. Hughes, Joan Lappin, Wendy A. Lewandowski, D. Mark Manley, Nancy E. Mitchell, Wayne W. Munson, Richard Serpe, Scott C. Sheridan, Mary Ann Stephens, Cynthia W. Symons, Therese E. Tillett

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Associate Provost Stephane E. Booth called to order the Educational Policies Council at 3:20 p.m., on Monday, 20 October 2008, in Room 204 of the Kent Student Center.

Action Item 1: Approval of minutes of 29 September 2008.

Dean Timothy S. Moerland moved for approval, seconded by Executive Dean Gregory L. Andrews. With no corrections or comments, the motion passed unanimously.

Action Item 2: Establishment of Writing-Intensive Course (WIC) status for CHEM 30107 Analytical Chemistry Laboratory I (new), CHEM 30108 Analytical Chemistry Laboratory II (new) and PHIL 41080 Philosophy and Art in the Modern Age (revised).

Dean Donald R. Williams moved approval for all three courses at the same time explaining that the chemistry labs (CHEM 30107 and 30108) are new courses but will be substituting for existing courses, which will have the writing-intensive course status removed. The philosophy course (PHIL 41080), he explained, is an already existing course but is having the writing-intensive course attribute added to it. This course will be used by students in the Bachelor of Arts in Fine Arts degree program, which currently does not have a writing-intensive course in place. His item was seconded by Dean Timothy S. Moerland and passed unanimously.

Action Item 3: Revision of the membership composition of the URCC to include a faculty representative from Libraries and Media Services.

Dean Williams explained that this item is in reference to a revision to the membership of the URCC as recommended by the committee. He explained that he would like to have the endorsement of the EPC to take to the Faculty Senate's Committee on Committees. Currently the membership body has 22 people with a mix of administrators from colleges and the Regional Campuses and other faculty members appointed by the Faculty Senate. Dean Williams reminded the council that Library and Media Services has faculty with faculty rank and have recently become more involved in curriculum as it relates to the libraries. Library and Media Services in collaboration with other units has proposed courses and has a curriculum committee which they have not previously had. Dean Williams asked that the URCC membership be changed to include a Library and Media Services representative to be chosen by the division. The description of the URCC would bring the total members to 23 with 10 faculty members being chosen by their own curriculum committees. Dean Williams then moved approval of the motion. Dean Moerland seconded the motion. The item passed unanimously.

In order to allow time for technology set-up needed for the presentation of Action Item 4 the council proceeded to the next order of business.

Action Item 5: Establishment of a Non-Thesis Option [NTHS] concentration in the Computer Science [CS] major within the Master of Science [MS] degree program. Total credit hours to program completion are 32.

Dean Moerland explained that this revision is within the Computer Science Department, and total hours change to 32. He then moved approval. Dean Andrews seconded the motion. The item passed unanimously.

Action Item 6: Establishment of a Clinical Failure [CF] grade to identify unsuccessful student work in the clinical component of the associate degree program in nursing.

Associate Dean Kristen M. Figg said that this proposal was designed to solve a problem in the Associate of Applied Science in Nursing degree program. This grade would be used for students who do not demonstrate competency. As it is now, a student may withdraw, and the transcript does not reflect the performance of the student. Associate Dean Figg explained that this is a matter of patient safety and something we would want to carry forward in case of transfer. Associate Dean Figg moved for approval and was seconded by Dean Moerland.

The floor then opened for discussion or questions of the item. One member asked if a faculty member sees part way through the semester that the student will fail, does the faculty member give students a chance to remediate. To which, Assistant Professor Joan Lappin, replied that students are given several chances and that most are considered failing when they do not show a progression of skills, but that students get at least three tries. Another member then asked if this

was dependent upon how many competencies were failed. To which Assistant Professor Lappin replied that for math there is a set, for any other they can fail after the initial competency. Assistant Dean Yvonne M. Smith, added that if it is a safety competency skill in the second year of the curriculum, students could fail at the beginning of the year.

Another member inquired as to the basis that math constitutes a clinical failure. Assistant Professor Lappin said that this is based upon the clinical skill of administering medication to patients. The same member then asked what other clinical areas other than math there were. Assistant Professor Lappin replied that there are basic safety areas such as call lights, bed rails and professionalism. The member went on to ask what happened to the student after they fail. Assistant Professor Lappin explained that students can try again, but after the second failure they are removed from the program. Another member asked how many students would be affected by this grade. Assistant Professor Lappin said that on average there two or three per semester, and that the college is trying to help students master these skills so that it does not happen at all. Another member inquired as to the consistency of the application of the grade in question. Assistant Professor Lappin stated that because the consequences are so dire everyone knows and all faculty are very careful. The same member raised the issue that if this grade went into Banner it could be entered on other courses. Assistant Dean Smith replied that the Associate and Assistant Deans Committee is not opposed to adding others however, this proposal was not to limit or add any other programs.

Another question asked by a member was when the earliest possible point that a student could fail was. Assistant Professor Lappin said that week three was the earliest, and the tuition is not refunded because the student failed the course. One member pointed out that currently two grades can be given early in the semester, stopped attending-F (SF) and never attended-F (NF). Those were debated for a long time and were passed by the Faculty Senate. This proposal is bothersome, the member added, because it is very specific now, but going into Banner it may not. It must be written so that it is to apply only to this program. Another member wished to know if this type of practice is present at other universities. Assistant Dean Smith replied in the affirmative, explaining that it is actually in place at Kent State now, but if the student hurries and withdraws then it isn't applied. She agreed that it needs to be clear to the student, it needs to be clear what happened and a clinical failure (CF) grade establishes a time line for the appeals process. Another member pointed out that with a policy of two failures/withdraws and the student is out; it is critically important that the department establishes that the student was unsuccessful. Assistant Dean Smith said that if the CF grade is implemented then the policy of two withdraws equaling a removal from the program can be revisited.

Hearing no more questions or discussion the item went to a vote and passed, with two opposed and one abstention. [There were 28 voting members present at the meeting.]

Action Item 4: Establishment of the College of Public Health.

Dean Evelyn S. Goldsmith illustrated data regarding the need for a College of Public Health in the Northeast Ohio region with a PowerPoint presentation. She pointed out that there is a correlation to the size of the state with the number of existing Colleges of Public Health within it. Ohio is the 7th largest state and only has one College of Public Health which is affiliated with The Ohio State University. She then went on to show data regarding the overall health of Ohioans. Finally, Dean Goldsmith explained why Kent State University was a logical home for a College of Public Health. She stated that the fact that we are just on the fringe of being rural presents a unique situation of being involved in those rural settings and that Kent State's regional campuses by-and-large are in regional settings. However, the university also has a lot of collaborations going on in downtown Cleveland. We have many faculty that are already working with Summa Healthcare Systems, The Cleveland Clinic and the court systems. She pointed out that Kent State also has a Center for Biopreparedness.

Dean Goldsmith alerted the members to the unique opportunities a College of Public Health would bring. It would give us the ability to work directly with the communities surrounding us. It would improve town-gown relations. She stated that she has met with a Portage County commissioner and a representative for the City of Kent who are both very supportive of the initiative. She added that she would soon be meeting with a representative for the City of Ravenna to discuss development of what is called a public health department on campus. The office would relocate to campus, which would benefit the public health department by providing access to laboratories, opportunities to teach with faculty on an adjunct basis, to go out into the communities with various directors, and the department could also benefit with grants, budgets and statistics for finding ways to better fund themselves. Congressman Ralph Regula from Ohio's 16th District was on campus and was also very interested in this proposal.

Dean Goldsmith explained that the College of Public Health would be required to have three doctoral programs and five master's degree programs in the areas of biostatistics, environmental health, epidemiology, behavioral and social health promotion and health services management in policy. The reason she is requesting EPC approval now for a College of Public Health is to move forward in developing curriculum. She is planning to get a dean and five chairs to help write the proposals. The university cannot hire faculty into this yet, so they have to be hired into other areas in which they may not fit. Obviously, she said, all curriculum would be coming to this group and other appropriate bodies.

Professor E. Thomas Dowd moved approval of the proposal, which was seconded by Dean Moerland.

The floor then opened for questions and discussion. A member pointed out that they understood why the word "college" is being used but felt that the nomenclature "School of Public Health" is what is used throughout the nation. The member suggested that we educate our colleagues so that we are on par with other "schools." To which, another member asked if a school could be divided into separate departments the way a college can. It was determined that the answer was not known at that time. However, Dean Goldsmith explained that accreditation dictates that it be on par with the highest unit that reports to the Provost and that The Ohio State University just revised its school to a college last year. Another member asked that when the College of Public Health is established if there will be a reorganization of what we currently have or will it be built from the ground up. Dean Goldsmith replied that there are extraordinarily talented faculty on this campus that could fill the required twenty-five positions. However, nothing will be done that damages existing units. Faculty will be invited to join with this college or jointly with this and another college. No one will be forced to move. However, she expects that there will be some coming over soon. The same member asked if this was true of curriculum as well. Dean Goldsmith replied that if any existing courses can be applied it will be cross-listed; because all courses in the College of Public Health must have a PH course subject.

Dean Goldsmith was then asked to talk about the two consortia programs on public health already in place. She stated that it was Kent State's intention to stay in a consortium with NEOUCOM (Northeast Ohio Universities College of Medicine) because they serve a full-time working population that comes to a campus for a couple Saturdays with the rest of the coursework done online. With programs in the College of Public Health, she expects a full-time population physically present on campus. However, she learned just last week that the accrediting body has changed its criteria, and that remaining in the consortium is not an option. The only way Kent State could do both is if the university is the principle degree grantor instead of NEOUCOM. She added that the new five-year contract for Kent State's inclusion in the consortium is due November 4th. Many members then spoke in support of the proposal.

The item then went to a vote and passed unanimously.

With no requests for discussion of the information items or to elevate a lesser action item, Dean Mark W. Weber moved for adjournment. Associate Dean Isaac R. Nettey seconded the motion. Associate Provost Booth adjourned the meeting at 4:16 p.m.

Respectfully submitted,

Lisa N.H. Delaney
Academic Program Coordinator, Curriculum Services
Office of the Provost

Date: November 7, 2008

To: Don Williams, Dean, Honor's College

From: Sally A. Kandel, Associate Vice President, IRSS

Subject: **Transmittal Memo: Revision of US 10097, Destination Kent: First Year Experience**

A CCP and Basic Data Sheet are attached proposing a revision to the US 10097 First Year Experience Flash Point Course. Based upon the findings of the Provost-appointed 21st Century First Year Experience Working Group, this one-credit course has been revised to foster a stronger and more cohesive experience for new students.

Consistency of title, format, course number, catalog description

In consultation with the Director of Curriculum Services, the following recommendation is presented:

- Name of Course: Destination Kent: First Year Experience
- Course Number: 10097
- Schedule Type: Colloquium
- Catalog Description: Assists students in making a successful academic transition to the university through experiential or intellectually engaging discipline-based content. Required of all first year students. Not required of transfer students with 25 or more credit hours. Prerequisite: None.

There is no issue with leaving the schedule type of the course as a colloquium, since it has already been established as one. Since the term "colloquium" is not in the specific name of the course it will not be confused with the Honor's Colloquium. Therefore, we recommend the schedule type doesn't change.

With regard to the name of the course, recent feedback shows students are confused by the many names of Kent State's first year programs, i.e., PASS and WOW. These acronyms don't have meaning to our students and confuse them. We propose that **Destination Kent** be used to signify all the key components of the first year experience. Below is an illustration of how the programs' titles will be changed:

- PASS **Destination Kent: Advising & Registration**
- WOW **Destination Kent: Welcome Weekend**
- FYE Flash Point **Destination Kent: First Year Experience**

Curricular Implications

Guidelines for Destination Kent: First Year Experience

As faculty and staff members develop the college- or campus- specific course content, learning outcomes and assessment criteria, these guidelines will provide a unified framework for consistency. The University guidelines for the first year course are:

- **At the end of the course, students will be able to articulate the University goals for Kent State Graduates (21st Century Philosophy Statement).**
  - **Knowledge**. Study in the arts, humanities, interdisciplinary studies, languages, mathematics, sciences, and social sciences provide our graduates with knowledge of human cultures and the physical and natural worlds. Our graduates develop the general knowledge that is the foundation of informed judgment, and life-long learning; they develop specialized understanding and appreciation for the key concepts and skills of their chosen fields.
  - **Insight**. Learning based in inquiry, evidence analysis, critical and creative thought, and collaborative problem-solving provides our graduates with the intellectual and practical skills fundamental to 21st-century literacies. Information literacy, quantitative literacy, digital literacy, interpersonal skills, and aural, oral, visual, and written communication skills enable our graduates to bring critical and creative insight to the construction, articulation and application of new knowledge.
  - **Engagement**. Kent State emphasizes civic, intercultural knowledge and competencies through students' direct involvement in research, creative activity, community outreach, and through progressively more challenging problems, projects, and standards of performance across the disciplines. Involved in scholarly and creative activity and in outreach, our students combine the intellectual and practical benefits of education for lifelong learning and engagement in our local and global communities.
  - **Responsibility**. The undergraduate education at Kent State University emphasizes critical thinking, ethical reasoning, and moral judgment in conjunction with the acquisition of expertise. Kent State graduates are involved astutely and practically in diverse communities and real-world challenges and grow to become reflective, responsible, and productive citizens.

- **(College-based or Campus-based) At the end of the course, students will be introduced to critical attributes of the college, campus, or department, for example**
  - Introduce new students to faculty
  - Introduce new students to the level of effort needed to be successful in the University
  - Introduce new students to curricular and co-curricular opportunities in the college, campus or department
  - Introduce new students to critical support services

- **(Career Exploration) At the end of the course, students will have explored resources to help them identify a major, such as**
  - Help new students find an interest area(s)
  - Help new students explore majors within their identified interest areas
  - Introduce new students to the level of effort needed to be successful in the University
  - Introduce new students to curricular and co-curricular opportunities in the university
  - Introduce new students to critical support services

- **At the end of the course, faculty will apprise students of several retention initiatives, such as**
  - Encourage student performance on mid-terms
  - Review student performance on mid-terms and provide necessary support
  - Apprise students of retention resources, e.g., student success workshops, supplemental instruction, etc. (Resources will be provided to instructors.)
  - Require students attend critical events/programs
  - Refer students to resources as needed
  - Dedicate sessions or portion of sessions for University retention messages or activities, e.g., advising

Ensuring a standard of excellence across all colleges and campuses
A strong first year course fosters student persistence, student and faculty relationships, student engagement in curricular and co-curricular activities and improved grade point average (Tobolowsky). The distinguishing factors in developing a strong first year course are the extent to which the instructor incorporates:

- Using a variety of teaching methods
- Engaging in meaningful class discussions
- Developing challenging assignments
- Using classroom time productively
- Encouraging students to speak in class
- Encouraging students to work together
- Assigning meaningful homework

Survey results of the Kent State first year class showed that:

- Students failed to recognize the relevance of the course toward the progression of their major (evidenced by open-ended responses)
- Students did not strongly agree that the information/skills learned were valuable (only ~28% strongly agreed that the information was valuable)
- Students did not generally find that the assignments and tests allowed them to demonstrate what they learned in the course (evidenced by analysis of means)

Furthermore, results of the Noel-Levitz SSI survey administered in January and February, 2008 also provide insight into the needs of our new students since 53% of the total respondents were freshmen. The SSI survey indicated our major challenges by showing items that students identified as having high importance and low satisfaction. The items below are key areas that could be impacted in the first year course:

Challenges – High Importance, Low Satisfaction

- This institution shows concern for students as individuals
- I seldom get the "run-around" when seeking information on this campus.
- Services to assist in deciding on career

Because of the critical importance and impact that the first year course can have on the University's strategic student success goals, the following are suggested to help ensure quality across all colleges and campuses.

- Appoint college or campus teams to design the course

The Faculty Professional Development Center (fpdc) is leading this effort and professional staff members are available to assist the course development. Course designs will be shared in February.

- Assign a letter grade to the course

Feedback from the college-based teams and the recommendation from the 21st Century First Year Experience report support giving the FYE course a letter grade. A letter grade will encourage greater rigor in the course design and will illustrate the importance of the course to new students.

- Maintain all syllabi in the Student Success Unit (SSU)

The Student Success Unit will maintain all syllabi so the University will have a record of all the college-based or campus-based activities. The Student Success Unit will be able to share best practices and other innovations across colleges and campuses.

- Continue to evaluate the course

The Student Success Unit will continue to evaluate the course by reviewing all student evaluation of instruction forms as well as other assessment strategies. All evaluative information will be shared with the colleges and campuses and continuous improvement strategies will be discussed.

Contact Hours
The Destination Kent plan proposes a college transitional curriculum be presented during the Destination Kent: Welcome Weekend program. This curriculum, staffed through the Student Success Unit, will include modules about:

- Academic policies
- Career exploration
- Academic skills and time management
- Academic integrity
- Learning styles
- Information literacy

With any course, students are required to engage in "out-of-class" activities. We propose that the Welcome Weekend modules be **required** outside activities for the course. Students unable to attend the Welcome Weekend activities will be given comparable make-up activities coordinated and staffed by the Student Success Unit. In the past approximately 90% of our first year students have attended the Welcome events, so we do not anticipate difficulty with coordinating alternative outside activities.

The Student Success Unit will notify the faculty of the students who have successfully attended the required Welcome Weekend activities or completed the alternative option. The faculty will then consider this information when calculating grades for the semester.

As faculty assign additional outside activities for the course, about six hours of out-of-classroom work will be completed during the Welcome Weekend—this number will be confirmed as Welcome Weekend plans are finalized. Approximately 24 hours of additional outside work can still be assigned during the semester, given Ohio Board of Regents guidelines of two hours of outside work per one credit hour course.

During the past two years, variable time blocks and schedules have been utilized for the first year course. This has caused difficultly with room scheduling and enabling students to maximize their course load. Consequently, we can no longer accommodate variable schedules for the first year course at the Kent Campus. The first year course will need to be offered in a standard 15-week, 50-minute per week format.

Suggested formats for the first year course
While colleges and campuses will have the ability to design the course specific to their students needs, below are some ideas for consideration. These ideas were gathered from the experience of the University community.

Option 1: Survey of Majors within the College
Students will have an opportunity to visit and observe all the departments or schools within a college. Students will meet the faculty within each department and learn about the academic activities and career opportunities within each field of study. Students will be able to see the technical equipment related to all fields and hear from other, more senior students, on their experiences within their department.

Target audience could be: all majors, generalist students within a college or exploratory students with an identified interest area

Option 2: Meet the Faculty and Student Researchers
In order to expose freshmen to the University's undergraduate research agenda, the course will feature faculty and undergraduate student research projects. Students will be able to witness how research provides the foundation for all their courses as well as understand how new knowledge is generated.

Target audience could be: highly talented majors

Option 3: A Group Project—service learning
Students come to the university wanting to become involved in their major. Some students don't have any major classes in their first semester. This course design would provide students the opportunity to work on a semester-long project that would expose them to their chosen field. This project could be participating in a research project or another service learning aspect.

Target audience: all majors, highly talented majors

Option 4: Careers in my major
The course would feature conversations with individuals who are working in the student's major. The individuals could be alumni or other local professionals who would be willing to share their experiences.

Target audience: all majors, highly talented majors, undecided students

Option 5: What should be my major?
This course will help student become aware of their interests and help them discover a major.

Target audience: exploratory students, generalist students, unsure students

Other Issue

Extension of Destination Kent to all 8-Campuses
In the development of the original proposal, Regional Campus consultations suggested that this proposal should be developed at the Kent Campus first before extending it to the Regional Campuses. Recent feedback suggests that the format should be extended to the Regional Campuses in its initial year so that the University has a unified vision for the first year course. As the responsibility for coordinating the first year course is already decentralized to the Regional Campuses, our recommendation is to defer this decision to them.

Conclusion

Because this is a critical course for the successful transition and retention of our students, the first year course content needs to reflect the University's strategic emphasis. Destination Kent: First Year Experience will demonstrate to students that the University is interested and invested in their success.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **5-Nov-08** Curriculum Bulletin _____
Effective Date **Fall 2009** Approved by EPC _____

Department	**US**
College	**US - Undergraduate Studies**
Proposal	**Revise Course**
Course Subject	**US** Course Number **10097**
Course Title	**First Year Experience FlashPoint**
Minimum Credits	**01** Maximum Credits **01**

Checked items are new or revised

- ☐ Subject
- ☐ Number
- ☒ Title
- ☒ Title Abbreviation
- ☐ Credit Hours
- ☐ Prerequisites
- ☒ Description
- ☐ Schedule Type
- ☐ Cross-Listed / Slash
- ☒ Grade Rule
- ☐ Credit by Exam
- ☐ Course Fee
- ☐ Liberal Education Requirements (LER)
- ☐ Writing-Intensive (WIC)
- ☐ Diversity
- ☒ Other **Content**

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 course is a requirement for graduation and is a critical component of the Destination Kent: First Year Experience initiative. The purpose of this course is to assist students in making a successful academic transition to the university through experiential or intellectually engaging discipline-based content.

Students select a university based upon their desired program. This course enables colleges to expose their freshmen to the personal and professional opportunities within an area as well as provide students with a connection point to foster a solid academic foundation in all their classes. Students who are uncertain about their major will have the opportunity to engage in career development initiatives to help them identify a course of study.

Colleges will continue to be responsible for staffing its own course sections, however, key college transition components will be addressed during the "Destination Kent: Welcome Weekend" program. These components will be "required" out-of-class activities for the FYE course. Students unable to attend the Welcome Weekend activities will be given comparable activities coordinated and staffed by the Student Success Unit. In the past approximately 90 % of our first year students have attended the welcome events, so we do not anticipate difficulty with coordinating alternative outside activities.

Units consulted (other departments, programs or campuses affected by this proposal):
This proposal has been presented to the following groups: 21st Century First Year Experience Committee, Academic Deans Council, Assistant and Associate Deans, Chairs and Directors, Student Retention Working Group, Library Staff, and URCC. The following college deans have endorsed this concept: CCI, BUS, EHHS, NURS, and AED.

NOV-17-2008 02:22P FROM:RESEARCH,PLANNING & 3306723828 TO:8330672264 P.2/5

REQUIRED ENDORSEMENTS

Department Chair / School Director / Campus Dean	___/___/___
College Dean	11/14/08
Executive Dean of Regional Campuses AVP	11/14/08
Senior Vice President for Academic Affairs and Provost	___/___/___

BASIC DATA SHEET

Complete all fields. Data entered below should reflect new/revised information.

Preparation Date **5-Nov-08** Requested Effective Term **Fall 2009**

Course Subject **US** Course Number **10097**

Course Title **Destination Kent: First Year Experience**

Title Abbreviation **Destination Kent: FYE**
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 **01** ☒ to ☐ or Maximum Credit **01** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)

Contact Hours Per Week
☐ Lecture Minimum Hours ☐ to ☐ or Maximum Hours
☐ Laboratory Minimum Hours ☐ to ☐ or Maximum Hours
☒ Other Minimum Hours **1.00** ☐ to ☐ or Maximum Hours **1.00**
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) **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 _____
OBR Subsidy Code _____
OBR Course Level _____
CIP Code _____

Catalog Description **Assists students in making a successful academic transition to the university through experiential or intellectually engaging discipline-based content. Required of all first year students. Not required of transfer students with 25 or more credit hours.**

Complete the following only if applicable:
Previous Title **First Year Experience: FLASH Point**

Previous Subject Previous Number

Term Start _____ Term End _____ NOTE: To be completed by Curriculum Services.

Revised October 2007

NOV-17-2008 02:23P FROM:RESEARCH,PLANNING & 3306723828 TO:8330672264 P.4/5

Content Outline (include contact hours for each section)

Contact Hours	Outline
15.00	**College Designed Program** **Colleges can design their program according to recommended options or can create their own program. The recommended options include:** **Survey of Majors within the College** **Meet the Faculty and Student Researchers** **A Group Project--Service Learning** **Careers in my Major** **What should be my major?** **Descriptions of these modules are included in the transmittal memo.**

15.00 Total Contact Hours

Textbook(s) Used in this Course	**Various texts will be used**
Writing Expectations	**Will vary according to topic**
Instructor(s) Expected To Teach	**Faculty, qualified administrative staff and graduate students**
Instructor(s) Contributing to Content	**Terri Christensen, Gary Padak, Sally Kandel, College Faculty Teams.**

REQUIRED ENDORSEMENT

Gary Padak

Department Chair / School Director / Campus Dean — 11/14/08

Gary Kandel — 11/14/08

Revised October 2007

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date | Curriculum Bulletin _____

Effective Date ~~select one~~ Fall 2009 | Approved by EPC _____

Department	College of Technology		
College	RC - Regional Campuses		
Degree	AAS - Associate of Applied Science		
Program Name	**High Technology Manufacturing Technology**	Program Code	**HTMT**
Concentration(s)	Concentration(s) Code(s)		
Proposal	Inactivate Program		

Description of proposal:
This proposal will inactivate the High Technology Manufacturing Technology program

Does proposed revision change program's total credit hours? ☐ Yes ☐ No
Current total credit hours: n/a Proposed total credit hours n/a

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 Currently offered on Trumbull campus only

Units consulted (other departments, programs or campuses affected by this proposal):
AST division of the College of Technology

REQUIRED ENDORSEMENTS

_____ 10/18/08
Department Chair / School Director / Campus Dean

_____ 10/18/08
College Dean

_____ ___/___/___
Executive Dean of Regional Campuses / Dean of Graduate Studies

_____ ___/___/___
Senior Vice President for Academic Affairs and Provost

CELEBRATE CENTENNIAL
KENT STATE
UNIVERSITY
1910·2010

Regional Campuses

Interdepartmental Correspondence

TO: Therese Tillett, Director, Curriculum Services

FROM: Gregg L. Andrews, Interim Executive Dean, Regional Campuses

DATE: October 27, 2008

SUBJECT: **PROPOSED PROGRAM INACTIVATION**

Enclosed is a proposal to inactivate the Associate of Applied Science in High Technology Manufacturing (HTMT) program and remove it from the 2009-2010 undergraduate catalog. The Trumbull Campus faculty and College of Technology Curriculum Committee have been consulted and approve this inactivation.

The Associate of Applied Science degree in High Technology Manufacturing program has experienced little enrollment with only three graduates since its inception in 2000. Inactivating the program will allow faculty, staff and administrators the opportunity to maintain current vital programs offered at the Trumbull campus, and to focus their efforts on three new degree programs recently approved by Kent State's Board of Trustees.

There are no faculty members or students affected by this change. The courses have not been offered at the campus for three years due to lack of interest in the program.

I now request this proposal be placed on the EPC Agenda for November, 2008. Please let me know if any additional information is needed for consideration by EPC.

GLA/vmc

Enclosure

Proposal Summary

Title: High Technology Manufacturing Technology

Subject Specification: This proposal will inactivate the High Technology Manufacturing Technology Program

Background Information: The High Technology Manufacturing Technology program has no students enrolled at this time, and has not had any students for several years

Alternatives and Consequences: None

Specific Recommendation and Justification: There is no curricular group for this program. The AST division of the College of Technology approved the inactivation in 2006

Timetable and Actions Required: AST approval October 3, 2008 CCC approval October 17, 2008. EPC approval Novermber 2008, Inactivation Fall 2009 semester.

KENT STATE.
UNIVERSITY

College of Technology

Transmittal Memo

To: Therese E. Tillet, Director of Curriculum Services

From: Ron Griswold, IERT, PLCT, MFGT, MERT lead faculty, Applied Science and Technology Program Area, College of Technology

Subject: Proposed inactivation of High Technology Manufacturing Technology program

Date: September 24, 2008

Summary statement describing the proposed action:
This proposal is to inactivate the High Technology Manufacturing Technology program.

The AST division approved this inactivation in 2006
CCC will be reviewing it at the October 17th meeting.

Curricular Bodies That Have Reviewed and Approved This Action

Approved, IERT, PLCT, MFGT, MERT Curricular Group	September 30, 2008.
Approved, EERT, CADT Curricular Group	October 2, 2008.
Approved, Applied Science and Technology Program Area (previously approved in 2006)	October 3, 2008.
Approved, College Curriculum Committee	October 17, 2008

INTERDEPARTMENTAL CORRESPONDENCE
KENT STATE UNIVERSITY
TRUMBULL CAMPUS

TO: Dr. Darwin Boyd, Coordinator, Engineering Technologies

FROM: Robert G. Sines, Jr., Associate Dean

DATE: April 23, 2008

SUBJECT: Program Inactivation 3rd Request – HTMT

In late April 2006 I was informed by Bob Remedio that the HTMT inactivation was being sent back to the campus for further review. The next faculty meeting was not scheduled until August 2006. During the August meeting a motion was made and passed to support the inactivation of the HTMT program. Thirty-nine faculty were present and there were no opposing votes to the motion. I forwarded a second request for inactivation on September 26, 2006 and have not had any response form the College of Technology.

Since we have not been informed on any action taken on our request I am submitting copies of the original request as submitted September 20, 2005. Please take the necessary steps to process this request as soon as possible. We have not offered any of the HTMT courses in the last three years and have no students in the program.

Thank you for your prompt action on this request.

CC: Dr. Denise Seachrist, Interim Dean for Academic and Student Services

COURIE, VANESSA

From: SCHNEIDER, WAYNE
Sent: Tuesday, October 28, 2008 9:00 AM
To: COURIE, VANESSA
Subject: RE: Report

There have been three graduates, one each in 2002F, 2004S, 2004F

Wayne
Director - RPIE
2-8225

From: COURIE, VANESSA
Sent: Tuesday, October 28, 2008 8:50 AM
To: SCHNEIDER, WAYNE
Subject: RE: Report
Importance: High

Would you be able to confirm the number of graduates since inception of the program in 2000?

Vanessa M. Courie
Administrative Secretary
330-672-2286 (25814)
FAX: 330-672-2000 (22000)

From: SCHNEIDER, WAYNE
Sent: Monday, October 27, 2008 9:55 PM
To: COURIE, VANESSA
Subject: RE: Report

Vanessa,

Sorry about not getting back to you sooner. The reason the High Tech Manf program is not included is that there has not been any majors in the program since 2006S when there is only one student. The table below shows enrollments since 2000.

2000F	1
2001S	1
2001F	2
2002S	1
2002F	1
2005S	1
2005F	1
2006S	1
Grand Total	9

Wayne
Director - RPIE
2-8225

Back to Associat

Statistical Reports for Associate Program Review:

ENROLLMENT | FTE | MINORITY | GENDER | AGE | HTMT COURSE ENROLLMENT | DEGREE | RETENTION | GRADUA

Associate Program: HTMT
Report: 15th Day Enrollment

Spring Semesters:

Preponderant Enrollment for the Program Across 8-Campus System

	2000S	2001S	2002S	2003S	2004S
KSU	0	1	2	2	2

Concurrent Enrollment for the Program on Each Campus

CAMPUS	2000S	2001S	2002S	2003S	2004S
Ashtabula Campus	0	0	0	0	0
East Liverpool Campus	0	0	0	0	0
Geauga Campus	0	0	0	0	0
Salem Campus	0	0	0	0	0
Stark Campus	0	0	0	0	0
Trumbull Campus	0	1	2	2	2
Tuscarawas Campus	0	0	0	0	0
Kent Campus	0	0	0	0	0

Fall Semesters:

Preponderant Enrollment for the Program Across 8-Campus System

	2000F	2001F	2002F	2003F
KSU	1	2	2	2

Concurrent Enrollment for the Program on Each Campus

CAMPUS	2000F	2001F	2002F	2003F
Ashtabula Campus	0	0	0	0
East Liverpool Campus	0	0	0	0
Geauga Campus	0	0	0	0
Salem Campus	0	0	0	0
Stark Campus	0	0	0	0
Trumbull Campus	1	2	2	2
Tuscarawas Campus	0	0	0	0
Kent Campus	0	0	0	0

Concurrent Headcount: The method of calculating headcount is based upon how many students attend each campu student who has six hours at the Kent Campus and three hours at the Stark campus, the student would be counted or Campus and then once at the Stark Campus).
Preponderance Headcount: This method of calculating enrollment is based upon where the student has the majority classes. For example, if a student has six hours at the Kent Campus and three hours at the Stark Campus, the studen counted only at the Kent Campus. In the event that a student has an equal number of hours at any of the campuses, t which the student registered first is considered the student's home campus.

Prepared By: Research, Planning and Institutional Effectiveness

Consulted with Trumbull Campus FAC	September 16, 2005
Submit proposal to School of Technology, Coordinator Engineering Technology	September 2005
Submit proposal to School of Technology, Curriculum Committee	ASAP
Send documentation to Executive Dean, Regional Campuses	ASAP
Submit proposal to EPC	ASAP
Submit proposal to Faculty Senate	ASAP

In order to expedite the inactivation we would like to cease accepting majors into the program beginning Fall 2006 semester.

Select from the Humanities or Social Sciences LERs lists in this Catalog.

TOTAL 68

Associate of Applied Science

High Technology Manufacturing

High technology manufacturing provides students with a solid foundation in mathematics, chemistry and electronics, and then introduces topics in semiconductor manufacturing and photonics. Students gain an understanding of the complete process of taking silicon from its raw state, fashioning it into wafers, manufacturing integrated circuits on the wafers and finally testing the integrated circuit to determine if it performs to the specifications set for the product. Students will learn the application and use of lasers, lightwave communications and optoelectronic devices. This major is available at the Trumbull Campus.

I. TECHNICAL COURSES 23
- EERT 12000, Electric Circuits I 4
- 12001, Electric Circuits II 3
- 12005, Electrical/Electronic Drawing 2
- 12010, Introduction to Electronics 3
- 22003, Technical Computing 3
- 22004, Digital Systems 3
- 22011, Electronic Systems 3
- HTMT 13600, Electronic Materials 2

II. SELECT ONE CONCENTRATION: 14-15

General

- EERT 23000, Sensors 2

Select 6 hours each from photonics and semiconductor concentrations with the approval of EERT faculty adviser.

Photonics

- HTMT 13601, Introduction to Photonics & Fiber Optics 3
- 13602, Introduction to Lasers 3
- 13603, Laser & Electro-Optic Components & Devices 3
- 23603, Light Sources & Wave Optics 3
- * 23607, Laser Technology: Applications or Special Topics 3

Semiconductor

- EERT 22002, Industrial Controls 3
- HTMT 23600, Semiconductor Manufacturing Process I 3
- 23601, Semiconductor Manufacturing Process II 3
- 23602, Photolithography in IC Fabrication 2
- 23604, Vacuum System Technology 2
- 23606, Power Radio Frequency 2

III. RELATED COURSES 16
- MATH 12001, Algebra & Trigonometry 4
- 12002, Analytical Geometry & Calculus I 5
- PHY 12201, Technical Physics I 3
- 12202, Technical Physics II 4

IV. GENERAL STUDIES COURSES 11
- CHEM 10000, General Chemistry I 4
- 10002, General Chemistry I Lab 1
- COMM 15000, Theory and Practice of Oral Discourse 3
- ENG 10001, College English I 3
- 20002, Introduction to Technical Writing 3
- US 10001, University Orientation 1
- LER 3

TOTAL 71-7

**EERT/IERT/MERT or HTMT special topics course. May be substituted with appropriate EERT/IERT/MERT or HTMT courses(s). Engineering technology faculty adviser's approval is required.*

Associate of Applied Science

Horticulture Technology

Horticulture technology prepares students for careers in landscape management, turf management, tree care, nursery and greenhouse operations and related horticultural professions. In addition to a core of horticulture and basic science courses, the major provides three areas of concentration: arboriculture, landscape design and management and turfgrass management. The program emphasizes practical experience through hands-on training in outdoor labs and site visits to employers. Students complete two paid summer internships in their areas of concentration. This program is available at the Geauga and Salem campuses.

I. TECHNICAL COURSES .....
- BSCI 16001, Horticultural Botany 3
- 26002, Ecological Principles of Pest Management 3
- 26003, Plant Identification and Selection I 3
- 26004, Plant Identification and Selection II 3
- CHEM 16001, Horticultural Chemistry 4
- GEOG 16001, Soil and Horticultural Management 3
- HORT 16001, Introduction to Horticulture 1
- 26001, Occupational Regulations and Safety 2

PROGRAM DESCRIPTION

BETWEEN

SHANGHAI INTERNATIONAL STUDIES UNIVERSITY
and

KENT STATE UNIVERSITY

BACCALAUREATE TO MASTER'S OF ACCOUNTING DEGREE PROGRAM

4 NOVEMBER 2008

1.0 BASIS OF AGREEMENT

Kent State University (KSU) and Shanghai International Studies University (SISU) in the People's Republic of China seek to undertake a unique academic partnership. This partnership will emulate the existing baccalaureate to master's degree option currently in place at Kent State University.

The existing program permits Kent State undergraduates who have high grade point averages to apply to a graduate program at Kent State while still an undergraduate. Students applying to a graduate program must meet all of the admission criteria as any other applicant holding an undergraduate baccalaureate from an accredited institution of higher education. If admitted to the graduate program, students take graduate courses in their respective academic departments concurrently with their remaining undergraduate courses. The graduate courses taken by the student are counted twice: once as completion requirements for the student's undergraduate major; and again, as graduate credit towards their master's degree. This program serves the dual purposes of: (1) accelerating the academic progress of gifted students; and (2) advancing academic recruitment and retention at Kent State University.

This articulation agreement emulates the existing baccalaureate to master's option to Shanghai International Studies University in the People's Republic of China. Eligibility for this program is restricted to undergraduate students from Shanghai International Studies University whose grade point average consistently places them in the upper ten percent of their class over a *three-year period and have taken courses in English in each of those three years*. These students will be *pre-qualified* in China for recruitment into the following Kent State University, Master of Science in Accounting program. If they meet the normal admission requirements stipulated by the above graduate program, the student will be *conditionally admitted* to begin their graduate coursework during what would be their fourth year of undergraduate work. All graduate work would be done at Kent State University. Upon successful completion of their fourth year of taking courses at Kent State University, they would receive their undergraduate degree from University in the People's Republic of China and be *formally admitted* to the above named graduate program. Their fifth year, their final year of coursework, would be completed at Kent State University as well. A Master of Science in Accounting degree would then be awarded by Kent State University.

2.0 PROGRAM PLANNING AND MANAGEMENT

2.1. Marketing.

SISU will launch an effective direct marketing and advising effort to build enrollments in the program. This effort will be facilitated by the Kent State University Center in China. Both programs should seek to contract with a domestic marketing firm in the People's Republic of China with a proven record of recruitment.

2.2 Academic Unit Responsibility

The Department of Accounting at Kent State University and the Department of Accounting at Shanghai International Studies University will be the designated academic units to execute the program.

2.3 Program Directors: Leadership and Program Integration.

a. Assignment of Program Directors within Academic Units.
The Department of Accounting at Kent State University and the Department of Accounting at SISU will assign PhD-holding tenure-track faculty and vetted adjunct program faculty it currently uses on the main campus to work as the respective program coordinators for their respective departments and universities. Because this is an undergraduate to graduate degree program; the program director will be referred to as the *Undergraduate Program Director*; their Kent State counterpart will be referred to as the *Graduate Program Director*;

b. Responsibilities of Program Directors.
These curriculum leaders within the respective departments are responsible for implementing a process facilitating the matriculation of students. This includes**:** (a) vetting of students for admission; (b) visa applications; (c) processing tuition; (d) assisting with residence placement in Kent; (e) advising plans of study; (f) curriculum audits; (g) processing transfer credits between the respective universities and (g) graduation.

3.0 MATRICULATION PROCESS:

3.1 Sequence

The matriculation process is a 3+2 academic year sequence. Years 1 through Year 3 will require the student to take all required courses for their respective area of study, plus course in English each year at SISU. The following two years, students will take their graduate degree coursework at Kent State University.

3.2 Undergraduate Coursework: Years 1-3

Year 1-2. Students take curriculum requirements specified by their undergraduate host university SISU.

Year 3. Students continue their studies at their host undergraduate institution. In addition, students who meet the top ten percent threshold are required to:

(1) Be vetted for pre-qualification by the Undergraduate Program Director in the Department of Accounting at SISU;
(2) Complete TOEFL and GRE or other required standardized exam or alternative admission requirements specified by the respective graduate program at Kent State to which they are applying;
(3) Assemble other academic documents specified by the respective graduate program to which they are applying.
(4) Apply for a VISA;
(5) Arrange flights; and
(6) During the summer of Year 3, students travel to Kent State and immerse themselves in the study of English.

3.3 Graduate Coursework: Years 4-5

Year 4. Students take and complete Year 1 of their graduate coursework. Upon satisfactory completion of this coursework, credits are transferred to Kent State University and the student is granted their undergraduate degree from SISU and formally admitted to the master's program in the Department of Accounting Program at Kent State University.

Year 5. Students complete their graduate coursework and received their graduate diploma from Kent State University.

Courses in Year 4 and Year 5 are not to be online.

4.0 ADMISSION REQUIREMENTS

Kent State University will be in charge of the admission process for students seeking entry to the 3+2 program. The Kent-MSA program will set the number of admitted students commensurate with the faculty resources necessary to maintain the integrity of the program.

Admission decisions to the 3+2 program are based exclusively on assessment resulting from the submission of official documentation specified in Section 4.1 through 4.3 below. All students must submit application materials to the Division of Graduate Studies at Kent State University or their respective Graduate College.

Students from the following disciplines of *undergraduate* study are permitted to apply to the Master of Accounting program at Kent State University:

1. Open to any Discipline _____**X**_____(CHECK HERE)
2. Specific Disciplines: _____Business Administration ___(FILL IN)
   _____Accounting_____(FILL IN)
   _____Finance_____(FILL IN)

4.1 Requirements for *Pre-Qualified* Admission to the 3+2 Degree Program

The application materials must include the following:

- Grade Point Average (GPA) placing the student in the top ten percent of their class in each of their first three years of undergraduate study;
- English courses taken during Years 1 through 3;
- Official transcripts of all completed undergraduate coursework. (Note: Transcripts must be in a *sealed and signed* envelope); and
- Financial assurance to meet the student's obligations while at Kent State University

4.2 Requirements for *Conditional Admission* to the Master of Science in Accounting Program at Kent State University:

- Completed online application for graduate study (including the application fee);
- Official transcripts from all completed undergraduate courses taken at SISU. (Note: Transcripts must be in a *sealed and signed* envelope and sent directly to Kent State University Division of Research and Graduate Studies;
- Three letters of recommendation from faculty with whom the student has taken undergraduate coursework;
- Statement of background and goals;
- GRE Scores;
- TOEFL Scores or equivalent; and
- Any additional documentation the above graduate program requires

4.3 Requirement for *Formal Admission* to the Master of Science in Accounting program at Kent State University.

Maintaining a GPA of 3.0 or better (A=4.0) during Year 4 of study in the above department.

5.0 ADVISING AND PLAN OF STUDY

Once admitted to the program, and prior to commencing their coursework of the semester for which they were admitted to the program, all students are required to file a formal Plan of Study (PoS). To do so, the student will meet with their Undergraduate Program Director in their respective department. The Undergraduate Program Director will sign off on the PoS and forward it to her/his counterpart, the Graduate Program Coordinator at Kent State University.

The Graduate Program Coordinator will in turn sign off on the PoS and then forward it to the respective counterpart, the Undergraduate Program Director.
The PoS will specify the curriculum requirements for Years 4 and Years 5 at Kent State University. This is to include all formal coursework required as well as completion of internships and or thesis if required.

The Graduate Program Director will either serve as the personal advisor to the student or assign a faculty member specializing in the student's area of interest.

6.0 CURRICULUM STANDARDS AND OUTLINE

The curriculum to be delivered will be in conformance with:

(a) The practices and standards demanded by the undergraduate program at SISU as currently accredited by Chinese Ministry of Education; as well as:

(b) The practices and standards demanded of the above graduate program at Kent State University.

The proposed graduate curriculum for the degree of Master of Science in Accounting program for Year 4 and Year 5 is in **Appendix A-1 and A-2** of this document.

7.0 ACADEMIC STANDING

Students participating in the program are required to maintain good academic standing within the Graduate Schools at KSU as described in the current edition of the KSU graduate catalog. *Good standing* is defined as maintaining a 3.0 GPA but may include other appraisals of the student's record and ability.

8.0 GRADUATION REQUIREMENTS / TRANSFER CREDIT

Undergraduate requirements are established by SISU. Graduate graduation requirements are established by the Master of Science in Accounting program in the Department of Accounting at Kent State University and the respective Graduate College, the Division of Research and Graduate Studies.

8.1 Awarding of Degrees:

Upon completion of Year 4 of study at Kent State University, the degree awarded to students participating in this program will be an undergraduate degree in the student's respective area of study from SISU.

At the end of Year 5 of study at Kent State University, the student will receive their master's degree from Kent State University.

9.0 ACCESS TO SERVICES AND SUPPORT

Students in the 3+2 program have access to all the rights and privileges and services provided to all Kent State Students

10.0 FINANCIAL POLICIES AND TERMS

10.1 Overview

The International Office will ensure that financial management to implement this program effectively is in place.

10.2 Tuition

Tuition costs will be set at the graduate out-of-state tuition rate in place for the semester(s) in which the student is taking their graduate coursework.

11.0 MISCELLANEOUS

11.1 Travel

Students are responsible for all travel expenses and related documents.

11.2 Housing: While Attending Classes on KSU Campus

SISU students will be provided graduate accommodations while on the KSU campus. Costs are to be borne by SISU students.

11.3 Health Insurance

SISU students will be required to purchase KSU based health insurance during their stay in USA.

This Letter of Agreement has been found acceptable to both *Shanghai International Studies University and Kent State University*, as evidenced by the following signatures:

_____ _____

Representative Name: Date
Title:

_____ _____

Representative Name Date
Title

PROGRAM DESCRIPTION

BETWEEN

SHANGHAI INTERNATIONAL STUDIES UNIVERSITY
and

KENT STATE UNIVERSITY

BACCALAUREATE TO MASTER'S IN BUSINESS ADMINISTRATION PROGRAM

4 NOVEMBER 2008

1.0 BASIS OF AGREEMENT

Kent State University (KSU) and Shanghai International Studies University (SISU) in the People's Republic of China seek to undertake a unique academic partnership. This partnership will emulate the existing baccalaureate to master's degree option currently in place at Kent State University.

The existing program permits Kent State undergraduates who have high grade point averages to apply to a graduate program at Kent State while still an undergraduate. Students applying to a graduate program must meet all of the admission criteria as any other applicant holding an undergraduate baccalaureate from an accredited institution of higher education. If admitted to the graduate program, students take graduate courses in their respective academic departments concurrently with their remaining undergraduate courses. The graduate courses taken by the student are counted twice: once as completion requirements for the student's undergraduate major; and again, as graduate credit towards their master's degree. This program serves the dual purposes of: (1) accelerating the academic progress of gifted students; and (2) advancing academic recruitment and retention at Kent State University.

This articulation agreement emulates the existing baccalaureate to master's option to Shanghai International Studies University in the People's Republic of China. Eligibility for this program is restricted to undergraduate students from Shanghai International Studies University whose grade point average consistently places them in the upper ten percent of their class over a *three-year period and have taken courses in English in each of those three years*. These students will be *pre-qualified* in China for recruitment into the following Kent State University, Masters in Business Administration Program. If they meet the normal admission requirements stipulated by the above graduate program, the student will be *conditionally admitted* to begin their graduate coursework during what would be their fourth year of undergraduate work. All graduate work would be done at Kent State University. Upon successful completion of their fourth year of taking courses at Kent State University, they would receive their undergraduate degree from University in the People's Republic of China and be *formally admitted* to the above named graduate program. Their fifth year, their final year of coursework, would be completed at Kent State University as well. A Masters in Business Administration degree would then be awarded by Kent State University.

2.0 PROGRAM PLANNING AND MANAGEMENT

2.1. Marketing.

SISU will launch an effective direct marketing and advising effort to build enrollments in the program. This effort will be facilitated by the Kent State University Center in China. Both programs should seek to contract with a domestic marketing firm in the People's Republic of China with a proven record of recruitment.

2.2 Academic Unit Responsibility

The Department of Business Administration at Kent State University and the Department of Business Administration at Shanghai International Studies University will be the designated academic units to execute the program.

2.3 Program Directors: Leadership and Program Integration.

a. Assignment of Program Directors within Academic Units.
The Department of Business Administration at Kent State University and the Department of Business Administration at SISU will assign PhD-holding tenure-track faculty and vetted adjunct program faculty it currently uses on the main campus to work as the respective program coordinators for their respective departments and universities. Because this is an undergraduate to graduate degree program; the program director will be referred to as the *Undergraduate Program Director*; their Kent State counterpart will be referred to as the *Graduate Program Director*;

b. Responsibilities of Program Directors.
These curriculum leaders within the respective departments are responsible for implementing a process facilitating the matriculation of students. This includes**:** (a) vetting of students for admission; (b) visa applications; (c) processing tuition; (d) assisting with residence placement in Kent; (e) advising plans of study; (f) curriculum audits; (g) processing transfer credits between the respective universities and (g) graduation.

3.0 MATRICULATION PROCESS:

3.1 Sequence

The matriculation process is a 3+2 academic year sequence. Years 1 through Year 3 will require the student to take all required courses for their respective area of study, plus course in English each year at SISU. The following two years, students will take their graduate degree coursework at Kent State University.

3.2 Undergraduate Coursework: Years 1-3

Year 1-2. Students take curriculum requirements specified by their undergraduate host university SISU.

Year 3. Students continue their studies at their host undergraduate institution. In addition, students who meet the top ten percent threshold are required to:

(1) Be vetted for pre-qualification by the Undergraduate Program Director in the Department of Business Administration at SISU;
(2) Complete TOEFL and GRE or other required standardized exam or alternative admission requirements specified by the respective graduate program at Kent State to which they are applying;
(3) Assemble other academic documents specified by the respective graduate program to which they are applying.
(4) Apply for a VISA;
(5) Arrange flights; and
(6) During the summer of Year 3, students travel to Kent State and immerse themselves in the study of English.

3.3 Graduate Coursework: Years 4-5

Year 4. Students take and complete Year 1 of their graduate coursework. Upon satisfactory completion of this coursework, credits are transferred to Kent State University and the student is granted their undergraduate degree from SISU and formally admitted to the master's program in the Department of Business Administration Program at Kent State University.

Year 5. Students complete their graduate coursework and received their graduate diploma from Kent State University.

Courses in Year 4 and Year 5 are not to be online.

4.0 ADMISSION REQUIREMENTS

Kent State University will be in charge of the admission process for students seeking entry to the 3+2 program. The Kent-Business Administration department will set the number of admitted students commensurate with the faculty resources necessary to maintain the integrity of the program.

Admission decisions to the 3+2 program are based exclusively on assessment resulting from the submission of official documentation specified in Section 4.1 through 4.3 below. All students must submit application materials to the Division of Graduate Studies at Kent State University or their respective Graduate College.

Students from the following disciplines of *undergraduate* study are permitted to apply to the Master of Business Administration program at Kent State University:

1. Open to any Discipline _____**X**_____(CHECK HERE)
2. Specific Disciplines: _____(FILL IN)
_____(FILL IN)
_____(FILL IN)

4.1 Requirements for *Pre-Qualified* Admission to the 3+2 Degree Program

The application materials must include the following:

- Grade Point Average (GPA) placing the student in the top ten percent of their class in each of their first three years of undergraduate study;
- English courses taken during Years 1 through 3;
- Official transcripts of all completed undergraduate coursework. (Note: Transcripts must be in a *sealed and signed* envelope); and
- Financial assurance to meet the student's obligations while at Kent State University

4.2 Requirements for *Conditional Admission* to the Master's in Business Administration Program at Kent State University:

- Completed online application for graduate study (including the application fee);
- Official transcripts from all completed undergraduate courses taken at SISU. (Note: Transcripts must be in a *sealed and signed* envelope and sent directly to Kent State University Division of Research and Graduate Studies;
- Three letters of recommendation from faculty with whom the student has taken undergraduate coursework;
- Statement of background and goals;
- GRE Scores;
- TOEFL Scores or equivalent; and
- Any additional documentation the above graduate program requires

4.3 Requirement for *Formal Admission* to the Master's in Business Administration Program at Kent State University.

Maintaining a GPA of 3.0 or better (A=4.0) during Year 4 of study in the above department.

5.0 ADVISING AND PLAN OF STUDY

Once admitted to the program, and prior to commencing their coursework of the semester for which they were admitted to the program, all students are required to file a formal Plan of Study (PoS). To do so, the student will meet with their Undergraduate Program Director in their respective department. The Undergraduate Program Director will sign off on the PoS and forward it to her/his counterpart, the Graduate Program Coordinator at Kent State University.

The Graduate Program Coordinator will in turn sign off on the PoS and then forward it to the respective counterpart, the Undergraduate Program Director.
The PoS will specify the curriculum requirements for Years 4 and Years 5 at Kent State University. This is to include all formal coursework required as well as completion of internships and or thesis if required.

The Graduate Program Director will either serve as the personal advisor to the student or assign a faculty member specializing in the student's area of interest.

6.0 CURRICULUM STANDARDS AND OUTLINE

The curriculum to be delivered will be in conformance with:

(a) The practices and standards demanded by the undergraduate program at SISU as currently accredited by Chinese Ministry of Education; as well as:

(b) The practices and standards demanded of the above graduate program at Kent State University.

The proposed graduate curriculum for the degree of Master's in Business Administration program for Year 4 and Year 5 is in **Appendix A-1 and A-2** of this document.

7.0 ACADEMIC STANDING

Students participating in the program are required to maintain good academic standing within the Graduate Schools at KSU as described in the current edition of the KSU graduate catalog. *Good standing* is defined as maintaining a 3.0 GPA but may include other appraisals of the student's record and ability.

8.0 GRADUATION REQUIREMENTS / TRANSFER CREDIT

Undergraduate requirements are established by SISU. Graduate graduation requirements are established by the Master's in Business Administration Program in the Department of Business Administration at Kent State University and the respective Graduate College, the Division of Research and Graduate Studies.

8.1 Awarding of Degrees:

Upon completion of Year 4 of study at Kent State University, the degree awarded to students participating in this program will be an undergraduate degree in the student's respective area of study from SISU.

At the end of Year 5 of study at Kent State University, the student will receive their master's degree from Kent State University.

9.0 ACCESS TO SERVICES AND SUPPORT

Students in the 3+2 program have access to all the rights and privileges and services provided to all Kent State Students

10.0 FINANCIAL POLICIES AND TERMS

10.1 Overview

The International Office will ensure that financial management to implement this program effectively is in place.

10.2 Tuition

Tuition costs will be set at the graduate out-of-state tuition rate in place for the semester(s) in which the student is taking their graduate coursework.

11.0 MISCELLANEOUS

11.1 Travel

Students are responsible for all travel expenses and related documents.

11.2 Housing: While Attending Classes on KSU Campus

SISU students will be provided graduate accommodations while on the KSU campus. Costs are to be borne by SISU students.

11.3 Health Insurance

SISU students will be required to purchase KSU based health insurance during their stay in USA.

This Letter of Agreement has been found acceptable to both *Shanghai International Studies University and Kent State University*, as evidenced by the following signatures:

_____ _____

Representative Name: Date
Title:

_____ _____

Representative Name Date
Title

PROGRAM DESCRIPTION

BETWEEN

SHANGHAI INTERNATIONAL STUDIES UNIVERSITY
and

KENT STATE UNIVERSITY

BACCALAUREATE TO MASTER'S OF ARTS IN COMMUNICATION STUDIES PROGRAM

4 NOVEMBER 2008

1.0 BASIS OF AGREEMENT

Kent State University (KSU) and Shanghai International Studies University (SISU) in the People's Republic of China seek to undertake a unique academic partnership. This partnership will emulate the existing baccalaureate to master's degree option currently in place at Kent State University.

The existing program permits Kent State undergraduates who have high grade point averages to apply to a graduate program at Kent State while still an undergraduate. Students applying to a graduate program must meet all of the admission criteria as any other applicant holding an undergraduate baccalaureate from an accredited institution of higher education. If admitted to the graduate program, students take graduate courses in their respective academic departments concurrently with their remaining undergraduate courses. The graduate courses taken by the student are counted twice: once as completion requirements for the student's undergraduate major; and again, as graduate credit towards their master's degree. This program serves the dual purposes of: (1) accelerating the academic progress of gifted students; and (2) advancing academic recruitment and retention at Kent State University.

This articulation agreement emulates the existing baccalaureate to master's option to Shanghai International Studies University in the People's Republic of China. Eligibility for this program is restricted to undergraduate students from Shanghai International Studies University whose grade point average consistently places them in the upper ten percent of their class over a *three-year period and have taken courses in English in each of those three years*. These students will be *pre-qualified* in China for recruitment into the following Kent State University, Master of Arts in Communication Studies program. If they meet the normal admission requirements stipulated by the above graduate program, the student will be *conditionally admitted* to begin their graduate coursework during what would be their fourth year of undergraduate work. All graduate work would be done at Kent State University. Upon successful completion of their fourth year of taking courses at Kent State University, they would receive their undergraduate degree from University in the People's Republic of China and be *formally admitted* to the above named graduate program. Their fifth year, their final year of coursework, would be completed at Kent State University as well. A Master of Arts in Communication Studies degree would then be awarded by Kent State University.

2.0 PROGRAM PLANNING AND MANAGEMENT

2.1. Marketing.

SISU will launch an effective direct marketing and advising effort to build enrollments in the program. This effort will be facilitated by the Kent State University Center in China. Both programs should seek to contract with a domestic marketing firm in the People's Republic of China with a proven record of recruitment.

2.2 Academic Unit Responsibility

The Department of Communication Studies at Kent State University and the Department of Communication Studies at Shanghai International Studies University will be the designated academic units to execute the program.

2.3 Program Directors: Leadership and Program Integration.

a. Assignment of Program Directors within Academic Units.
The Department of Communication Studies at Kent State University and the Department of Communication Studies at SISU will assign PhD-holding tenure-track faculty and vetted adjunct program faculty it currently uses on the main campus to work as the respective program coordinators for their respective departments and universities. Because this is an undergraduate to graduate degree program; the program director will be referred to as the *Undergraduate Program Director*; their Kent State counterpart will be referred to as the *Graduate Program Director*;

b. Responsibilities of Program Directors.
These curriculum leaders within the respective departments are responsible for implementing a process facilitating the matriculation of students. This includes**:** (a) vetting of students for admission; (b) visa applications; (c) processing tuition; (d) assisting with residence placement in Kent; (e) advising plans of study; (f) curriculum audits; (g) processing transfer credits between the respective universities and (g) graduation.

3.0 MATRICULATION PROCESS:

3.1 Sequence

The matriculation process is a 3+2 academic year sequence. Years 1 through Year 3 will require the student to take all required courses for their respective area of study, plus course in English each year at SISU. The following two years, students will take their graduate degree coursework at Kent State University.

3.2 Undergraduate Coursework: Years 1-3

Year 1-2. Students take curriculum requirements specified by their undergraduate host university SISU.

Year 3. Students continue their studies at their host undergraduate institution. In addition, students who meet the top ten percent threshold are required to:

(1) Be vetted for pre-qualification by the Undergraduate Program Director in the Department of Communication Studies at SISU;
(2) Complete TOEFL and GRE or other required standardized exam or alternative admission requirements specified by the respective graduate program at Kent State to which they are applying;
(3) Assemble other academic documents specified by the respective graduate program to which they are applying.
(4) Apply for a VISA;
(5) Arrange flights; and
(6) During the summer of Year 3, students travel to Kent State and immerse themselves in the study of English.

3.3 Graduate Coursework: Years 4-5

Year 4. Students take and complete Year 1 of their graduate coursework. Upon satisfactory completion of this coursework, credits are transferred to Kent State University and the student is granted their undergraduate degree from SISU and formally admitted to the master's program in the Department of Communication Studies Program at Kent State University.

Year 5. Students complete their graduate coursework and received their graduate diploma from Kent State University.

Courses in Year 4 and Year 5 are not to be online.

4.0 ADMISSION REQUIREMENTS

Kent State University will be in charge of the admission process for students seeking entry to the 3+2 program. The Kent-Communication Studies department will set the number of admitted students commensurate with the faculty resources necessary to maintain the integrity of the program.

Admission decisions to the 3+2 program are based exclusively on assessment resulting from the submission of official documentation specified in Section 4.1 through 4.3 below. All students must submit application materials to the Division of Graduate Studies at Kent State University or their respective Graduate College.

Students from the following disciplines of *undergraduate* study are permitted to apply to the Master of Communication Studies program at Kent State University:

1. Open to any Discipline _____**X**_____(CHECK HERE)
2. Specific Disciplines: _____(FILL IN)
_____(FILL IN)
_____(FILL IN)

4.1 Requirements for *Pre-Qualified* Admission to the 3+2 Degree Program

The application materials must include the following:

- Grade Point Average (GPA) placing the student in the top ten percent of their class in each of their first three years of undergraduate study;
- English courses taken during Years 1 through 3;
- Official transcripts of all completed undergraduate coursework. (Note: Transcripts must be in a *sealed and signed* envelope); and
- Financial assurance to meet the student's obligations while at Kent State University

4.2 Requirements for *Conditional Admission* to the Master of Arts in Communication Studies Program at Kent State University:

- Completed online application for graduate study (including the application fee);
- Official transcripts from all completed undergraduate courses taken at SISU. (Note: Transcripts must be in a *sealed and signed* envelope and sent directly to Kent State University Division of Research and Graduate Studies;
- Three letters of recommendation from faculty with whom the student has taken undergraduate coursework;
- Statement of background and goals;
- GRE Scores;
- TOEFL Scores or equivalent; and
- Any additional documentation the above graduate program requires

4.3 Requirement for *Formal Admission* to the Master of Arts in Communication Studies Program at Kent State University.

Maintaining a GPA of 3.0 or better (A=4.0) during Year 4 of study in the above department.

5.0 ADVISING AND PLAN OF STUDY

Once admitted to the program, and prior to commencing their coursework of the semester for which they were admitted to the program, all students are required to file a formal Plan of Study (PoS). To do so, the student will meet with their Undergraduate Program Director in their respective department. The Undergraduate Program Director will sign off on the PoS and forward it to her/his counterpart, the Graduate Program Coordinator at Kent State University.

The Graduate Program Coordinator will in turn sign off on the PoS and then forward it to the respective counterpart, the Undergraduate Program Director.
The PoS will specify the curriculum requirements for Years 4 and Years 5 at Kent State University. This is to include all formal coursework required as well as completion of internships and or thesis if required.

The Graduate Program Director will either serve as the personal advisor to the student or assign a faculty member specializing in the student's area of interest.

6.0 CURRICULUM STANDARDS AND OUTLINE

The curriculum to be delivered will be in conformance with:

(a) The practices and standards demanded by the undergraduate program at SISU as currently accredited by Chinese Ministry of Education; as well as:

(b) The practices and standards demanded of the above graduate program at Kent State University.

The proposed graduate curriculum for the degree of Master of Arts in Communication Studies program for Year 4 and Year 5 is in **Appendix A-1 and A-2** of this document.

7.0 ACADEMIC STANDING

Students participating in the program are required to maintain good academic standing within the Graduate Schools at KSU as described in the current edition of the KSU graduate catalog. *Good standing* is defined as maintaining a 3.0 GPA but may include other appraisals of the student's record and ability.

8.0 GRADUATION REQUIREMENTS / TRANSFER CREDIT

Undergraduate requirements are established by SISU. Graduate graduation requirements are established by the Master of Arts in Communication Studies Program in the Department of Communication Studies at Kent State University and the respective Graduate College, the Division of Research and Graduate Studies.

8.1 Awarding of Degrees:

Upon completion of Year 4 of study at Kent State University, the degree awarded to students participating in this program will be an undergraduate degree in the student's respective area of study from SISU.

At the end of Year 5 of study at Kent State University, the student will receive their master's degree from Kent State University.

9.0 ACCESS TO SERVICES AND SUPPORT

Students in the 3+2 program have access to all the rights and privileges and services provided to all Kent State Students

10.0 FINANCIAL POLICIES AND TERMS

10.1 Overview

The International Office will ensure that financial management to implement this program effectively is in place.

10.2 Tuition

Tuition costs will be set at the graduate out-of-state tuition rate in place for the semester(s) in which the student is taking their graduate coursework.

11. MISCELLANEOUS

11.1 Travel

Students are responsible for all travel expenses and related documents.

11.2 Housing: While Attending Classes on KSU Campus

SISU students will be provided graduate accommodations while on the KSU campus. Costs are to be borne by SISU students.

11.3 Health Insurance

SISU students will be required to purchase KSU based health insurance during their stay in USA.

This Letter of Agreement has been found acceptable to both *Shanghai International Studies University and Kent State University*, as evidenced by the following signatures:

_____ _____

Representative Name: Date
Title:

_____ _____

Representative Name Date
Title

PROGRAM DESCRIPTION

BETWEEN

SHANGHAI INTERNATIONAL STUDIES UNIVERSITY
and

KENT STATE UNIVERSITY

BACCALAUREATE TO MASTER'S OF ARTS IN CULTURAL FOUNDATION PROGRAM

4 NOVEMBER 2008

1.0 BASIS OF AGREEMENT

Kent State University (KSU) and Shanghai International Studies University (SISU) in the People's Republic of China seek to undertake a unique academic partnership. This partnership will emulate the existing baccalaureate to master's degree option currently in place at Kent State University.

The existing program permits Kent State undergraduates who have high grade point averages to apply to a graduate program at Kent State while still an undergraduate. Students applying to a graduate program must meet all of the admission criteria as any other applicant holding an undergraduate baccalaureate from an accredited institution of higher education. If admitted to the graduate program, students take graduate courses in their respective academic departments concurrently with their remaining undergraduate courses. The graduate courses taken by the student are counted twice: once as completion requirements for the student's undergraduate major; and again, as graduate credit towards their master's degree. This program serves the dual purposes of: (1) accelerating the academic progress of gifted students; and (2) advancing academic recruitment and retention at Kent State University.

This articulation agreement emulates the existing baccalaureate to master's option to Shanghai International Studies University in the People's Republic of China. Eligibility for this program is restricted to undergraduate students from Shanghai International Studies University whose grade point average consistently places them in the upper ten percent of their class over a *three-year period and have taken courses in English in each of those three years*. These students will be *pre-qualified* in China for recruitment into the following Kent State University, Master of Arts in Cultural Foundation Program. If they meet the normal admission requirements stipulated by the above graduate program, the student will be *conditionally admitted* to begin their graduate coursework during what would be their fourth year of undergraduate work. All graduate work would be done at Kent State University. Upon successful completion of their fourth year of taking courses at Kent State University, they would receive their undergraduate degree from University in the People's Republic of China and be *formally admitted* to the above named graduate program. Their fifth year, their final year of coursework, would be completed at Kent State University as well. A Master of Arts in Cultural Foundation degree would then be awarded by Kent State University.

2.0 PROGRAM PLANNING AND MANAGEMENT

2.1. Marketing.

SISU will launch an effective direct marketing and advising effort to build enrollments in the program. This effort will be facilitated by the Kent State University Center in China. Both programs should seek to contract with a domestic marketing firm in the People's Republic of China with a proven record of recruitment.

2.2 Academic Unit Responsibility

The Department of Cultural Foundation at Kent State University and the Department of Cultural Foundation at Shanghai International Studies University will be the designated academic units to execute the program.

2.3 Program Directors: Leadership and Program Integration.

a. Assignment of Program Directors within Academic Units.
The Department of Cultural Foundation at Kent State University and the Department of Cultural Foundation at SISU will assign PhD-holding tenure-track faculty and vetted adjunct program faculty it currently uses on the main campus to work as the respective program coordinators for their respective departments and universities. Because this is an undergraduate to graduate degree program; the program director will be referred to as the *Undergraduate Program Director*; their Kent State counterpart will be referred to as the *Graduate Program Director*;

b. Responsibilities of Program Directors.
These curriculum leaders within the respective departments are responsible for implementing a process facilitating the matriculation of students. This includes**:** (a) vetting of students for admission; (b) visa applications; (c) processing tuition; (d) assisting with residence placement in Kent; (e) advising plans of study; (f) curriculum audits; (g) processing transfer credits between the respective universities and (g) graduation.

3.0 MATRICULATION PROCESS:

3.1 Sequence

The matriculation process is a 3+2 academic year sequence. Years 1 through Year 3 will require the student to take all required courses for their respective area of study, plus course in English each year at SISU. The following two years, students will take their graduate degree coursework at Kent State University.

3.2 Undergraduate Coursework: Years 1-3

Year 1-2. Students take curriculum requirements specified by their undergraduate host university SISU.

Year 3. Students continue their studies at their host undergraduate institution. In addition, students who meet the top ten percent threshold are required to:

(1) Be vetted for pre-qualification by the Undergraduate Program Director in the Department of Cultural Foundation at SISU;
(2) Complete TOEFL and GRE or other required standardized exam or alternative admission requirements specified by the respective graduate program at Kent State to which they are applying;
(3) Assemble other academic documents specified by the respective graduate program to which they are applying.
(4) Apply for a VISA;
(5) Arrange flights; and
(6) During the summer of Year 3, students travel to Kent State and immerse themselves in the study of English.

3.3 Graduate Coursework: Years 4-5

Year 4. Students take and complete Year 1 of their graduate coursework. Upon satisfactory completion of this coursework, credits are transferred to Kent State University and the student is granted their undergraduate degree from SISU and formally admitted to the master's program in the Department of Cultural Foundation Program at Kent State University.

Year 5. Students complete their graduate coursework and received their graduate diploma from Kent State University.

Courses in Year 4 and Year 5 are not to be online.

4.0 ADMISSION REQUIREMENTS

Kent State University will be in charge of the admission process for students seeking entry to the 3+2 program. The Kent-Cultural Foundation department will set the number of admitted students commensurate with the faculty resources necessary to maintain the integrity of the program.

Admission decisions to the 3+2 program are based exclusively on assessment resulting from the submission of official documentation specified in Section 4.1 through 4.3 below. All students must submit application materials to the Division of Graduate Studies at Kent State University or their respective Graduate College.

Students from the following disciplines of *undergraduate* study are permitted to apply to the Master of Arts in Cultural Foundation program at Kent State University:

1. Open to any Discipline _____**X**_____(CHECK HERE)
2. Specific Disciplines: _____(FILL IN)
_____(FILL IN)
_____(FILL IN)

4.1 Requirements for *Pre-Qualified* Admission to the 3+2 Degree Program

The application materials must include the following:

- Grade Point Average (GPA) placing the student in the top ten percent of their class in each of their first three years of undergraduate study;
- English courses taken during Years 1 through 3;
- Official transcripts of all completed undergraduate coursework. (Note: Transcripts must be in a *sealed and signed* envelope); and
- Financial assurance to meet the student's obligations while at Kent State University

4.2 Requirements for *Conditional Admission* to the Master of Arts in English Literature and Writing Program at Kent State University:

- Completed online application for graduate study (including the application fee);
- Official transcripts from all completed undergraduate courses taken at SISU. (Note: Transcripts must be in a *sealed and signed* envelope and sent directly to Kent State University Division of Research and Graduate Studies;
- Three letters of recommendation from faculty with whom the student has taken undergraduate coursework;
- Statement of background and goals;
- GRE Scores;
- TOEFL Scores or equivalent; and
- Any additional documentation the above graduate program requires

4.3 Requirement for *Formal Admission* to the Master of Arts in Cultural Foundation Program at Kent State University.

Maintaining a GPA of 3.0 or better (A=4.0) during Year 4 of study in the above department.

5.0 ADVISING AND PLAN OF STUDY

Once admitted to the program, and prior to commencing their coursework of the semester for which they were admitted to the program, all students are required to file a formal Plan of Study (PoS). To do so, the student will meet with their Undergraduate Program Director in their respective department. The Undergraduate Program Director will sign off on the PoS and forward it to her/his counterpart, the Graduate Program Coordinator at Kent State University.

The Graduate Program Coordinator will in turn sign off on the PoS and then forward it to the respective counterpart, the Undergraduate Program Director.
The PoS will specify the curriculum requirements for Years 4 and Years 5 at Kent State University. This is to include all formal coursework required as well as completion of internships and or thesis if required.

The Graduate Program Director will either serve as the personal advisor to the student or assign a faculty member specializing in the student's area of interest.

6.0 CURRICULUM STANDARDS AND OUTLINE

The curriculum to be delivered will be in conformance with:

(a) The practices and standards demanded by the undergraduate program at SISU as currently accredited by Chinese Ministry of Education; as well as:

(b) The practices and standards demanded of the above graduate program at Kent State University.

The proposed graduate curriculum for the degree of Master of Arts in Cultural Foundation program for Year 4 and Year 5 is in **Appendix A-1 and A-2** of this document.

7.0 ACADEMIC STANDING

Students participating in the program are required to maintain good academic standing within the Graduate Schools at KSU as described in the current edition of the KSU graduate catalog. *Good standing* is defined as maintaining a 3.0 GPA but may include other appraisals of the student's record and ability.

8.0 GRADUATION REQUIREMENTS / TRANSFER CREDIT

Undergraduate requirements are established by SISU. Graduate graduation requirements are established by the Master of Arts in Cultural Foundation Program in the Department of Cultural Foundation at Kent State University and the respective Graduate College, the Division of Research and Graduate Studies.

8.1 Awarding of Degrees:

Upon completion of Year 4 of study at Kent State University, the degree awarded to students participating in this program will be an undergraduate degree in the student's respective area of study from SISU.

At the end of Year 5 of study at Kent State University, the student will receive their master's degree from Kent State University.

9.0 ACCESS TO SERVICES AND SUPPORT

Students in the 3+2 program have access to all the rights and privileges and services provided to all Kent State Students

10.0 FINANCIAL POLICIES AND TERMS

10.1 Overview

The International Office will ensure that financial management to implement this program effectively is in place.

10.2 Tuition

Tuition costs will be set at the graduate out-of-state tuition rate in place for the semester(s) in which the student is taking their graduate coursework.

11. MISCELLANEOUS

11.1 Travel

Students are responsible for all travel expenses and related documents.

11.2 Housing: While Attending Classes on KSU Campus

SISU students will be provided graduate accommodations while on the KSU campus. Costs are to be borne by SISU students.

11.3 Health Insurance

SISU students will be required to purchase KSU based health insurance during their stay in USA.

This Letter of Agreement has been found acceptable to both *Shanghai International Studies University and Kent State University*, as evidenced by the following signatures:

_____ _____

Representative Name: Date
Title:

_____ _____

Representative Name Date
Title

PROGRAM DESCRIPTION

BETWEEN

SHANGHAI INTERNATIONAL STUDIES UNIVERSITY
and

KENT STATE UNIVERSITY

BACCALAUREATE TO MASTER'S OF ARTS IN ECONOMICS PROGRAM

4 NOVEMBER 2008

1.0 BASIS OF AGREEMENT

Kent State University (KSU) and Shanghai International Studies University (SISU) in the People's Republic of China seek to undertake a unique academic partnership. This partnership will emulate the existing baccalaureate to master's degree option currently in place at Kent State University.

The existing program permits Kent State undergraduates who have high grade point averages to apply to a graduate program at Kent State while still an undergraduate. Students applying to a graduate program must meet all of the admission criteria as any other applicant holding an undergraduate baccalaureate from an accredited institution of higher education. If admitted to the graduate program, students take graduate courses in their respective academic departments concurrently with their remaining undergraduate courses. The graduate courses taken by the student are counted twice: once as completion requirements for the student's undergraduate major; and again, as graduate credit towards their master's degree. This program serves the dual purposes of: (1) accelerating the academic progress of gifted students; and (2) advancing academic recruitment and retention at Kent State University.

This articulation agreement emulates the existing baccalaureate to master's option to Shanghai International Studies University in the People's Republic of China. Eligibility for this program is restricted to undergraduate students from Shanghai International Studies University whose grade point average consistently places them in the upper ten percent of their class over a *three-year period and have taken courses in English in each of those three years*. These students will be *pre-qualified* in China for recruitment into the following Kent State University, Master of Arts in Economics Program. If they meet the normal admission requirements stipulated by the above graduate program, the student will be *conditionally admitted* to begin their graduate coursework during what would be their fourth year of undergraduate work. All graduate work would be done at Kent State University. Upon successful completion of their fourth year of taking courses at Kent State University, they would receive their undergraduate degree from University in the People's Republic of China and be *formally admitted* to the above named graduate program. Their fifth year, their final year of coursework, would be completed at Kent State University as well. A Master of Arts in Economics degree would then be awarded by Kent State University.

2.0 PROGRAM PLANNING AND MANAGEMENT

2.1. Marketing.

SISU will launch an effective direct marketing and advising effort to build enrollments in the program. This effort will be facilitated by the Kent State University Center in China. Both programs should seek to contract with a domestic marketing firm in the People's Republic of China with a proven record of recruitment.

2.2 Academic Unit Responsibility

The Department of Economics at Kent State University and the Department of Economics at Shanghai International Studies University will be the designated academic units to execute the program.

2.3 Program Directors: Leadership and Program Integration.

a. Assignment of Program Directors within Academic Units.
The Department of Economics at Kent State University and the Department of Economics at SISU will assign PhD-holding tenure-track faculty and vetted adjunct program faculty it currently uses on the main campus to work as the respective program coordinators for their respective departments and universities. Because this is an undergraduate to graduate degree program; the program director will be referred to as the *Undergraduate Program Director*; their Kent State counterpart will be referred to as the *Graduate Program Director*;

b. Responsibilities of Program Directors.
These curriculum leaders within the respective departments are responsible for implementing a process facilitating the matriculation of students. This includes**:** (a) vetting of students for admission; (b) visa applications; (c) processing tuition; (d) assisting with residence placement in Kent; (e) advising plans of study; (f) curriculum audits; (g) processing transfer credits between the respective universities and (g) graduation.

3.0 MATRICULATION PROCESS:

3.1 Sequence

The matriculation process is a 3+2 academic year sequence. Years 1 through Year 3 will require the student to take all required courses for their respective area of study, plus course in English each year at SISU. The following two years, students will take their graduate degree coursework at Kent State University.

3.2 Undergraduate Coursework: Years 1-3

Year 1-2. Students take curriculum requirements specified by their undergraduate host university SISU.

Year 3. Students continue their studies at their host undergraduate institution. In addition, students who meet the top ten percent threshold are required to:

(1) Be vetted for pre-qualification by the Undergraduate Program Director in the Department of Economics at SISU;
(2) Complete TOEFL and GRE or other required standardized exam or alternative admission requirements specified by the respective graduate program at Kent State to which they are applying;
(3) Assemble other academic documents specified by the respective graduate program to which they are applying.
(4) Apply for a VISA;
(5) Arrange flights; and
(6) During the summer of Year 3, students travel to Kent State and immerse themselves in the study of English.

3.3 Graduate Coursework: Years 4-5

Year 4. Students take and complete Year 1 of their graduate coursework. Upon satisfactory completion of this coursework, credits are transferred to Kent State University and the student is granted their undergraduate degree from SISU and formally admitted to the master's program in the Department of Economics Program at Kent State University.

Year 5. Students complete their graduate coursework and received their graduate diploma from Kent State University.

Courses in Year 4 and Year 5 are not to be online.

4.0 ADMISSION REQUIREMENTS

Kent State University will be in charge of the admission process for students seeking entry to the 3+2 program. The Kent-Economics deparment will set the number of admitted students commensurate with the faculty resources necessary to maintain the integrity of the program.

Admission decisions to the 3+2 program are based exclusively on assessment resulting from the submission of official documentation specified in Section 4.1 through 4.3 below. All students must submit application materials to the Division of Graduate Studies at Kent State University or their respective Graduate College.

Students from the following disciplines of *undergraduate* study are permitted to apply to the Master of Economics program at Kent State University:

1. Open to any Discipline _____**X**_____(CHECK HERE)
2. Specific Disciplines: _____(FILL IN)
_____(FILL IN)
_____(FILL IN)

4.1 Requirements for *Pre-Qualified* Admission to the 3+2 Degree Program

The application materials must include the following:

- Grade Point Average (GPA) placing the student in the top ten percent of their class in each of their first three years of undergraduate study;
- English courses taken during Years 1 through 3;
- Official transcripts of all completed undergraduate coursework. (Note: Transcripts must be in a *sealed and signed* envelope); and
- Financial assurance to meet the student's obligations while at Kent State University

4.2 Requirements for *Conditional Admission* to the Master of Arts in Economics Program at Kent State University:

- Completed online application for graduate study (including the application fee);
- Official transcripts from all completed undergraduate courses taken at SISU. (Note: Transcripts must be in a *sealed and signed* envelope and sent directly to Kent State University Division of Research and Graduate Studies;
- Three letters of recommendation from faculty with whom the student has taken undergraduate coursework;
- Statement of background and goals;
- GRE Scores;
- TOEFL Scores or equivalent; and
- Any additional documentation the above graduate program requires

4.3 Requirement for *Formal Admission* to the Master of Arts in Economics Program at Kent State University.

Maintaining a GPA of 3.0 or better (A=4.0) during Year 4 of study in the above department.

5.0 ADVISING AND PLAN OF STUDY

Once admitted to the program, and prior to commencing their coursework of the semester for which they were admitted to the program, all students are required to file a formal Plan of Study (PoS). To do so, the student will meet with their Undergraduate Program Director in their respective department. The Undergraduate Program Director will sign off on the PoS and forward it to her/his counterpart, the Graduate Program Coordinator at Kent State University.

The Graduate Program Coordinator will in turn sign off on the PoS and then forward it to the respective counterpart, the Undergraduate Program Director.
The PoS will specify the curriculum requirements for Years 4 and Years 5 at Kent State University. This is to include all formal coursework required as well as completion of internships and or thesis if required.

The Graduate Program Director will either serve as the personal advisor to the student or assign a faculty member specializing in the student's area of interest.

6.0 CURRICULUM STANDARDS AND OUTLINE

The curriculum to be delivered will be in conformance with:

(a) The practices and standards demanded by the undergraduate program at SISU as currently accredited by Chinese Ministry of Education; as well as:

(b) The practices and standards demanded of the above graduate program at Kent State University.

The proposed graduate curriculum for the degree of Master of Arts in Economics program for Year 4 and Year 5 is in **Appendix A-1 and A-2** of this document.

7.0 ACADEMIC STANDING

Students participating in the program are required to maintain good academic standing within the Graduate Schools at KSU as described in the current edition of the KSU graduate catalog. *Good standing* is defined as maintaining a 3.0 GPA but may include other appraisals of the student's record and ability.

8.0 GRADUATION REQUIREMENTS / TRANSFER CREDIT

Undergraduate requirements are established by SISU. Graduate graduation requirements are established by the Master of Arts in Economics Program in the Department of Economics at Kent State University and the respective Graduate College, the Division of Research and Graduate Studies.

8.1 Awarding of Degrees:

Upon completion of Year 4 of study at Kent State University, the degree awarded to students participating in this program will be an undergraduate degree in the student's respective area of study from SISU.

At the end of Year 5 of study at Kent State University, the student will receive their master's degree from Kent State University.

9.0 ACCESS TO SERVICES AND SUPPORT

Students in the 3+2 program have access to all the rights and privileges and services provided to all Kent State Students

10.0 FINANCIAL POLICIES AND TERMS

10.1 Overview

The International Office will ensure that financial management to implement this program effectively is in place.

10.2 Tuition

Tuition costs will be set at the graduate out-of-state tuition rate in place for the semester(s) in which the student is taking their graduate coursework.

11.0 MISCELLANEOUS

11.1 Travel

Students are responsible for all travel expenses and related documents.

11.2 Housing: While Attending Classes on KSU Campus

SISU students will be provided graduate accommodations while on the KSU campus. Costs are to be borne by SISU students.

11.3 Health Insurance

SISU students will be required to purchase KSU based health insurance during their stay in USA.

This Letter of Agreement has been found acceptable to both *Shanghai International Studies University and Kent State University*, as evidenced by the following signatures:

_____ _____

Representative Name: Date
Title:

_____ _____

Representative Name Date
Title

PROGRAM DESCRIPTION

BETWEEN

SHANGHAI INTERNATIONAL STUDIES UNIVERSITY
and

KENT STATE UNIVERSITY

BACCALAUREATE TO MASTER'S OF ARTS IN ENGLISH LITERATURE AND WRITING PROGRAM

4 NOVEMBER 2008

1.0 BASIS OF AGREEMENT

Kent State University (KSU) and Shanghai International Studies University (SISU) in the People's Republic of China seek to undertake a unique academic partnership. This partnership will emulate the existing baccalaureate to master's degree option currently in place at Kent State University.

The existing program permits Kent State undergraduates who have high grade point averages to apply to a graduate program at Kent State while still an undergraduate. Students applying to a graduate program must meet all of the admission criteria as any other applicant holding an undergraduate baccalaureate from an accredited institution of higher education. If admitted to the graduate program, students take graduate courses in their respective academic departments concurrently with their remaining undergraduate courses. The graduate courses taken by the student are counted twice: once as completion requirements for the student's undergraduate major; and again, as graduate credit towards their master's degree. This program serves the dual purposes of: (1) accelerating the academic progress of gifted students; and (2) advancing academic recruitment and retention at Kent State University.

This articulation agreement emulates the existing baccalaureate to master's option to Shanghai International Studies University in the People's Republic of China. Eligibility for this program is restricted to undergraduate students from Shanghai International Studies University whose grade point average consistently places them in the upper ten percent of their class over a *three-year period and have taken courses in English in each of those three years*. These students will be *pre-qualified* in China for recruitment into the following Kent State University, Master of Arts in English Literature and Writing Program. If they meet the normal admission requirements stipulated by the above graduate program, the student will be *conditionally admitted* to begin their graduate coursework during what would be their fourth year of undergraduate work. All graduate work would be done at Kent State University. Upon successful completion of their fourth year of taking courses at Kent State University, they would receive their undergraduate degree from University in the People's Republic of China and be *formally admitted* to the above named graduate program. Their fifth year, their final year of coursework, would be completed at Kent State University as well. A Master of Arts in English Literature and Writing degree would then be awarded by Kent State University.

2.0 PROGRAM PLANNING AND MANAGEMENT

2.1. Marketing.

SISU will launch an effective direct marketing and advising effort to build enrollments in the program. This effort will be facilitated by the Kent State University Center in China. Both programs should seek to contract with a domestic marketing firm in the People's Republic of China with a proven record of recruitment.

2.2 Academic Unit Responsibility

The Department of English Literature and Writing at Kent State University and the Department of English Literature and Writing at Shanghai International Studies University will be the designated academic units to execute the program.

2.3 Program Directors: Leadership and Program Integration.

a. Assignment of Program Directors within Academic Units.
The Department of English Literature and Writing at Kent State University and the Department of English Literature and Writing at SISU will assign PhD-holding tenure-track faculty and vetted adjunct program faculty it currently uses on the main campus to work as the respective program coordinators for their respective departments and universities. Because this is an undergraduate to graduate degree program; the program director will be referred to as the *Undergraduate Program Director*; their Kent State counterpart will be referred to as the *Graduate Program Director*;

b. Responsibilities of Program Directors.
These curriculum leaders within the respective departments are responsible for implementing a process facilitating the matriculation of students. This includes**:** (a) vetting of students for admission; (b) visa applications; (c) processing tuition; (d) assisting with residence placement in Kent; (e) advising plans of study; (f) curriculum audits; (g) processing transfer credits between the respective universities and (g) graduation.

3.0 MATRICULATION PROCESS:

3.1 Sequence

The matriculation process is a 3+2 academic year sequence. Years 1 through Year 3 will require the student to take all required courses for their respective area of study, plus course in English each year at SISU. The following two years, students will take their graduate degree coursework at Kent State University.

3.2 Undergraduate Coursework: Years 1-3

Year 1-2. Students take curriculum requirements specified by their undergraduate host university SISU.

Year 3. Students continue their studies at their host undergraduate institution. In addition, students who meet the top ten percent threshold are required to:

(1) Be vetted for pre-qualification by the Undergraduate Program Director in the Department of English Literature and Writing at SISU;
(2) Complete TOEFL and GRE or other required standardized exam or alternative admission requirements specified by the respective graduate program at Kent State to which they are applying;
(3) Assemble other academic documents specified by the respective graduate program to which they are applying.
(4) Apply for a VISA;
(5) Arrange flights; and
(6) During the summer of Year 3, students travel to Kent State and immerse themselves in the study of English.

3.3 Graduate Coursework: Years 4-5

Year 4. Students take and complete Year 1 of their graduate coursework. Upon satisfactory completion of this coursework, credits are transferred to Kent State University and the student is granted their undergraduate degree from SISU and formally admitted to the master's program in the Department of English Literature and Writing Program at Kent State University.

Year 5. Students complete their graduate coursework and received their graduate diploma from Kent State University.

Courses in Year 4 and Year 5 are not to be online.

4.0 ADMISSION REQUIREMENTS

Kent State University will be in charge of the admission process for students seeking entry to the 3+2 program. The Kent-English Literature and Writing department will set the number of admitted students commensurate with the faculty resources necessary to maintain the integrity of the program.

Admission decisions to the 3+2 program are based exclusively on assessment resulting from the submission of official documentation specified in Section 4.1 through 4.3 below. All students must submit application materials to the Division of Graduate Studies at Kent State University or their respective Graduate College.

Students from the following disciplines of *undergraduate* study are permitted to apply to the Master of Arts in English Literature and Writing program at Kent State University:

1. Open to any Discipline _____**X**_____(CHECK HERE)
2. Specific Disciplines: _____(FILL IN)
_____(FILL IN)
_____(FILL IN)

4.1 Requirements for *Pre-Qualified* Admission to the 3+2 Degree Program

The application materials must include the following:

- Grade Point Average (GPA) placing the student in the top ten percent of their class in each of their first three years of undergraduate study;
- English courses taken during Years 1 through 3;
- Official transcripts of all completed undergraduate coursework. (Note: Transcripts must be in a *sealed and signed* envelope); and
- Financial assurance to meet the student's obligations while at Kent State University

4.2 Requirements for *Conditional Admission* to the Master of Arts in English Literature and Writing Program at Kent State University:

- Completed online application for graduate study (including the application fee);
- Official transcripts from all completed undergraduate courses taken at SISU. (Note: Transcripts must be in a *sealed and signed* envelope and sent directly to Kent State University Division of Research and Graduate Studies;
- Three letters of recommendation from faculty with whom the student has taken undergraduate coursework;
- Statement of background and goals;
- GRE Scores;
- TOEFL Scores or equivalent; and
- Any additional documentation the above graduate program requires

4.3 Requirement for *Formal Admission* to the Master of Arts in English Literature and Writing Program at Kent State University.

Maintaining a GPA of 3.0 or better (A=4.0) during Year 4 of study in the above department.

5.0 ADVISING AND PLAN OF STUDY

Once admitted to the program, and prior to commencing their coursework of the semester for which they were admitted to the program, all students are required to file a formal Plan of Study (PoS). To do so, the student will meet with their Undergraduate Program Director in their respective department. The Undergraduate Program Director will sign off on the PoS and forward it to her/his counterpart, the Graduate Program Coordinator at Kent State University.

The Graduate Program Coordinator will in turn sign off on the PoS and then forward it to the respective counterpart, the Undergraduate Program Director.
The PoS will specify the curriculum requirements for Years 4 and Years 5 at Kent State University. This is to include all formal coursework required as well as completion of internships and or thesis if required.

The Graduate Program Director will either serve as the personal advisor to the student or assign a faculty member specializing in the student's area of interest.

6.0 CURRICULUM STANDARDS AND OUTLINE

The curriculum to be delivered will be in conformance with:

(a) The practices and standards demanded by the undergraduate program at SISU as currently accredited by Chinese Ministry of Education; as well as:

(b) The practices and standards demanded of the above graduate program at Kent State University.

The proposed graduate curriculum for the degree of Master of Arts in English Literature and Writing program for Year 4 and Year 5 is in **Appendix A-1 and A-2** of this document.

7.0 ACADEMIC STANDING

Students participating in the program are required to maintain good academic standing within the Graduate Schools at KSU as described in the current edition of the KSU graduate catalog. *Good standing* is defined as maintaining a 3.0 GPA but may include other appraisals of the student's record and ability.

8.0 GRADUATION REQUIREMENTS / TRANSFER CREDIT

Undergraduate requirements are established by SISU. Graduate graduation requirements are established by the Master of Arts in English Literature and Writing Program in the Department of English Literature and Writing at Kent State University and the respective Graduate College, the Division of Research and Graduate Studies.

8.1 Awarding of Degrees:

Upon completion of Year 4 of study at Kent State University, the degree awarded to students participating in this program will be an undergraduate degree in the student's respective area of study from SISU.

At the end of Year 5 of study at Kent State University, the student will receive their master's degree from Kent State University.

9.0 ACCESS TO SERVICES AND SUPPORT

Students in the 3+2 program have access to all the rights and privileges and services provided to all Kent State Students

10.0 FINANCIAL POLICIES AND TERMS

10.1 Overview

The International Office will ensure that financial management to implement this program effectively is in place.

10.2 Tuition

Tuition costs will be set at the graduate out-of-state tuition rate in place for the semester(s) in which the student is taking their graduate coursework.

11.0 MISCELLANEOUS

11.1 Travel

Students are responsible for all travel expenses and related documents.

11.2 Housing: While Attending Classes on KSU Campus

SISU students will be provided graduate accommodations while on the KSU campus. Costs are to be borne by SISU students.

11.3 Health Insurance

SISU students will be required to purchase KSU based health insurance during their stay in USA.

This Letter of Agreement has been found acceptable to both *Shanghai International Studies University and Kent State University*, as evidenced by the following signatures:

_____ _____

Representative Name: Date
Title:

_____ _____

Representative Name Date
Title

PROGRAM DESCRIPTION

BETWEEN

SHANGHAI INTERNATIONAL STUDIES UNIVERSITY
and

KENT STATE UNIVERSITY

BACCALAUREATE TO MASTER OF EDUCATION IN HIGHER EDUCATION ADMINISTRATION PROGRAM

4 NOVEMBER 2008

1.0 BASIS OF AGREEMENT

Kent State University (KSU) and Shanghai International Studies University (SISU) in the People's Republic of China seek to undertake a unique academic partnership. This partnership will emulate the existing baccalaureate to master's degree option currently in place at Kent State University.

The existing program permits Kent State undergraduates who have high grade point averages to apply to a graduate program at Kent State while still an undergraduate. Students applying to a graduate program must meet all of the admission criteria as any other applicant holding an undergraduate baccalaureate from an accredited institution of higher education. If admitted to the graduate program, students take graduate courses in their respective academic departments concurrently with their remaining undergraduate courses. The graduate courses taken by the student are counted twice: once as completion requirements for the student's undergraduate major; and again, as graduate credit towards their master's degree. This program serves the dual purposes of: (1) accelerating the academic progress of gifted students; and (2) advancing academic recruitment and retention at Kent State University.

This articulation agreement emulates the existing baccalaureate to master's option to Shanghai International Studies University in the People's Republic of China. Eligibility for this program is restricted to undergraduate students from Shanghai International Studies University whose grade point average consistently places them in the upper ten percent of their class over a *three-year period and have taken courses in English in each of those three years*. These students will be *pre-qualified* in China for recruitment into the following Kent State University, Master of Education in Higher Education Administration Program. If they meet the normal admission requirements stipulated by the above graduate program, the student will be *conditionally admitted* to begin their graduate coursework during what would be their fourth year of undergraduate work. All graduate work would be done at Kent State University. Upon successful completion of their fourth year of taking courses at Kent State University, they would receive their undergraduate degree from University in the People's Republic of China and be *formally admitted* to the above named graduate program. Their fifth year, their final year of coursework, would be completed at Kent State University as well. A Master of Education in Higher Education Administration degree would then be awarded by Kent State University.

2.0 PROGRAM PLANNING AND MANAGEMENT

2.1. Marketing.

SISU will launch an effective direct marketing and advising effort to build enrollments in the program. This effort will be facilitated by the Kent State University Center in China. Both programs should seek to contract with a domestic marketing firm in the People's Republic of China with a proven record of recruitment.

2.2 Academic Unit Responsibility

The Department of Higher Education Administration at Kent State University and the Department of Higher Education Administration at Shanghai International Studies University will be the designated academic units to execute the program.

2.3 Program Directors: Leadership and Program Integration.

a. Assignment of Program Directors within Academic Units.
The Department of Higher Education Administration at Kent State University and the Department of Higher Education Administration at SISU will assign PhD-holding tenure-track faculty and vetted adjunct program faculty it currently uses on the main campus to work as the respective program coordinators for their respective departments and universities. Because this is an undergraduate to graduate degree program; the program director will be referred to as the *Undergraduate Program Director*; their Kent State counterpart will be referred to as the *Graduate Program Director*;

b. Responsibilities of Program Directors.
These curriculum leaders within the respective departments are responsible for implementing a process facilitating the matriculation of students. This includes**:** (a) vetting of students for admission; (b) visa applications; (c) processing tuition; (d) assisting with residence placement in Kent; (e) advising plans of study; (f) curriculum audits; (g) processing transfer credits between the respective universities and (g) graduation.

3.0 MATRICULATION PROCESS:

3.1 Sequence

The matriculation process is a 3+2 academic year sequence. Years 1 through Year 3 will require the student to take all required courses for their respective area of study, plus course in English each year at SISU. The following two years, students will take their graduate degree coursework at Kent State University.

3.2 Undergraduate Coursework: Years 1-3

Year 1-2. Students take curriculum requirements specified by their undergraduate host university SISU.

Year 3. Students continue their studies at their host undergraduate institution. In addition, students who meet the top ten percent threshold are required to:

(1) Be vetted for pre-qualification by the Undergraduate Program Director in the Department of Higher Education Administration at SISU;
(2) Complete TOEFL and GRE or other required standardized exam or alternative admission requirements specified by the respective graduate program at Kent State to which they are applying;
(3) Assemble other academic documents specified by the respective graduate program to which they are applying.
(4) Apply for a VISA;
(5) Arrange flights; and
(6) During the summer of Year 3, students travel to Kent State and immerse themselves in the study of English.

3.3 Graduate Coursework: Years 4-5

Year 4. Students take and complete Year 1 of their graduate coursework. Upon satisfactory completion of this coursework, credits are transferred to Kent State University and the student is granted their undergraduate degree from SISU and formally admitted to the master's program in the Department of Higher Education Administration Program at Kent State University.

Year 5. Students complete their graduate coursework and received their graduate diploma from Kent State University.

Courses in Year 4 and Year 5 are not to be online.

4.0 ADMISSION REQUIREMENTS

Kent State University will be in charge of the admission process for students seeking entry to the 3+2 program. The Kent-Higher Education Administration department will set the number of admitted students commensurate with the faculty resources necessary to maintain the integrity of the program.

Admission decisions to the 3+2 program are based exclusively on assessment resulting from the submission of official documentation specified in Section 4.1 through 4.3 below. All students must submit application materials to the Division of Graduate Studies at Kent State University or their respective Graduate College.

Students from the following disciplines of *undergraduate* study are permitted to apply to the Master of Education in Higher Education Administration program at Kent State University:

1. Open to any Discipline _____**X**_____(CHECK HERE)
2. Specific Disciplines: _____(FILL IN)
_____(FILL IN)
_____(FILL IN)

4.1 Requirements for *Pre-Qualified* Admission to the 3+2 Degree Program

The application materials must include the following:

- Grade Point Average (GPA) placing the student in the top ten percent of their class in each of their first three years of undergraduate study;
- English courses taken during Years 1 through 3;
- Official transcripts of all completed undergraduate coursework. (Note: Transcripts must be in a *sealed and signed* envelope); and
- Financial assurance to meet the student's obligations while at Kent State University

4.2 Requirements for *Conditional Admission* to the Master of Education in Higher Education Administration Program at Kent State University:

- Completed online application for graduate study (including the application fee);
- Official transcripts from all completed undergraduate courses taken at SISU. (Note: Transcripts must be in a *sealed and signed* envelope and sent directly to Kent State University Division of Research and Graduate Studies;
- Three letters of recommendation from faculty with whom the student has taken undergraduate coursework;
- Statement of background and goals;
- GRE Scores;
- TOEFL Scores or equivalent; and
- Any additional documentation the above graduate program requires

4.3 Requirement for *Formal Admission* to the Master of Education in Higher Education Administration Program at Kent State University.

Maintaining a GPA of 3.0 or better (A=4.0) during Year 4 of study in the above department.

5.0 ADVISING AND PLAN OF STUDY

Once admitted to the program, and prior to commencing their coursework of the semester for which they were admitted to the program, all students are required to file a formal Plan of Study (PoS). To do so, the student will meet with their Undergraduate Program Director in their respective department. The Undergraduate Program Director will sign off on the PoS and forward it to her/his counterpart, the Graduate Program Coordinator at Kent State University.

The Graduate Program Coordinator will in turn sign off on the PoS and then forward it to the respective counterpart, the Undergraduate Program Director.
The PoS will specify the curriculum requirements for Years 4 and Years 5 at Kent State University. This is to include all formal coursework required as well as completion of internships and or thesis if required.

The Graduate Program Director will either serve as the personal advisor to the student or assign a faculty member specializing in the student's area of interest.

6.0 CURRICULUM STANDARDS AND OUTLINE

The curriculum to be delivered will be in conformance with:

(a) The practices and standards demanded by the undergraduate program at SISU as currently accredited by Chinese Ministry of Education; as well as:

(b) The practices and standards demanded of the above graduate program at Kent State University.

The proposed graduate curriculum for the degree of Master of Education in Higher Education Administration program for Year 4 and Year 5 is in **Appendix A-1 and A-2** of this document.

7.0 ACADEMIC STANDING

Students participating in the program are required to maintain good academic standing within the Graduate Schools at KSU as described in the current edition of the KSU graduate catalog. *Good standing* is defined as maintaining a 3.0 GPA but may include other appraisals of the student's record and ability.

8.0 GRADUATION REQUIREMENTS / TRANSFER CREDIT

Undergraduate requirements are established by SISU. Graduate graduation requirements are established by the Master of Education in Higher Education Administration Program in the Department of Higher Education Administration at Kent State University and the respective Graduate College, the Division of Research and Graduate Studies.

8.1 Awarding of Degrees:

Upon completion of Year 4 of study at Kent State University, the degree awarded to students participating in this program will be an undergraduate degree in the student's respective area of study from SISU.

At the end of Year 5 of study at Kent State University, the student will receive their master's degree from Kent State University.

9.0 ACCESS TO SERVICES AND SUPPORT

Students in the 3+2 program have access to all the rights and privileges and services provided to all Kent State Students

10.0 FINANCIAL POLICIES AND TERMS

10.1 Overview

The International Office will ensure that financial management to implement this program effectively is in place.

10.2 Tuition

Tuition costs will be set at the graduate out-of-state tuition rate in place for the semester(s) in which the student is taking their graduate coursework.

11.0 MISCELLANEOUS

11.1 Travel

Students are responsible for all travel expenses and related documents.

11.2 Housing: While Attending Classes on KSU Campus

SISU students will be provided graduate accommodations while on the KSU campus. Costs are to be borne by SISU students.

11.3 Health Insurance

SISU students will be required to purchase KSU based health insurance during their stay in USA.

This Letter of Agreement has been found acceptable to both *Shanghai International Studies University and Kent State University*, as evidenced by the following signatures:

_____ _____

Representative Name: Date
Title:

_____ _____

Representative Name Date
Title

PROGRAM DESCRIPTION

BETWEEN

SHANGHAI INTERNATIONAL STUDIES UNIVERSITY
and

KENT STATE UNIVERSITY

BACCALAUREATE TO MASTER'S OF ARTS IN JOURNALISM PROGRAM

4 NOVEMBER 2008

1.0 BASIS OF AGREEMENT

Kent State University (KSU) and Shanghai International Studies University (SISU) in the People's Republic of China seek to undertake a unique academic partnership. This partnership will emulate the existing baccalaureate to master's degree option currently in place at Kent State University.

The existing program permits Kent State undergraduates who have high grade point averages to apply to a graduate program at Kent State while still an undergraduate. Students applying to a graduate program must meet all of the admission criteria as any other applicant holding an undergraduate baccalaureate from an accredited institution of higher education. If admitted to the graduate program, students take graduate courses in their respective academic departments concurrently with their remaining undergraduate courses. The graduate courses taken by the student are counted twice: once as completion requirements for the student's undergraduate major; and again, as graduate credit towards their master's degree. This program serves the dual purposes of: (1) accelerating the academic progress of gifted students; and (2) advancing academic recruitment and retention at Kent State University.

This articulation agreement emulates the existing baccalaureate to master's option to Shanghai International Studies University in the People's Republic of China. Eligibility for this program is restricted to undergraduate students from Shanghai International Studies University whose grade point average consistently places them in the upper ten percent of their class over a *three-year period and have taken courses in English in each of those three years*. These students will be *pre-qualified* in China for recruitment into the following Kent State University, Master of Arts in Journalism Program. If they meet the normal admission requirements stipulated by the above graduate program, the student will be *conditionally admitted* to begin their graduate coursework during what would be their fourth year of undergraduate work. All graduate work would be done at Kent State University. Upon successful completion of their fourth year of taking courses at Kent State University, they would receive their undergraduate degree from University in the People's Republic of China and be *formally admitted* to the above named graduate program. Their fifth year, their final year of coursework, would be completed at Kent State University as well. A Master of Arts in Journalism degree would then be awarded by Kent State University.

2.0 PROGRAM PLANNING AND MANAGEMENT

2.1. Marketing.

SISU will launch an effective direct marketing and advising effort to build enrollments in the program. This effort will be facilitated by the Kent State University Center in China. Both programs should seek to contract with a domestic marketing firm in the People's Republic of China with a proven record of recruitment.

2.2 Academic Unit Responsibility

The School of Journalism and Mass Communication at Kent State University and the School of Journalism and Mass Communication at Shanghai International Studies University will be the designated academic units to execute the program.

2.3 Program Directors: Leadership and Program Integration.

a. Assignment of Program Directors within Academic Units.
The School of Journalism and Mass Communication at Kent State University and the School of Journalism and Mass Communication at SISU will assign PhD-holding tenure-track faculty and vetted adjunct program faculty it currently uses on the main campus to work as the respective program coordinators for their respective departments and universities. Because this is an undergraduate to graduate degree program; the program director will be referred to as the *Undergraduate Program Director*; their Kent State counterpart will be referred to as the *Graduate Program Director*;

b. Responsibilities of Program Directors.
These curriculum leaders within the respective departments are responsible for implementing a process facilitating the matriculation of students. This includes**:** (a) vetting of students for admission; (b) visa applications; (c) processing tuition; (d) assisting with residence placement in Kent; (e) advising plans of study; (f) curriculum audits; (g) processing transfer credits between the respective universities and (g) graduation.

3.0 MATRICULATION PROCESS:

3.1 Sequence

The matriculation process is a 3+2 academic year sequence. Years 1 through Year 3 will require the student to take all required courses for their respective area of study, plus course in English each year at SISU. The following two years, students will take their graduate degree coursework at Kent State University.

3.2 Undergraduate Coursework: Years 1-3

Year 1-2. Students take curriculum requirements specified by their undergraduate host university SISU.

Year 3. Students continue their studies at their host undergraduate institution. In addition, students who meet the top ten percent threshold are required to:

(1) Be vetted for pre-qualification by the Undergraduate Program Director in the School of Journalism and Mass Communication at SISU;
(2) Complete TOEFL and GRE or other required standardized exam or alternative admission requirements specified by the respective graduate program at Kent State to which they are applying;
(3) Assemble other academic documents specified by the respective graduate program to which they are applying.
(4) Apply for a VISA;
(5) Arrange flights; and
(6) During the summer of Year 3, students travel to Kent State and immerse themselves in the study of English.

3.3 Graduate Coursework: Years 4-5

Year 4. Students take and complete Year 1 of their graduate coursework. Upon satisfactory completion of this coursework, credits are transferred to Kent State University and the student is granted their undergraduate degree from SISU and formally admitted to the master's program in the Department of Journalism Program at Kent State University.

Year 5. Students complete their graduate coursework and received their graduate diploma from Kent State University.

Courses in Year 4 and Year 5 are not to be online.

4.0 ADMISSION REQUIREMENTS

Kent State University will be in charge of the admission process for students seeking entry to the 3+2 program. The Kent-Journalism department will set the number of admitted students commensurate with the faculty resources necessary to maintain the integrity of the program.

Admission decisions to the 3+2 program are based exclusively on assessment resulting from the submission of official documentation specified in Section 4.1 through 4.3 below. All students must submit application materials to the Division of Graduate Studies at Kent State University or their respective Graduate College.

Students from the following disciplines of *undergraduate* study are permitted to apply to the Master of Arts in Journalism program at Kent State University:

1. Open to any Discipline _____**X**_____(CHECK HERE)
2. Specific Disciplines: _____(FILL IN)
_____(FILL IN)
_____(FILL IN)

4.1 Requirements for *Pre-Qualified* Admission to the 3+2 Degree Program

The application materials must include the following:

- Grade Point Average (GPA) placing the student in the top ten percent of their class in each of their first three years of undergraduate study;
- English courses taken during Years 1 through 3;
- Official transcripts of all completed undergraduate coursework. (Note: Transcripts must be in a *sealed and signed* envelope); and
- Financial assurance to meet the student's obligations while at Kent State University

4.2 Requirements for *Conditional Admission* to the Master of Arts in English Literature and Writing Program at Kent State University:

- Completed online application for graduate study (including the application fee);
- Official transcripts from all completed undergraduate courses taken at SISU. (Note: Transcripts must be in a *sealed and signed* envelope and sent directly to Kent State University Division of Research and Graduate Studies;
- Three letters of recommendation from faculty with whom the student has taken undergraduate coursework;
- Statement of background and goals;
- GRE Scores;
- TOEFL Scores or equivalent; and
- Any additional documentation the above graduate program requires

4.3 Requirement for *Formal Admission* to the Master of Arts in Journalism Program at Kent State University.

Maintaining a GPA of 3.0 or better (A=4.0) during Year 4 of study in the above department.

5.0 ADVISING AND PLAN OF STUDY

Once admitted to the program, and prior to commencing their coursework of the semester for which they were admitted to the program, all students are required to file a formal Plan of Study (PoS). To do so, the student will meet with their Undergraduate Program Director in their respective department. The Undergraduate Program Director will sign off on the PoS and forward it to her/his counterpart, the Graduate Program Coordinator at Kent State University.

The Graduate Program Coordinator will in turn sign off on the PoS and then forward it to the respective counterpart, the Undergraduate Program Director.
The PoS will specify the curriculum requirements for Years 4 and Years 5 at Kent State University. This is to include all formal coursework required as well as completion of internships and or thesis if required.

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6.0 CURRICULUM STANDARDS AND OUTLINE

The curriculum to be delivered will be in conformance with:

(a) The practices and standards demanded by the undergraduate program at SISU as currently accredited by Chinese Ministry of Education; as well as:

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The proposed graduate curriculum for the degree of Master of Arts in Journalism program for Year 4 and Year 5 is in **Appendix A-1 and A-2** of this document.

7.0 ACADEMIC STANDING

Students participating in the program are required to maintain good academic standing within the Graduate Schools at KSU as described in the current edition of the KSU graduate catalog. *Good standing* is defined as maintaining a 3.0 GPA but may include other appraisals of the student's record and ability.

8.0 GRADUATION REQUIREMENTS / TRANSFER CREDIT

Undergraduate requirements are established by SISU. Graduate graduation requirements are established by the Master of Arts in Journalism Program in the School of Journalism and Mass Communication at Kent State University and the respective Graduate College, the Division of Research and Graduate Studies.

8.1 Awarding of Degrees:

Upon completion of Year 4 of study at Kent State University, the degree awarded to students participating in this program will be an undergraduate degree in the student's respective area of study from SISU.

At the end of Year 5 of study at Kent State University, the student will receive their master's degree from Kent State University.

9.0 ACCESS TO SERVICES AND SUPPORT

Students in the 3+2 program have access to all the rights and privileges and services provided to all Kent State Students

10.0 FINANCIAL POLICIES AND TERMS

10.1 Overview

The International Office will ensure that financial management to implement this program effectively is in place.

10.2 Tuition

Tuition costs will be set at the graduate out-of-state tuition rate in place for the semester(s) in which the student is taking their graduate coursework.

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Students are responsible for all travel expenses and related documents.

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SISU students will be provided graduate accommodations while on the KSU campus. Costs are to be borne by SISU students.

11.3 Health Insurance

SISU students will be required to purchase KSU based health insurance during their stay in USA.

This Letter of Agreement has been found acceptable to both *Shanghai International Studies University and Kent State University*, as evidenced by the following signatures:

_____ _____

Representative Name: Date
Title:

_____ _____

Representative Name Date
Title

PROGRAM DESCRIPTION

BETWEEN

SHANGHAI INTERNATIONAL STUDIES UNIVERSITY
and

KENT STATE UNIVERSITY

BACCALAUREATE TO MASTER'S OF ARTS IN POLITICAL SCIENCE PROGRAM

4 NOVEMBER 2008

1.0 BASIS OF AGREEMENT

Kent State University (KSU) and Shanghai International Studies University (SISU) in the People's Republic of China seek to undertake a unique academic partnership. This partnership will emulate the existing baccalaureate to master's degree option currently in place at Kent State University.

The existing program permits Kent State undergraduates who have high grade point averages to apply to a graduate program at Kent State while still an undergraduate. Students applying to a graduate program must meet all of the admission criteria as any other applicant holding an undergraduate baccalaureate from an accredited institution of higher education. If admitted to the graduate program, students take graduate courses in their respective academic departments concurrently with their remaining undergraduate courses. The graduate courses taken by the student are counted twice: once as completion requirements for the student's undergraduate major; and again, as graduate credit towards their master's degree. This program serves the dual purposes of: (1) accelerating the academic progress of gifted students; and (2) advancing academic recruitment and retention at Kent State University.

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2.0 PROGRAM PLANNING AND MANAGEMENT

2.1. Marketing.

SISU will launch an effective direct marketing and advising effort to build enrollments in the program. This effort will be facilitated by the Kent State University Center in China. Both programs should seek to contract with a domestic marketing firm in the People's Republic of China with a proven record of recruitment.

2.2 Academic Unit Responsibility

The Department of Political Science at Kent State University and the Department of Political Science at Shanghai International Studies University will be the designated academic units to execute the program.

2.3 Program Directors: Leadership and Program Integration.

a. Assignment of Program Directors within Academic Units.
The Department of Political Science at Kent State University and the Department of Political Science at SISU will assign PhD-holding tenure-track faculty and vetted adjunct program faculty it currently uses on the main campus to work as the respective program coordinators for their respective departments and universities. Because this is an undergraduate to graduate degree program; the program director will be referred to as the *Undergraduate Program Director*; their Kent State counterpart will be referred to as the *Graduate Program Director*;

b. Responsibilities of Program Directors.
These curriculum leaders within the respective departments are responsible for implementing a process facilitating the matriculation of students. This includes**:** (a) vetting of students for admission; (b) visa applications; (c) processing tuition; (d) assisting with residence placement in Kent; (e) advising plans of study; (f) curriculum audits; (g) processing transfer credits between the respective universities and (g) graduation.

3.0 MATRICULATION PROCESS:

3.1 Sequence

The matriculation process is a 3+2 academic year sequence. Years 1 through Year 3 will require the student to take all required courses for their respective area of study, plus course in English each year at SISU. The following two years, students will take their graduate degree coursework at Kent State University.

3.2 Undergraduate Coursework: Years 1-3

Year 1-2. Students take curriculum requirements specified by their undergraduate host university SISU.

Year 3. Students continue their studies at their host undergraduate institution. In addition, students who meet the top ten percent threshold are required to:

(1) Be vetted for pre-qualification by the Undergraduate Program Director in the Department of Political Science at SISU;
(2) Complete TOEFL and GRE or other required standardized exam or alternative admission requirements specified by the respective graduate program at Kent State to which they are applying;
(3) Assemble other academic documents specified by the respective graduate program to which they are applying.
(4) Apply for a VISA;
(5) Arrange flights; and
(6) During the summer of Year 3, students travel to Kent State and immerse themselves in the study of English.

3.3 Graduate Coursework: Years 4-5

Year 4. Students take and complete Year 1 of their graduate coursework. Upon satisfactory completion of this coursework, credits are transferred to Kent State University and the student is granted their undergraduate degree from SISU and formally admitted to the master's program in the Department of Political Science Program at Kent State University.

Year 5. Students complete their graduate coursework and received their graduate diploma from Kent State University.

Courses in Year 4 and Year 5 are not to be online.

4.0 ADMISSION REQUIREMENTS

Kent State University will be in charge of the admission process for students seeking entry to the 3+2 program. The Kent-Political Science department will set the number of admitted students commensurate with the faculty resources necessary to maintain the integrity of the program.

Admission decisions to the 3+2 program are based exclusively on assessment resulting from the submission of official documentation specified in Section 4.1 through 4.3 below. All students must submit application materials to the Division of Graduate Studies at Kent State University or their respective Graduate College.

Students from the following disciplines of *undergraduate* study are permitted to apply to the Master of Arts in Political Science program at Kent State University:

1. Open to any Discipline _____**X**_____(CHECK HERE)
2. Specific Disciplines: _____(FILL IN)
_____(FILL IN)
_____(FILL IN)

4.1 Requirements for *Pre-Qualified* Admission to the 3+2 Degree Program

The application materials must include the following:

- Grade Point Average (GPA) placing the student in the top ten percent of their class in each of their first three years of undergraduate study;
- English courses taken during Years 1 through 3;
- Official transcripts of all completed undergraduate coursework. (Note: Transcripts must be in a *sealed and signed* envelope); and
- Financial assurance to meet the student's obligations while at Kent State University

4.2 Requirements for *Conditional Admission* to the Master of Arts in Political Science Program at Kent State University:

- Completed online application for graduate study (including the application fee);
- Official transcripts from all completed undergraduate courses taken at SISU. (Note: Transcripts must be in a *sealed and signed* envelope and sent directly to Kent State University Division of Research and Graduate Studies;
- Three letters of recommendation from faculty with whom the student has taken undergraduate coursework;
- Statement of background and goals;
- GRE Scores;
- TOEFL Scores or equivalent; and
- Any additional documentation the above graduate program requires

4.3 Requirement for *Formal Admission* to the Master of Arts in Political Science Program at Kent State University.

Maintaining a GPA of 3.0 or better (A=4.0) during Year 4 of study in the above department.

5.0 ADVISING AND PLAN OF STUDY

Once admitted to the program, and prior to commencing their coursework of the semester for which they were admitted to the program, all students are required to file a formal Plan of Study (PoS). To do so, the student will meet with their Undergraduate Program Director in their respective department. The Undergraduate Program Director will sign off on the PoS and forward it to her/his counterpart, the Graduate Program Coordinator at Kent State University.

The Graduate Program Coordinator will in turn sign off on the PoS and then forward it to the respective counterpart, the Undergraduate Program Director.
The PoS will specify the curriculum requirements for Years 4 and Years 5 at Kent State University. This is to include all formal coursework required as well as completion of internships and or thesis if required.

The Graduate Program Director will either serve as the personal advisor to the student or assign a faculty member specializing in the student's area of interest.

6.0 CURRICULUM STANDARDS AND OUTLINE

The curriculum to be delivered will be in conformance with:

(a) The practices and standards demanded by the undergraduate program at SISU as currently accredited by Chinese Ministry of Education; as well as:

(b) The practices and standards demanded of the above graduate program at Kent State University.

The proposed graduate curriculum for the degree of Master of Arts in Political Science program for Year 4 and Year 5 is in **Appendix A-1 and A-2** of this document.

7.0 ACADEMIC STANDING

Students participating in the program are required to maintain good academic standing within the Graduate Schools at KSU as described in the current edition of the KSU graduate catalog. *Good standing* is defined as maintaining a 3.0 GPA but may include other appraisals of the student's record and ability.

8.0 GRADUATION REQUIREMENTS / TRANSFER CREDIT

Undergraduate requirements are established by SISU. Graduate graduation requirements are established by the Master of Arts in Political Science Program in the Department of Political Science at Kent State University and the respective Graduate College, the Division of Research and Graduate Studies.

8.1 Awarding of Degrees:

Upon completion of Year 4 of study at Kent State University, the degree awarded to students participating in this program will be an undergraduate degree in the student's respective area of study from SISU.

At the end of Year 5 of study at Kent State University, the student will receive their master's degree from Kent State University.

9.0 ACCESS TO SERVICES AND SUPPORT

Students in the 3+2 program have access to all the rights and privileges and services provided to all Kent State Students

10.0 FINANCIAL POLICIES AND TERMS

10.1 Overview

The International Office will ensure that financial management to implement this program effectively is in place.

10.2 Tuition

Tuition costs will be set at the graduate out-of-state tuition rate in place for the semester(s) in which the student is taking their graduate coursework.

11.0 MISCELLANEOUS

11.1 Travel

Students are responsible for all travel expenses and related documents.

11.2 Housing: While Attending Classes on KSU Campus

SISU students will be provided graduate accommodations while on the KSU campus. Costs are to be borne by SISU students.

11.3 Health Insurance

SISU students will be required to purchase KSU based health insurance during their stay in USA.

This Letter of Agreement has been found acceptable to both *Shanghai International Studies University and Kent State University*, as evidenced by the following signatures:

_____ _____

Representative Name: Date
Title:

_____ _____

Representative Name Date
Title

PROGRAM DESCRIPTION

BETWEEN

SHANGHAI INTERNATIONAL STUDIES UNIVERSITY
and

KENT STATE UNIVERSITY

BACCALAUREATE TO MASTER'S OF PUBLIC ADMINISTRATION DEGREE PROGRAM

4 NOVEMBER 2008

1.0 BASIS OF AGREEMENT

Kent State University (KSU) and Shanghai International Studies University (SISU) in the People's Republic of China seek to undertake a unique academic partnership. This partnership will emulate the existing baccalaureate to master's degree option currently in place at Kent State University.

The existing program permits Kent State undergraduates who have high grade point averages to apply to a graduate program at Kent State while still an undergraduate. Students applying to a graduate program must meet all of the admission criteria as any other applicant holding an undergraduate baccalaureate from an accredited institution of higher education. If admitted to the graduate program, students take graduate courses in their respective academic departments concurrently with their remaining undergraduate courses. The graduate courses taken by the student are counted twice: once as completion requirements for the student's undergraduate major; and again, as graduate credit towards their master's degree. This program serves the dual purposes of: (1) accelerating the academic progress of gifted students; and (2) advancing academic recruitment and retention at Kent State University.

This articulation agreement emulates the existing baccalaureate to master's option to Shanghai International Studies University in the People's Republic of China. Eligibility for this program is restricted to undergraduate students from Shanghai International Studies University whose grade point average consistently places them in the upper ten percent of their class over a *three-year period and have taken courses in English in each of those three years*. These students will be *pre-qualified* in China for recruitment into the following Kent State University, Master of Public Administration program. If they meet the normal admission requirements stipulated by the above graduate program, the student will be *conditionally admitted* to begin their graduate coursework during what would be their fourth year of undergraduate work. All graduate work would be done at Kent State University. Upon successful completion of their fourth year of taking courses at Kent State University, they would receive their undergraduate degree from University in the People's Republic of China and be *formally admitted* to the above named graduate program. Their fifth year, their final year of coursework, would be completed at Kent State University as well. A Master of Public Administration degree would then be awarded by Kent State University.

2.0 PROGRAM PLANNING AND MANAGEMENT

2.1. Marketing.

SISU will launch an effective direct marketing and advising effort to build enrollments in the program. This effort will be facilitated by the Kent State University Center in China. Both programs should seek to contract with a domestic marketing firm in the People's Republic of China with a proven record of recruitment.

2.2 Academic Unit Responsibility

The Department of Political Science at Kent State University and the Department of Political Science at Shanghai International Studies University will be the designated academic units to execute the program.

2.3 Program Directors: Leadership and Program Integration.

a. Assignment of Program Directors within Academic Units.
The Department of Political Science at Kent State University and the Department of Political Science at SISU will assign PhD-holding tenure-track faculty and vetted adjunct program faculty it currently uses on the main campus to work as the respective program coordinators for their respective departments and universities. Because this is an undergraduate to graduate degree program; the program director will be referred to as the *Undergraduate Program Director*; their Kent State counterpart will be referred to as the *Graduate Program Director*;

b. Responsibilities of Program Directors.
These curriculum leaders within the respective departments are responsible for implementing a process facilitating the matriculation of students. This includes**:** (a) vetting of students for admission; (b) visa applications; (c) processing tuition; (d) assisting with residence placement in Kent; (e) advising plans of study; (f) curriculum audits; (g) processing transfer credits between the respective universities and (g) graduation.

3.0 MATRICULATION PROCESS:

3.1 Sequence

The matriculation process is a 3+2 academic year sequence. Years 1 through Year 3 will require the student to take all required courses for their respective area of study, plus course in English each year at SISU. The following two years, students will take their graduate degree coursework at Kent State University.

3.2 Undergraduate Coursework: Years 1-3

Year 1-2. Students take curriculum requirements specified by their undergraduate host university SISU.

Year 3. Students continue their studies at their host undergraduate institution. In addition, students who meet the top ten percent threshold are required to:

(1) Be vetted for pre-qualification by the Undergraduate Program Director in the Department of Political Science at SISU;
(2) Complete TOEFL and GRE or other required standardized exam or alternative admission requirements specified by the respective graduate program at Kent State to which they are applying;
(3) Assemble other academic documents specified by the respective graduate program to which they are applying.
(4) Apply for a VISA;
(5) Arrange flights; and
(6) During the summer of Year 3, students travel to Kent State and immerse themselves in the study of English.

3.3 Graduate Coursework: Years 4-5

Year 4. Students take and complete Year 1 of their graduate coursework. Upon satisfactory completion of this coursework, credits are transferred to Kent State University and the student is granted their undergraduate degree from SISU and formally admitted to the master's program in the Department of Political Science MPA Program at Kent State University.

Year 5. Students complete their graduate coursework and received their graduate diploma from Kent State University.

Courses in Year 4 and Year 5 are not to be online.

4.0 ADMISSION REQUIREMENTS

Kent State University will be in charge of the admission process for students seeking entry to the 3+2 program. The Kent-MPA program will set the number of admitted students commensurate with the faculty resources necessary to maintain the integrity of the program.

Admission decisions to the 3+2 program are based exclusively on assessment resulting from the submission of official documentation specified in Section 4.1 through 4.3 below. All students must submit application materials to the Division of Graduate Studies at Kent State University or their respective Graduate College.

Students from the following disciplines of *undergraduate* study are permitted to apply to the Master of Public Administration program at Kent State University:

1. Open to any Discipline _____X_____(CHECK HERE)
2. Specific Disciplines: _____(FILL IN)
_____(FILL IN)
_____(FILL IN)

4.1 Requirements for *Pre-Qualified* Admission to the 3+2 Degree Program

The application materials must include the following:

- Grade Point Average (GPA) placing the student in the top ten percent of their class in each of their first three years of undergraduate study;
- English courses taken during Years 1 through 3;
- Official transcripts of all completed undergraduate coursework. (Note: Transcripts must be in a *sealed and signed* envelope); and
- Financial assurance to meet the student's obligations while at Kent State University

4.2 Requirements for *Conditional Admission* to the Master of Public Administration Program at Kent State University:

- Completed online application for graduate study (including the application fee);
- Official transcripts from all completed undergraduate courses taken at SISU University. (Note: Transcripts must be in a *sealed and signed* envelope and sent directly to Kent State University Division of Research and Graduate Studies;
- Three letters of recommendation from faculty with whom the student has taken undergraduate coursework;
- Statement of background and goals;
- GRE Scores;
- TOEFL Scores or equivalent; and
- Any additional documentation the above graduate program requires

4.3 Requirement for *Formal Admission* to the Master of Public Administration program at Kent State University.

Maintaining a GPA of 3.0 or better (A=4.0) during Year 4 of study in the above department.

5.0 ADVISING AND PLAN OF STUDY

Once admitted to the program, and prior to commencing their coursework of the semester for which they were admitted to the program, all students are required to file a formal Plan of Study (PoS). To do so, the student will meet with their Undergraduate Program Director in their respective department. The Undergraduate Program Director will sign off on the PoS and forward it to her/his counterpart, the Graduate Program Coordinator at Kent State University.

The Graduate Program Coordinator will in turn sign off on the PoS and then forward it to the respective counterpart, the Undergraduate Program Director.

The PoS will specify the curriculum requirements for Years 4 and Years 5 at Kent State University. This is to include all formal coursework required as well as completion of internships and or thesis if required.

The Graduate Program Director will either serve as the personal advisor to the student or assign a faculty member specializing in the student's area of interest.

6.0 CURRICULUM STANDARDS AND OUTLINE

The curriculum to be delivered will be in conformance with:

(a) The practices and standards demanded by the undergraduate program at SISU as currently accredited by Chinese Ministry of Education; as well as:

(b) The practices and standards demanded of the above graduate program at Kent State University.

The proposed graduate curriculum for the degree of Master of Public Administration program for Year 4 and Year 5 is in **Appendix A-1 and A-2** of this document.

7.0 ACADEMIC STANDING

Students participating in the program are required to maintain good academic standing within the Graduate Schools at KSU as described in the current edition of the KSU graduate catalog. *Good standing* is defined as maintaining a 3.0 GPA but may include other appraisals of the student's record and ability.

8.0 GRADUATION REQUIREMENTS / TRANSFER CREDIT

Undergraduate requirements are established by SISU. Graduate graduation requirements are established by the Master of Public Administration program in the Department of Political Science at Kent State University and the respective Graduate College, the Division of Research and Graduate Studies.

8.1 Awarding of Degrees:

Upon completion of Year 4 of study at Kent State University, the degree awarded to students participating in this program will be an undergraduate degree in the student's respective area of study from SISU.

At the end of Year 5 of study at Kent State University, the student will receive their master's degree from Kent State University.

9.0 ACCESS TO SERVICES AND SUPPORT

Students in the 3+2 program have access to all the rights and privileges and services provided to all Kent State Students

10.0 FINANCIAL POLICIES AND TERMS

10.1 Overview

The International Office will ensure that financial management to implement this program effectively is in place.

10.2 Tuition

Tuition costs will be set at the graduate out-of-state tuition rate in place for the semester(s) in which the student is taking their graduate coursework.

11. MISCELLANEOUS

11.1 Travel

Students are responsible for all travel expenses and related documents.

11.2 Housing: While Attending Classes on KSU Campus

SISU students will be provided graduate accommodations while on the KSU campus. Costs are to be borne by SISU students.

11.3 Health Insurance

SISU students will be required to purchase KSU based health insurance during their stay in USA.

This Letter of Agreement has been found acceptable to both *Shanghai International Studies University and Kent State University*, as evidenced by the following signatures:

_____ _____

Representative Name: Date
Title:

_____ _____

Representative Name Date
Title

Appendix A-1

Kent State Curriculum Requirements for the SISU to Master of Public Administration (Public Management) Degree by Year 4 and Year 5 (by semester)

YEAR 4			YEAR 5	
Fall	**Spring**		**Fall**	**Spring**
PADM 60370 Intro to PA	PADM 60372 Admin. Theory		Elective	PADM 60382 E-Govt/MIS
			Elective	
PADM 60374 Public Fin. Mgmt.	PADM 60373 Public Budgeting	PADM 60392 Field Internship Placement	Elective	
PADM 60381 Statistics	PADM 60375 Public Personnel			
PADM 60470 Critical Issues: Ethics	PADM 60379 Program Evaluation		PADM 60572 Strategic Planning	PADM 60492 Capstone
Hours: 12	12	3	12	6

Appendix A-2

Kent State Curriculum Requirements for the

SISU to Master of Public Administration (Public Policy) Degree by Year 4 and Year 5 (by semester)

YEAR 4			YEAR 5	
Fall	**Spring**		**Fall**	**Spring**
POL60102 Am. Policy Process			Elective	Elective
			Elective	Elective
POL 60301 Pro-seminar Policy Analysis and Admin		PADM 60392 Field Internship Placement	Elective	
	ECON 52085 Public Finance			
PADM 60470 Critical Issues: Ethics	PA Option: Budgeting/ Financial Mgmt.		PA Option: Intro to PA or Personnel or Admin Theory	
	Policy Tool Course			PADM 60492 Capstone Course
POL 60003 POL Methods I				
Hours: 12	9	3	12	9

PROGRAM DESCRIPTION

BETWEEN

SHANGHAI INTERNATIONAL STUDIES UNIVERSITY
and

KENT STATE UNIVERSITY

BACCALAUREATE TO MASTER'S OF ARTS IN TEACHING ENGLISH AS A SECOND LANGUAGE PROGRAM

4 NOVEMBER 2008

1.0 BASIS OF AGREEMENT

Kent State University (KSU) and Shanghai International Studies University (SISU) in the People's Republic of China seek to undertake a unique academic partnership. This partnership will emulate the existing baccalaureate to master's degree option currently in place at Kent State University.

The existing program permits Kent State undergraduates who have high grade point averages to apply to a graduate program at Kent State while still an undergraduate. Students applying to a graduate program must meet all of the admission criteria as any other applicant holding an undergraduate baccalaureate from an accredited institution of higher education. If admitted to the graduate program, students take graduate courses in their respective academic departments concurrently with their remaining undergraduate courses. The graduate courses taken by the student are counted twice: once as completion requirements for the student's undergraduate major; and again, as graduate credit towards their master's degree. This program serves the dual purposes of: (1) accelerating the academic progress of gifted students; and (2) advancing academic recruitment and retention at Kent State University.

This articulation agreement emulates the existing baccalaureate to master's option to Shanghai International Studies University in the People's Republic of China. Eligibility for this program is restricted to undergraduate students from Shanghai International Studies University whose grade point average consistently places them in the upper ten percent of their class over a *three-year period and have taken courses in English in each of those three years*. These students will be *pre-qualified* in China for recruitment into the following Kent State University, Master of Arts in Teaching English as a Second Language Program. If they meet the normal admission requirements stipulated by the above graduate program, the student will be *conditionally admitted* to begin their graduate coursework during what would be their fourth year of undergraduate work. All graduate work would be done at Kent State University. Upon successful completion of their fourth year of taking courses at Kent State University, they would receive their undergraduate degree from University in the People's Republic of China and be *formally admitted* to the above named graduate program. Their fifth year, their final year of coursework, would be completed at Kent State University as well. A Master of Arts in Teaching English as a Second Language degree would then be awarded by Kent State University.

2.0 PROGRAM PLANNING AND MANAGEMENT

2.1. Marketing.

SISU will launch an effective direct marketing and advising effort to build enrollments in the program. This effort will be facilitated by the Kent State University Center in China. Both programs should seek to contract with a domestic marketing firm in the People's Republic of China with a proven record of recruitment.

2.2 Academic Unit Responsibility

The Department of Teaching English as a Second Language at Kent State University and the Department of Teaching English as a Second Language at Shanghai International Studies University will be the designated academic units to execute the program.

2.3 Program Directors: Leadership and Program Integration.

a. Assignment of Program Directors within Academic Units.
The Department of Teaching English as a Second Language at Kent State University and the Department of Teaching English as a Second Language at SISU will assign PhD-holding tenure-track faculty and vetted adjunct program faculty it currently uses on the main campus to work as the respective program coordinators for their respective departments and universities. Because this is an undergraduate to graduate degree program; the program director will be referred to as the *Undergraduate Program Director*; their Kent State counterpart will be referred to as the *Graduate Program Director*;

b. Responsibilities of Program Directors.
These curriculum leaders within the respective departments are responsible for implementing a process facilitating the matriculation of students. This includes**:** (a) vetting of students for admission; (b) visa applications; (c) processing tuition; (d) assisting with residence placement in Kent; (e) advising plans of study; (f) curriculum audits; (g) processing transfer credits between the respective universities and (g) graduation.

3.0 MATRICULATION PROCESS:

3.1 Sequence

The matriculation process is a 3+2 academic year sequence. Years 1 through Year 3 will require the student to take all required courses for their respective area of study, plus course in English each year at SISU. The following two years, students will take their graduate degree coursework at Kent State University.

3.2 Undergraduate Coursework: Years 1-3

Year 1-2. Students take curriculum requirements specified by their undergraduate host university SISU.

Year 3. Students continue their studies at their host undergraduate institution. In addition, students who meet the top ten percent threshold are required to:

(1) Be vetted for pre-qualification by the Undergraduate Program Director in the Department of Teaching English as a Second Language at SISU;
(2) Complete TOEFL and GRE or other required standardized exam or alternative admission requirements specified by the respective graduate program at Kent State to which they are applying;
(3) Assemble other academic documents specified by the respective graduate program to which they are applying.
(4) Apply for a VISA;
(5) Arrange flights; and
(6) During the summer of Year 3, students travel to Kent State and immerse themselves in the study of English.

3.3 Graduate Coursework: Years 4-5

Year 4. Students take and complete Year 1 of their graduate coursework. Upon satisfactory completion of this coursework, credits are transferred to Kent State University and the student is granted their undergraduate degree from SISU and formally admitted to the master's program in the Department of Teaching English as a Second Language Program at Kent State University.

Year 5. Students complete their graduate coursework and received their graduate diploma from Kent State University.

Courses in Year 4 and Year 5 are not to be online.

4.0 ADMISSION REQUIREMENTS

Kent State University will be in charge of the admission process for students seeking entry to the 3+2 program. The Kent-Teaching English as a Second Language department will set the number of admitted students commensurate with the faculty resources necessary to maintain the integrity of the program.

Admission decisions to the 3+2 program are based exclusively on assessment resulting from the submission of official documentation specified in Section 4.1 through 4.3 below. All students must submit application materials to the Division of Graduate Studies at Kent State University or their respective Graduate College.

Students from the following disciplines of *undergraduate* study are permitted to apply to the Master of Arts in Teaching English as a Second Language program at Kent State University:

1. Open to any Discipline _____**X**_____(CHECK HERE)
2. Specific Disciplines: _____(FILL IN)
_____(FILL IN)
_____(FILL IN)

4.1 Requirements for *Pre-Qualified* Admission to the 3+2 Degree Program

The application materials must include the following:

- Grade Point Average (GPA) placing the student in the top ten percent of their class in each of their first three years of undergraduate study;
- English courses taken during Years 1 through 3;
- Official transcripts of all completed undergraduate coursework. (Note: Transcripts must be in a *sealed and signed* envelope); and
- Financial assurance to meet the student's obligations while at Kent State University

4.2 Requirements for *Conditional Admission* to the Master of Arts in English Literature and Writing Program at Kent State University:

- Completed online application for graduate study (including the application fee);
- Official transcripts from all completed undergraduate courses taken at SISU. (Note: Transcripts must be in a *sealed and signed* envelope and sent directly to Kent State University Division of Research and Graduate Studies;
- Three letters of recommendation from faculty with whom the student has taken undergraduate coursework;
- Statement of background and goals;
- GRE Scores;
- TOEFL Scores or equivalent; and
- Any additional documentation the above graduate program requires

4.3 Requirement for *Formal Admission* to the Master of Arts in Teaching English as a Second Language Program at Kent State University.

Maintaining a GPA of 3.0 or better (A=4.0) during Year 4 of study in the above department.

5.0 ADVISING AND PLAN OF STUDY

Once admitted to the program, and prior to commencing their coursework of the semester for which they were admitted to the program, all students are required to file a formal Plan of Study (PoS). To do so, the student will meet with their Undergraduate Program Director in their respective department. The Undergraduate Program Director will sign off on the PoS and forward it to her/his counterpart, the Graduate Program Coordinator at Kent State University.

The Graduate Program Coordinator will in turn sign off on the PoS and then forward it to the respective counterpart, the Undergraduate Program Director.
The PoS will specify the curriculum requirements for Years 4 and Years 5 at Kent State University. This is to include all formal coursework required as well as completion of internships and or thesis if required.

The Graduate Program Director will either serve as the personal advisor to the student or assign a faculty member specializing in the student's area of interest.

6.0 CURRICULUM STANDARDS AND OUTLINE

The curriculum to be delivered will be in conformance with:

(a) The practices and standards demanded by the undergraduate program at SISU as currently accredited by Chinese Ministry of Education; as well as:

(b) The practices and standards demanded of the above graduate program at Kent State University.

The proposed graduate curriculum for the degree of Master of Arts in English as a Second Language program for Year 4 and Year 5 is in **Appendix A-1 and A-2** of this document.

7.0 ACADEMIC STANDING

Students participating in the program are required to maintain good academic standing within the Graduate Schools at KSU as described in the current edition of the KSU graduate catalog. *Good standing* is defined as maintaining a 3.0 GPA but may include other appraisals of the student's record and ability.

8.0 GRADUATION REQUIREMENTS / TRANSFER CREDIT

Undergraduate requirements are established by SISU. Graduate graduation requirements are established by the Master of Arts in Teaching English as a Second Language Program in the Department of Teaching English as a Second Language at Kent State University and the respective Graduate College, the Division of Research and Graduate Studies.

8.1 Awarding of Degrees:

Upon completion of Year 4 of study at Kent State University, the degree awarded to students participating in this program will be an undergraduate degree in the student's respective area of study from SISU.

At the end of Year 5 of study at Kent State University, the student will receive their master's degree from Kent State University.

9.0 ACCESS TO SERVICES AND SUPPORT

Students in the 3+2 program have access to all the rights and privileges and services provided to all Kent State Students

10.0 FINANCIAL POLICIES AND TERMS

10.1 Overview

The International Office will ensure that financial management to implement this program effectively is in place.

10.2 Tuition

Tuition costs will be set at the graduate out-of-state tuition rate in place for the semester(s) in which the student is taking their graduate coursework.

11. MISCELLANEOUS

11.1 Travel

Students are responsible for all travel expenses and related documents.

11.2 Housing: While Attending Classes on KSU Campus

SISU students will be provided graduate accommodations while on the KSU campus. Costs are to be borne by SISU students.

11.3 Health Insurance

SISU students will be required to purchase KSU based health insurance during their stay in USA.

This Letter of Agreement has been found acceptable to both *Shanghai International Studies University and Kent State University*, as evidenced by the following signatures:

_____ _____

Representative Name: Date
Title:

_____ _____

Representative Name Date
Title

INTEROFFICE MEMORANDUM

TO: EPC

FROM: MARK HOLDER

SUBJECT: JOINT MSFE PROGRAMS

DATE: 11/10/2008

CC:

Below is the detail for the MSFE program offering with HKBU.

Kent State University currently offers a Master of Science in Financial Engineering (MSFE). The degree was first offered at KSU in 2002. This program has attracted much attention from academia and practitioners. The MSFE program at Kent State is the 13th ranked program in Financial Engineering in North America according to Global Derivatives. The program has established a name for itself in the investment banking community in both New York and Chicago. The MSFE program added the very successful annual Asia Pacific Futures Research Symposium (APFRS) to its list of accomplishments through a $1.2M USD donation from the Chicago Board of Trade - Educational Research Foundation (CBOT - ERF) in 2003.

Graduates of the program have obtained careers of the highest caliber and are highly recruited by many of the industry's leading companies. The Kent MSFE internship program boasts placements with companies such as: Chicago Board of Trade, Chicago Mercantile Exchange, Calyon Financial, Goldenberg Hehmeyer, Goldman Sachs, ICAP, Key Bank, National Futures Association, Patterson Capital Markets, Trading Technologies, and TransMarket Group.

Hong Kong Baptist University (HKBU) has excelled in the area of finance, and is a top ranked school in Asia. The department in particular is an area of excellence in derivatives research. The strong academic background of the faculty as well as the high quality and quantity of publications in the area of financial engineering provides strong support for a master's program in financial engineering at HKBU.

A joint degree offered by both Kent State University and Hong Kong Baptist University is an ideal arrangement that leverages the strength of the existing program at Kent State with the international exposure and academic expertise of HKBU. It provides HKBU with an existing, industry tested curriculum with the tools of a real time trading floor at Kent State. This proposal uses the coursework from the Kent State MSFE program and replicates those courses at HKBU to assemble a nearly identical curriculum in Hong Kong. This has the advantage of working with a proven curriculum based on the Kent program, already highlighted as an internationally ranked program. This curriculum was designed and has been updated through close interaction with an industry based advisory board.

Courses will be taught in Hong Kong at HKBU, with one course being taught each month. During the summer, the HKBU students will come to Kent for a three week residency. They will take two courses in this time period, one with industry trainers and a second with students from the regular Kent MSFE program. The second course is the capstone course.

1. The program will start in Fall 2009.

2. The bottom line for KSU for each program:

   HKBU Revenue share for KSU mirrors HKBU

KSU Central 18% of tuition on courses by us -	$38,000
KSU College overhead 10% -	$21,000
Department share -	$62,000

3. HKBU program is taught off load by KSU and HKBU faculty. Program is 1 year in length.

4. Coursework and syllabi are identical to the current program, except for the modeling projects topics course. This one course will be designed to provide better local content for these students as it is a topics course.

Memorandum of Understanding

Between

Kent State University

And

Hong Kong Baptist University

This memorandum of understanding (MOU) is made and entered into by and between Kent State University, located in Kent, Ohio, hereafter referred to as (KSU), and Hong Kong Baptist University, located in Kowloon Tong, Hong Kong, hereafter referred to as (HKBU). The parties hereto agree as follows:

PURPOSE

The primary objective of this MOU is to establish partnership and to develop cooperative efforts between KSU and HKBU in a wide range of educational collaborations. All activities conducted pursuant to this MOU shall be governed in accordance with the laws of the Unite States, the State of Ohio, and Hong Kong.

SCOPE OF COOPERATION

Areas of cooperation include, subject to mutual consent, programs offered at Hong Kong Baptist University (HKBU) and Kent State University (KSU) as felt desirable and feasible on either side. Both partners will contribute to fostering and developing a cooperative relationship between the two institutions

GENERAL AREAS OF COOPERATION

Cooperation shall be carried out, subject to the availability of funds and the approval of the President of Kent State University and the President of Hong Kong Baptist University, or their representatives, through activities and programs such as:

1. Establish a long-term, sustainable partnership relationship
2. Establish joint degree programs in selected disciplines
3. Provide exchange programs for faculty members of both universities
4. Exchange of students via study abroad programs
5. Provide Faculty Professional Development programs for faculty members of both universities including advanced degree opportunities for HKBU faculty
6. HKBU recruits and assists in recruiting Chinese students to KSU
7. Develop joint faculty research and publications
8. Collaborate in hosting international seminars and academic conferences
9. Exchange of academic materials and other information
10. Provide special short-term academic programs, and “Certificate Programs” for special professional groups as mutually agreed upon

The terms of mutual assistance and necessary budget for each program and activity that is implemented under the terms of this agreement shall be mutually discussed and agreed upon in writing by both parties prior to the initiation of the particular program or activity. Such programs and activities shall be negotiated in a timely manner. Each institution will designate Liaison Officers, as required, to develop and coordinate specific activities or programs.

RENEWAL, TEMINATION AND AMENDMENT

This agreement shall remain in force for a period of five (5) years from the date of the last signature, with the understanding that it may be terminated by either party giving notice to the other party in writing not later than the end of December in any year. Failing such notice, the agreement will be renewed for like periods by tacit consent of the parties.

This agreement may be amended by the exchange of letters between the two Institutions. Such amendment, once approved by both Institutions, will become part of this Memorandum of Agreement.

IN WITNESS WHEREOF, the parties hereto have offered their signatures:

For: Kent State University

_____
Dr. Robert G. Frank
Vice President and Provost

_____
Date

For: Hong Kong Baptist University

_____
Dr. Ng Ching Fai
President and Vice Chancellor

_____
Date

_____
Dr. Lester A. Lefton
President

_____
Date

Department of Mathematical Sciences
FAC Meeting Minutes
Friday, September 26, 2008

Present: Abraham (Stark), Davidson, Gartland, Tonge, Zheng, Zvavitch

Absent: Diestel, Enflo, Kover (Stark), Neuzil

The meeting was convened at 3:00pm in room 213 MSB.

MSFE Partner Program at Hong Kong Baptist University (HKBU)

Tonge passed out information on a proposed MSFE partner program at HKBU and provided background. The program is to involve the same curriculum as taught at Kent but is to be taught by HKBU faculty as a weekend program in Hong Kong (with a final 3 weeks in Kent in the Summer), each course (in pairs) to be taught off load over 7 consecutive Saturday-Sundays with an 8th weekend for final exams. The faculty teaching the courses would require grad-faculty status in the respective departments. The principal unit involved at HKBU is the Department of Finance and Decision Science. The program is being regarded as a new (offsite) mode of delivery of an existing degree program and as such requires at the minimum a Notification Item to OBR.

Discussion. Concerns were raised about oversight and quality control, the ability to find faculty at HKBU who can be approved by the Graduate Studies Committee for A1 grad-faculty status to teach some of the Math courses, and the draft form of the proposal document, which contains some language about governance that seems to contradict the MSFE charter. Decision: Tonge and Gartland to draft a motion to be voted on by e-mail by the full FAC.

Motion: The department votes to go forward in principle with the new HKBU MSFE program subject to the conditions that (1) the faculty proposed to teach the Math courses (50051, 60070, 62203) satisfy at least the requirements for A1 grad-faculty status to teach their particular courses in the analysis of the Graduate Studies Committee and (2) the draft proposal document for the program be revised in such a way that it does not contradict the existing MSFE Handbook, in particular in the area of governance.

"The Math FAC provisionally approves the Hong Kong Baptist University version of the MSFE program, provided the academic content and level does not deviate significantly from the Kent version and provided the Math Graduate Studies Committee finds proposed HKBU instructors acceptable as temporary A1 graduate faculty for the specific courses they plan to teach. This program should be reviewed after one year to ensure that it has been taught at an appropriate academic level and there is reasonable expectation that it will continue to be taught at an appropriate academic level. Further, the program handbook must be consistent with the existing handbook."

E-mail vote: 3 in favor, 0 opposed, 4 abstain

There being no further business, the meeting was adjourned at 5:15pm.

Distribution: Abraham (Stark), Davidson, Diestel, Enflo, Gartland, Kover (Stark), Neuzil, Tonge, Zheng, Zvavitch

FAC Meeting
November 7, 2008

Present: L. Beier, D. Dumpe, P. Dawson, J. Muthswamy, X. Pu, J. Thornton, X. Zhao, via teleconference – P. Dawson
Absent: R. Stolle
Facilitator: M. Holder
Notetaker: K. Steiner

Meeting commenced at approximately 2:50 p.m. Mark indicated a need to make changes to both the Xiamen and HKBU programs and needed faculty approval to move forward:
First, HKBU: Since the internship course is effectively a "topics" course, it is fine if we alter the content of this course, as that is not a change for a topics course. The faculty will be required to meet grad faculty status. Of those resumes presented, there will be no issue. The budgets and other information has not changed since our last discussion. Motion to approve the HKBU joint program as presented. Paul moved, John seconded. Vote was unanimous in favor.

Transmittal Memo
September 20, 2008

Proposal: Bachelor of Science in Music Technology

Summary Statement of Proposed Action

This proposes the following changes in the Bachelor of Science in Music Technology curriculum:

- Increase from 2 credit hours to three credit hours for the following courses:
  - MUS 21113 Music Production I
  - MUS 21114 Music Production II
  - MUS 21221 Audio Recording I
  - MUS 21222 Audio Recording II
- Increase from 1 hour to 2 credit hours for the following course:
  - MUS 40092 Internship
- Removal of the following requirement from the curriculum:
  - CS 10051 Introduction to Computer Science (4 hours) or CS ST: 19995 Introduction to WEB Interface (3 hours)
- TECH 31000 Cultural Dynamics of Technology is no longer considered a music technology requirement. It is included in the curriculum as an Additional Requirement and continues to meet the writing intensive requirement.

Rationale for Curricular Changes

The proposed changes are in response to the demands of the National Association of Schools of Music in order to receive national accreditation for the degree program. The original proposal for accreditation was submitted in time for the December 1, 2008 meeting of the NASM accreditation board. Their report of January, 2008 included a decision to defer awarding of accreditation pending answers to specific questions and clarification of specific points. The major question posed was in regards to the number of credit hours in music technology listed in the original proposal. NASM requires that 25% of the curriculum be comprised solely of music technology courses. At that time, while our curriculum contained in excess of 25% core technology courses , NASM required proof that the general technology course requirements(CS 10051, CS ST: 19995, JMC 23030 and TECH 31000) be significantly integrated with music technology to justify their being counted as part of the "affiliated" major that we requested. Since 20% of the JMC 23030 course clearly contains music technology, we were able to retain it as part of the curriculum. However, we were not able to build a case for the CS courses. Our requirement was one course, either CS 10051 (4 credit hours), or CS ST: 19995 (3 credit hours). By dropping the CS course requirement, our curriculum had less than 25% music technology core courses. We chose to drop the CS course requirement and add those hours to the music production and audio production courses. In addition, we could no longer consider TECH 31000 Cultural Dynamics of Technology as a music technology core course. We moved it from the core requirements to the category Additional Course Requirements so it still meets the writing intensive requirement. As a result, 25.4% of the degree program consists of music technology core courses (refer to *Appendix A: Curriculum Table – NASM)*. We

submitted the Response and Progress Report to NASM by May 1, 2008 for the June1, 2008 meeting. We were awarded accreditation. The NASM Commission Action Report awarding accreditation for the Bachelor of Science in Music Technology is dated June 26, 2008. Refer to *Appendix B: Accreditation Report* to see a copy of the report.

We were able to maintain the total credit hours required for graduation to 122, as was requested when we originally developed the curriculum. We began with 122 hours, added five hours, and removed 3-4 hours. The total number of hours for the degree program remains at 122 since the Mathematics Department replaced MATH 11011 College Calculus (4 hours) with MATH 11010 Algebra for Calculus (3 hours).

History of Committee Decisions

The Bachelor of Science in Music Technology was approved in Fall, 2007 by the Stark Campus, School of Music, College of Arts Curriculum Committee, Educational Policies Committee, and the Faculty Senate. The proposal was not sent on to the Board of Trustees due to the deferred decision by NASM received in January, 2008. Since official accreditation was awarded in June, 2008, the proposal with the curricular changes identified, is again moving through the approval process at Kent State University. Approval in support of the curriculum changes received a positive vote in the School of Music in Spring, 2008, and at Kent State Stark Campus in September, 2008. Refer to *Appendix C: Letters of Support and Committee Approvals* for evidence of this support. Associate Dean Ruth Capasso communicated with Dr. Robert A Walker, Professor and Chair, Department of Computer Science, regarding these change in the curriculum. A copy of this correspondence is also found in *Appendix C: Letters of Support and Committee Approvals.*

Proposal Summary

New Degree Program:
Bachelor of Science Degree in Music Technology

September, 2008

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.

In Fall, 2007, the following new courses were approved by the university as part of the proposed degree in music technology.

Music Production I-VI: 21113, 21114, 31113, 31114, 41113, 41114
Audio Recording I-VI: 21221, 21222, 31221,31222,41221,41222
MUS 40092 Music Technology Internship
MUS 21341 Commercial Music Theory and Composition
MUS 36913 Applied Studio Musicianship
MUS 35213 Studio Ensemble

Several of these courses were taught as Special Topics prior to their approval as official courses. These include MUS 21113 Music Production I- Introduction to Digital Audio, MUS 21114 Music Production II – Sequencing, MUS 21221 Audio Recording I – Introduction to Audio Recording, and MUS 21222 Audio Recording II – Advanced Audio Recording. Music Production I was offered for four semesters beginning in fall semester, 2003. The enrollment numbers for semesters when the course was offered are as follows:

Semester,Year	Students Enrolled
Fall, 2003	14
Fall, 2004	16
Fall, 2005	12
Spring, 2006	9
Fall, 2006	14
Spring 2007	17
Fall, 2007	20

The other courses listed here are new additions to the music technology course offerings and have been offered for one or two semesters each.

Following are enrollment numbers for Spring, 2008, and Fall, 2009:

Spring, 2008

MUS 21113 Music Production I 3

MUS 21221	Audio Recording I	4
MUS 21222	Audio Recording II	4

Fall 2008

MUS 21113	Music Production I (Sect. 600)	12
MUS 21114	Music Production I (Sect. 601)	13
MUS 21221	Audio Recording I	10
MUS 21222	Audio Recording III	4

For fall semester, 2008, enrollment in MUS 36913 Applied Studio Musicianship is a total of twelve students. Growth in enrollment in MUS 35213 Studio Ensemble resulted in the established of two separate sections of Studio Ensemble in Spring 2008 and Fall, 2009. Studio Ensemble has presented successful public performances in Fall, 2007, Spring, 2008, and in August and September, 2008.

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.

In addition to the new courses listed above, 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, and woodwind and brass chamber ensembles. 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:

<u>Courses and facilities</u>

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 Studio Musicianship and Studio Ensemble courses offered at Kent State Stark Campus address the need for development of musicianship skills in the various styles of popular music and are required courses.

A new theory course titled Commercial Music Theory and Composition is designed to apply the knowledge gained from Theory 11121 and 11122 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 offered since it comes later in the curriculum and requireds theory pre-requisite courses.
- 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:

Please refer to the Program Development Plan for a B.S. in music Technology that was sent to the Board of Regents for their review. A Copy of the plan is submitted with this proposal summary.

Alternatives and Consequences:

The alternative to approving the changes to this curriculum, and thus approving the degree program, would be to continue current music offerings including the music technology courses already in place, the Studio Ensemble and 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. This loss would be dramatic since fall semester 2008 saw the largest increase in freshmen enrollment in our music major programs at Stark in at least the last 28 years, with 41 new students. The majority of these are students wanting to major in music technology. In addition, in the month of September alone we have had seven inquiries from potential music majors for fall, 2009, and are already fulfilling requests for class visitations by current high school seniors and their parents.

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 as listed in the proposal for the degree submitted in fall, 2007:

- 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

Summary of Progress since Fall, 2007 to September 19, 2008:

- Fall, 2007: All new courses (16) developed for the music technology degree were approved through the university committee process
- January, 2008: NASM defers accreditation decision pending the submitting of additional information
- January, 2008: Proposal for the music technology degree is halted before proceeding to the Board of Trustees level until accreditation is received
- June, 2008: NASM awards accreditation for the Bachelor of Science in Music Technology degree
- April, 2008: School of Music officially approves the modifications to the curriculum of the Bachelor of Science in Music Technology degree.
- Fall, 2008: Special Topics titles for new music technology and new related courses are removed and are replaced with official new course numbers and titles
- September, 2008: Kent State Stark Faculty Council officially approves the modifications to the curriculum of the Bachelor of Science in Music Technology degree.

APPENDIX A

CURRICULUM TABLE - NASM

Kent State University Stark Campus

Curriculum Table

Degree Title: Bachelor of Science in Music Technology
Number of Years to Complete the Degree: Four
Degree Submitted for: Plan Approval for New Undergraduate Curriculum

Music	Music Technology	General Studies & Additional Requirements	Upper Division Electives	Total number of credits	NASM based on 120 hrs.
44 credits	31 credits	45 credits	3 credits	122 credits	
36.1%	25.4%	36%	2.5%	100%	101.7%

Music (36.1%)	Credit Hours
Theory (MUS 11121, 11122, MUS 21341 Commercial Music Theory & Composition)	9
Piano/Keyboard (MUS 17111, 17112, 37111)	4
Music History (MUS 12211, 12212, 42161 or MUS 32211 or MUS 42131)	7
Jazz Improvisation (MUS 41341)	2
Conducting (MUS 34111)	2
Applied Music/Applied Studio Musicianship	12
Ensembles (2-large; 4-Studio Combo; 2-elective)	8
Total in music	44

Music Technology (25.4%)	
Acoustics & Technology in Music (MUS 41181)	2
Music Production I and II (MUS 21113, 21114)	6
Audio Recording I and II (MUS 21221, 21222)	6
Junior Seminar MP IIII & IV (MUS 31113, 31114) AP III & IV (MUS 31221, 31222)	6
Senior Seminar MP V & VI (MUS 41113, 41114) AP V & VI (MUS 41221, 41222)	6
Electronic Media Video Production (JMC 23030)	3
Internship (MUS 40092)	2
Total in Music Technology	31

General Studies (Liberal Education Requirements)	(36%)	
English (ENG 11011, 21011)		6
Mathematics (MATH 11011)		4
Social Sciences		3
Principles of Microeconomics (ECON 22060)		3
Communications (COMM 15000)		3
Humanities and Fine Arts		9
Basic Sciences		7
Additional		3
Freshman Colloquium (US 10097)		1
Total in General Studies		39
Additional Requirements (part of 36% listed above)		
Exploring Business (BUS 10123)		3
Cultural Dynamics of Technology(TECH 31000)		3
	Total	6
Electives (Upper Division 2.5%)	Total	3

Grand Total Hours in Program: 122

<u>Additional Requirements</u>

Sophomore threshold (decision): 1. Applied; 2. Music Technology
Diversity (2 courses required): Choose from LER (General Studies) courses
Writing Intensive: TECH 31000 Cultural Dynamics of Technology

APPENDIX B

ACCREDITATION AWARD LETTER

National Association of Schools of Music
11250 Roger Bacon Drive, Suite 21
Reston, Virginia 20190-5248

COMMISSION ACTION REPORT

This document provides the official action of the Commission as indicated in the cover letter of the same date.

June 26, 2008

KENT STATE UNIVERSITY
School of Music

Action:

The Commission voted to accept the response and grant Plan Approval for the following degree:

Bachelor of Science in Music Technology (Offered at Stark Campus).

When three transcripts are available for this program, the institution should submit an application for Final Approval for Listing. Instructions for submitting Final Approval for Listing applications are found in *Policies and Procedures for Reviews of New Curricula*. This document may be downloaded from the NASM Web site at http://nasm.arts-accredit.org (see "Publications" and, beneath that, "Accreditation Procedures").

The Commission requests a progress report addressing the issue cited below.

Item for Progress Report:

The Commission requests a report clarifying library holdings relating specifically to this particular curriculum (see NASM *Handbook 2007-2008, Second Edition,* item II.G.3.a.(1)).

Due Date for Progress Report:

October 1 for consideration at the Commission meetings of November 2008.

The *Procedures for Submitting Responses and Progress Reports* may be downloaded from the NASM Web site at http://nasm.arts-accredit.org (see "Publications" and, beneath that, "Accreditation Procedures").

Commendation:

The Commission commends the institution for its well-written response.

Samuel Hope
Executive Director
SH:lo

Memo: NASM Request for library progress report.

The NASM Commission requested a Progress Report clarifying library holdings specific to the music technology program. The Progress Report was mailed on Friday, September 25, 2008. The due date was Wednesday, October 1, 2008.

APPENDIX C

LETTER OF SUPPORT AND COMMITTEE APPROVALS

GRUTZMACHER, PATRICIA

From: Robert A. Walker [walker@cs.kent.edu]
Sent: Thursday, July 03, 2008 10:28 AM
To: CAPASSO, RUTH
Cc: Robert A. Walker; GRUTZMACHER, PATRICIA
Subject: Re: Music Technology

I'm sorry to hear that, particularly given the strong support for CS from the School of Music and from your office, but I understand that accreditation agencies sometimes operate in mysterious ways! ;)

However, since CS 10051 is a required core course, and the Web course is also likely to be offered in the future, perhaps some students in the School of Music will still take one or both of those courses as electives. If so, we would be happy to welcome them!

Thanks for letting me know the result of the review.

- bob

==========
Dr. Robert A. Walker
Professor and Chair
Department of Computer Science
241 Math & CS Building (MSB)
Kent State University
Kent, OH 44242

MSB 241D (330) 672-9055
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Admin Secretary: Susan Peti
MSB 241E (330) 672-9044
speti@cs.kent.edu
==========

On Jul 3, 2008, at 10:20 AM, CAPASSO, RUTH wrote:

> Dear Dr. Walker,
> In the past your department was kind enough to be supportive of the
> Stark Campus proposal for a program in Music Technology. That program
> was to include as a requirement the choice of one course from the
> following: CS 10051 or CS 19995 ST: Introduction to Web Interface.
> The proposal was approved through EPC and Faculty Senate. At that
> stage, the program had to pass through accreditation review by the
> National Association of Schools of Music (NASM). (The accreditation
> review could not be undertaken until the program had gone through
> institutional review.) However, during the accreditation review, NASM
> did not accept Computer Science courses as music technology and
> required additional hours to our music technology courses. Because
> adding those hours would raise the total hours for graduation beyond
> limits targeted by the university, we needed to remove the CS course
> requirement. We regret this, because we did feel that it was a good
> component of the program, but accreditation by NASM is crucial to the
> School of Music. I wanted you and your faculty to be aware of this,
> because the modified program will now need to go through curricular
> review again.
> I would be glad to send you a copy of the modified program, without
> the CS courses, if you would like to see it.
> Please let me know if I can share any further information. I've
> copied Dr. Pat Grutzmacher, who has developed the program for Stark
> campus, in case she can help me answer any questions.
> Ruth
>
> Associate Dean
> Stark Campus
> 499-9600, ext. 53221
>

KENT STATE®
UNIVERSITY
STARK

Date: September 20, 2008

Dr. Patricia Grutzmacher
Kent State Stark

SUBJECT: Music Technology degree

Dear Dr. Grutzmacher,

As you know the Kent State Stark Faculty Council met on September 19, 2008 with the Music Technology Degree as one of our agenda items. Faculty Council was unanimous in its support of this degree program and of the curriculum changes you detailed at the meeting.

As the September minutes of Council will report, the Stark Faculty Council enthusiastically endorsed this program. Best wishes for success with the NASM accreditation process.

Sincerely,

Jack E. McWhorter

Jack McWhorter
Associate Professor
& Chair, Faculty Council

Hugh A. Glauser School of Music

FACULTY MEETING MINUTES

May 2, 2008

Present: Ben Ayling, Chas Baker, Dana Brown, Ann Carruthers, Ivan Chan, David DeBolt, Jay Dorfman, Jane Dressler, Diane Fiocca, Kerry Glann, Wayne Gorder, ThomasJanson, Josef Knott, Kent Larmee, John Lee, Ralph Lorenz, Dennis Nygren, Ted Rounds, C.M. Shearer, Linda B. Walker, Frank Wiley, Jerry Wong, Pat Grutzmacher

Not Present: Ted Albrecht, Michael Chunn, Tim Culver, Scott Curfman, Richard Devore, Yu Jin, Donna Lee, Michael Lee, Cathy Meng Robinson, Kazadi Mukuna, Keith Robinson, John Sikora

Meeting was called to order at 9:00 a.m. in room E-112.

A motion was made, seconded and approved to approve the minutes of theApril 10, 2008 faculty meeting.

Announcements - Josef Knott

- Faculty was asked to let Julie Trask know as soon as possible if they will be attending the end of the year open house at Joe Knott's house.
- The Wind Ensemble, with Dennis Nygren, will perform at The Kennedy Center in Washington, D.C., on Monday, May 5, 2008.
- Donna Lee's Fall 2008 sabbatical has been approved.
- David Jaramillo (undergraduate, piano performance major) is the winner of the College of the Arts Joseph Walsh $10,000 award.
- Josef Knott thanked C.M. Shearer for his many years ofservice and wished him well in his retirement.
- Frank Wiley is stepping down as the Director of the Kent State University Orchestra. Josef Knott thanked him for his many years of service.
- Since Josef Knott is retiring, a proposal has been made to the FAC to petition NASM for an extension regarding the School of Music accreditationto 2010 or 2011.
- Craig Resta has been hired for the Music Education String position and Scott MacPherson has been hired for the Director of Choral Activities position. Josef Knot thanked Linda B. Walker and Jane Dressler for their hard workas chairs of these search committees.
- Discussions are being held with Christopher Lees ofthe Akron Symphony regarding conducting the Kent State University Orchestra next year.
- Faculty was reminded to push the "submit" button when submitting final grades.

Bachelor of Science in Music Technology- Pat Grutzmacher

Pat Grutzmacher, from Stark Campus, spoke about the new BS in Music Technology degree and gave faculty a hand-out detailing minor changes in the curriculum proposal to meet the requirements for accreditation from NASM. A lengthy discussion was held regarding advertising of the program, who will be teaching the program, and how music history courses are to be incorporated in the program. Suggestions were made relative to consideration of creating a new course (encompassing jazz history, music from 1750-present and America's music), or inclusion of a preexisting course sometime in the future once the program has gotten underway. A motion was made to accept the proposal as presented by Pat Grutzmacher. The motion was seconded and approved.

Summary - Josef Knott

Josef Knott spoke, reflecting on his three years as Director of the School of Music and gave his gratitude to the faculty. Thomas Janson thanked Dr. Knott for his service to the School of Music.

Meeting adjourned at 10:45 a.m.
Julie Trask, Secretary

APPENDIX D

PROGRAM DEVELOPMENT PLAN

Program Development Plan

Kent State University, Stark Campus

Bachelor of Science in Music Technology

Designation, Rationale, Purpose, and Centrality to the University Mission

A. Designation. Kent State University, Stark Campus, is proposing a new degree, the Bachelor of Science in Music Technology. This degree will not duplicate any existing degree offered at the University or any nearby public institution in Northeast Ohio.

B. Rationale. Advances in music technology have made knowledge of technology a necessity for all students preparing for a career in commercial music ventures. At the same time, a strong traditional background in musicianship is essential for musicians seeking careers in studio performance, arranging and production, and live performance. Individual courses in music technology, such as Digital Sound Production, have drawn increasing numbers of students on the Stark Campus in recent semesters, as have informal performance groups using contemporary styles of playing. To meet this increasing professional need and student interest, Kent State University Stark Campus proposes a degree which will include traditional courses in music theory, music history, performance study in voice and various instruments, and ensemble performance opportunities with state-of-the-art coursework in computers, digital sound production, fundamentals of business, and communication. At the completion of the program, the student will be awarded the B.S. in Music Technology from Kent State University. This degree will enable students to find employment in corporate and agency advertising, music publishing, media production, and performance.

C. Purpose. Although the Kent State Stark Campus has a strong and diverse music faculty, offering coursework contributing to the B.A. in Music, students who wish to focus on contemporary music and employment in the commercial music industry need specific training in technology, experience with contemporary musical styles and instruments, and internship opportunities with regional employers. The proposed Bachelor of Science in Music Technology is intended to meet these needs while retaining the strong grounding in musicianship and theory that is a hallmark of the Kent State University music programs.

D. Mission. The proposed program responds to the mission of Kent State University, Stark Campus to meet the region's educational and workforce development needs and to increase four-year degree completion for students who are both time- and place-bound. It also addresses the University's goals as identified by the strategic plan: *encourage innovation in learning, focus on those we serve, engage*

with the world beyond our campuses, and build and foster relations that lead to success.[1]

Curriculum Description

The Bachelor of Science in Music Technology is an academic program designed to provide students the musical and technical skills and competencies needed to succeed in the music industry, including music for cinema, radio, television, multi-media events, performing arts organizations, and advertising. The Bachelor of Science in Music Technology combines a foundation of liberal education coursework with the development of knowledge and applied skills in three core areas: musicianship, music technology, and general information technology. The third component will not only prepare students for the current state of musical technology but will give them the conceptual grounding to adapt to inevitable changes in technology.

With its emphasis on technology and new media, valuable linkages could be forged between this program and offerings in the areas of Journalism and Mass Communication, Applied Communication, or Advertising.

Administrative Arrangements

The academic home of the degree, including curricular and faculty oversight, will be the School of Music within the College of the Arts, Kent State University. The degree will be offered on the Kent State University Stark Campus.

Evidence of need

An immediate indicator of need for the program comes from the demand of current students. Sixty-five students have taken the initial course in digital sound production that has been offered as an elective Special Topic course. Each semester enrollment in the digital sound production courses grows, even though they are Special Topics courses that do not as yet count toward a degree. It is anticipated that the demand would be even greater if a degree could be advertised and awarded. A number of current students indicate that, although they have declared as B.A. in Music or as Exploratory (undeclared) majors, their desire is to enroll in a Music Technology course.

To measure the need for graduates of a music technology program, the Kent Stark conducted a preliminary on-line interest survey of local professionals in the music industry. The majority indicated that music technology was used in their organization. The areas rated as most important for employment in those organizations were general computer literacy, music production, digital audio editing, and digital audio

[1]Kent State University Mission Statement and Strategic Plan, http://www.kent.edu/Administration/strateg_init/MissionStatement.cfm and http://www.kent.edu/Administration /strateg_init/Strategic Plan.cfm.

production. This confirms the structure and approach of the degree.

Local businesses in the music industry have expressed interest in hiring graduates of the proposed program, and one student is currently serving an apprenticeship. Typical occupational titles identified by the survey include: audio engineer, editor, assistant audio engineer, composer, production assistant/associate, production director, and production engineer. Interestingly, many of the surveyed organizations are small, entrepreneurial enterprises, indicating a strong possibility that graduates with strong technical skills can work independently in the area, without relocation to traditional hubs of music production such as New York or Nashville.

Independent indicators also support the promise of growth. The Occupational Employment Projections Report for Northeast Central Ohio projects a 13.7% increase in employment for the category of "Arts, Design, Entertainment, Sports, & Media Occupations" for the years 2002-2012, representing 289 annual openings and 1,210 total openings over the period.[2] Graduates of this program would certainly fall within the categories of Arts, Entertainment and Media, with some elements of Design possibly incorporated. The entrepreneurial nature of the music, entertainment and media industries further suggests that employment opportunities are not limited to established work places. For example, a recent article in the New York Times indicates that opportunity for participation in the movie industry, with its attendant needs for musical scoring, is growing in the Cleveland area[3]

There is no comparable program to meet these needs at a public university within a fifty-mile radius. The proposed program is unique in its grounding in information technology that will prepare the student for evolving technological needs in the music industry. Capital University in Columbus and Duquesne University in Pittsburgh are the closest programs, each over one hundred miles from most students in our primary service area of Stark County. Malone College, a private religious-affiliated institution in Stark County, offers a baccalaureate degree in commercial music (incorporating music technology) but this program offers only limited exposure to technology.

Stark State College of Technology (SSCOT) has recently (June 15, 2006) received approval for an Associate of Applied Science in Commercial Music Technology. Students with this degree could articulate into the proposed Kent State Stark baccalaureate degree, although they would need to take courses in musicianship, theory and ensemble work in addition to their SSCOT coursework in order to acquire the grounding in musical skills necessary to succeed in the upper-division music courses and

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[2]The report describes Economic Development Region 9, including Stark, Summit, Portage, and Wayne counties.

[3]"Filmmakers Say Hooray for Cleveland." Lisa Chamberlain. The New York Times. nytimes.com, Sept. 10, 2006.

to avoid additional coursework after entering the Kent Stark program.

Prospective enrollment

Acceptance into the program will be limited to twenty-five students each year. Although some attrition is to be expected in any program, it is possible that additional students may be admitted as transfer students from the neighboring Stark State College of Technology Associate's degree program. These students would most likely enter in during the third year of the program or later.

Anticipated enrollment for the first six years is as follows:

Year	Total New FTE
1	15*
2	39
3	62
4	86
5	94

*A number of current students have expressed interest in a degree in Music Technology. These students are presently enrolled at the Stark Campus as Exploratory majors or majors in the Bachelor of Arts in Music program. They would change their declared major when the program came into effect. Thus, although twenty-five students would be admitted in the first year, we are conservatively estimating that 10 of them would be current students and would have to be considered as shifting FTE from one program to another, rather than counting as new FTE.

Special Enrollment Efforts

The proposed degree requires two internships (one in the junior and one in the senior year). These internships will be strong recruiting factors, as students will see the opportunity to apply their skills and to make connections with potential employers. A number of local music businesses have indicated interest in having interns from the program.

An advisory board comprised of local music industry employers will be formed to advise the program and as a means to foster enrollment, internship placement, and employment opportunities.

Special efforts will be made to recruit women and minorities to the program. Music faculty members schedule numerous recruiting initiatives with local schools, and the Stark campus has a minority admissions officer who works closely with local schools and organizations.

Faculty

Kent State University Stark Campus has a strong and diverse faculty including specialists in technology, theory, composition, music education, and voice and instrument.

It is anticipated that at least one new full time position will be added at Kent State University Stark Campus to support the program in its fourth year. Adjunct faculty members will be hired for isolated courses in the first three years. A coordinator will be assigned to oversee the progress of the program, with the assignment calculated in terms of a portion of a teaching load.

Need for Additional Facilities and Staff—Plan for Meeting Need

Adequate classroom and computer facilities exist on campus to support the program. A modest extension of piano and digital sound production lab equipment and space will be required to accommodate the anticipated growth in enrollment. These will require the customary computer refreshes and upgrades of software. A small recording facility for recording campus events can be created by retrofitting currently under-utilized space.At the outset of the program a professional recording studio will be leased for specific courses to give students hands-on experience in a professional setting. This leasing will allow the campus to evaluate technology needs and to consider the significant investment of building a full recording studio on campus. Instructional support and student services are adequate to support this new program. Additional library resources may include sheet music for the Sheet Music collection.

Program costs and revenues

Subsidy & Fee Projections
New Enrollments in Music Technology Program
First Five Years

Year	Projected Subsidy Earnings	Projected Tuition & Fee Earnings	Projected Total Earnings
Year 1	$34,755	$126,450	$161,205
Year 2	$99,294	$328,770	$428,064
Year 3	$236,755	$522,660	$759,415
Year 4	$418,892	$724,980	$1,143,872
Year 5	$490,163	$792,420	$1,282,583

Assumptions

Used 2006-07 subsidy rates for projections for all five years

0 % of new students would be out of state students and not eligible for subsidy

90 % of new freshmen would be enrolled in their sophomore year and 90% the junior & senior years

All eligible enrollments would be fully funded by the state subsidy

Each student would be full time and would generate one subsidy FTE per year

Used 2006-07 tuition & fee rates for projections for all five years

Office of Research, Planning & Institutional Effectiveness
October 2, 2006

Direct Costs (instructional, operating, administrative, capital)

Instructional costs (full and part time faculty, salary + benefits)

Year

1 $67,290 (one full-time and adjunct instruction*)
2 $69,308 (above plus 3%)
3 $71,387 (above plus 3%)
4 $113,592 (full-time plus non-tenure track salary)
5 $117,000 (above plus 3%)

*the full-time instruction cost represents the salary of a tenure-track faculty member currently teaching the Special Topics courses in technology as well as composition and theory. While his courses would continue to benefit students outside the program, attributing his salary to this proposal provides a sense of the maximum faculty costs possible. His assignment would also include load assigned to coordinate the program.

Operating costs (annually) $5000 for computer and software upgrades
$6000 for rental of professional recording studio

Capital costs $73,484 (see next pages)

Piano DSP LAB

This LAB should have a central storage unit so that students can save and retrieve projects to one single location. The teacher can also view projects from one location.

16 student Piano\DSP lab in room 123

			already own	Need to Purchase	Unit cost	Total	
Student Stations	keyboards	16	8	8	900	7200	
	computers	16		16	1000	16000	
	Computer desks	16		16	300	4800	
	swivel chairs	16		16	250	4000	
	Alesis MultiMix 8USB Alesis MultiMix 8USB	16		16	149	2384	
	Maudio Sound Card	16		16	100	1600	
	Cubase SX	16		16	400	6400	
	M-Audio Pro Tools M-Powered	16		16	120	1920	
	Sibelius	16		16	300	4800	
						Total	**49104**
Teacher station Piano	Keyboard	1	1	0		0	
	Sound System	1		1	400	400	
				0		Total	**400**
Teacher Station DSP			0		0		
	Computer	1		1	1000	1000	
	Desk/lectern			0		0	
	Sound system	1		1	800	800	
	Projector	1		1		0	
	Mixer	1		1	600	600	
	Maudio Sound Card	1		1	100	100	
	Cubase SX	1		1	300	300	
	M-Audio Pro Tools M-Powered	1		1	120	120	
	Sibelius	1		1	300	300	
						Total	**3220**

8 Student Lab in room 121

Keyboards	8	4	4	100	400	
Computers	8		8	1000	8000	
Mixer	8		8	150	1200	
Maudio Sound Card	8		8	100	800	
Cubase SX	8		8	300	2400	
M-Audio Pro Tools M-Powered	8		8	120	960	
Sibelius	8		8	300	2400	
Chairs	8	4	4	150	600	
			0	0	0	
			0	0	0	
					Total	**16760**

Grand Total	**69484**

RECORDING STUDIO In the UPPER THEATER
This would be used by students/faculty and staff to record concerts and events in the theater. It can also be used as a studio when available. A basic setup would require a computer a mixing boards and the installation of microphone wiring

Computer	1500
Sound Card	500
Controller Surface	2000

Total	4000
Grand Total	**73484**

APPENDIX E

AQIP

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.

APPENDIX F

CATALOGUE COPY, REQUIREMENT SHEETS

College of the Arts
School of Music
BS Music Technology
2009-2010

Name _____
Student Number _____

1. **Composition (6 hours)**
ENG 11011- College Writing I 3 _____
21011- College Writing II 3 _____

2. **Mathematics and Critical Reasoning (3 hours)**
LER 11009 MATH Modeling 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 _____

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:** <u>All students must complete a two course diversity requirement</u> 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.

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.

_____

10. **Major Requirements**
A. *Core Requirements (22)*
MUS *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. *Music Technology(28)*

MUS 21113 - Music Production I 3_____
21114- Music Production II 3_____
21221- Audio Recording I 3_____
21222- Audio Recording II 3_____
40092 - Music Technology Internship 2_____
41181 –Acoustics and Technology in Music 2_____

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_____

G. Upper Division Electives (3)

NOTES:

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

A minimum of 122-123 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 _____
	Hrs _____	Pts _____	GPA _____	Date _____

Upper Division hrs: _____ _____ _____

College of the Arts

B.S. in Music Technology

I. General College or University Requirements 1

US 10097 First Year Colloquium 1

II. Liberal Education Requirements 38

A complete list of Liberal Education Requirements (LER) courses is on Pages _____.

Composition

ENG 11011 College Writing I 3

21011 College Writing II 3

Mathematics and Critical Reasoning

MATH ~~11010~~ 11009 Modeling Algebra.....4

Humanities and Fine Arts 9

Minimum one course from humanities category and minimum one course from fine arts category.

Social Sciences 6

ECON 22060 Principles of Microeconomics.....3,

Must be selected from two curricular areas.

Basic Sciences 7

Must include one laboratory course.

Additional LER Courses 6

Courses must be selected from two categories above. Select no more than one course from any category. COMM 15000 Introduction to Human Communications 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 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 _____.

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 28

MUS 21113 Music Production I 3

21114 Music Production II 3

21221 Audio Recording I 3

21222 Audio Recording II 3

40092 Music Technology Internship 2

41181 Acoustics and Technology in Music 2

Choose from the following concentrations:

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)

V. Additional Music Requirements 4

MUS 37111 Functional Piano 2

Choose from the following based on placement 2

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

TECH 31000 Cultural Dynamics of Technology 3

BUS 10123 Exploring Business 3

JMC 23030 Electronic Media Video Production 3

ECON 22060 Principals of Microeconomics (meets LER requirement) 3

IX. Elective (Upper Division)..... 3

Total 123

*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.

CELEBRATE CENTENNIAL
KENT STATE UNIVERSITY
1910-2010
Regional Campuses

Requirement Sheet
Bachelor of Science

Music Technology
2009-2010

Student Name: ~~Attachment 6 | Page 45~~
Campus:

DEVELOPMENTAL PRESCRIPTION COURSES

Determined by Basic Skills Assessment (Check Required Courses)

	Dept.	Crs. No.	Title	Cr. Hrs.	Sem/Yr. Comp.
☐	ENG	11001	Intro. to Coll. Writing S (3)		
☐	ENG	11002	College Writing I – Stretch (3)	6	
☐	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	
☐	MATH	10035	Fundamentals of Math V	1	
☐	MATH	10036	Fundamentals of Math VI	1	
☐	US	10003	Read. Strat. for Coll. Suc.	3	
☐	US	10006	Study Strat. for Coll. Suc.	3	

1. US 10097 First Year Colloquium 1

2. LIBERAL EDUCATION REQUIREMENTS*

ENG 11011 College Writing I 3
ENG 21011 College Writing II 3

•Mathematics, Critical Reasoning (~~8~~ 4 hours)
MATH 11009 Modeling Algebra 4
~~MATH 11011 College Algebra~~ 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
ECON 22060 Principles of Microeconomics 3
SOC

•*Basic Sciences (6-7 hour)
(must include one laboratory course)

•*Additional LERs (6 hours)
Must be selected from two different categories.
COMM 15000 Intro to Human Comm. 3

Total Liberal Education Req. Hours 37-38

3. MAJOR REQUIREMENTS

A. Music Core Requirements **20**

MUS	11121**	Music Theory	3
MUS	11122	Music Theory	3
MUS	12211	Music of Western Cultures	2
MUS	12212	Music Non-Western Cultures	2
MUS	21341	Comm. Music Theory/Comp.	3
MUS	34111	Elementary Conducting	2
MUS	41341	Jazz Improvisation	2

Select one from the following 3
MUS 32211 Music History to 1750 (3)
MUS 42131 America's Music (3)
MUS 42161 History of Jazz (3)

B. Music Technology Requirements **16**

MUS	21113	Music Production I	3 ~~2~~
MUS	21114	Music Production II	3 ~~2~~
MUS	21221	Audio Recording I	3 ~~2~~
MUS	21222	Audio Recording II	3 ~~2~~
MUS	40092	Music Technology Internship	2 ~~1~~
MUS	41181	Acoustics & Tech in Music	2

C. Select One Concentration **12**

Music Production (12)
MUS 31113 Music Production III (3)
MUS 31114 Music Production IV (3)
MUS 41113 Music Production V (3)
MUS 41114 Music Production VI (3)

Audio Recording (12)
MUS 31221 Audio Recording III (3)
MUS 31222 Audio Recording IV (3)
MUS 41221 Audio Recording V (3)
MUS 41222 Audio Recording VI (3)

4. Ensembles♦ **8**
2 hours must be taken in major ensemble
2 hours may be taken as electives
MUS 35213 Studio Ensemble (1) 4

5. Applied Studio Musicianship/Applied Mus. 12

A. Applied Music (4)

B. Applied Studio Musicianship or Applied Music (8)

6. Piano (based on placement) **4**

MUS	17111	Piano Class (1)	
MUS	17112	Piano Class (1)	
MUS	27111	Piano Class (2)	
MUS	27112	Piano Class (2)	
MUS	36111	Applied Music Piano (2-4)	
MUS	37111	Functional Piano	2
MUS	46111	Applied Music Piano (2-4)	

7. Additional Requirements **9 ~~12-13~~**
BUS 10123 Exploring Business 3
TECH †31000 Cultural Dyn. Of Tech. 3
JMC 23030 Basic Elect. Media Video Pro 3
~~Choose from the following~~
~~CS 10051 Intro to CS (4)~~
~~CS 19995 ST in CS (1-3)~~
~~8. Upper Division Elective~~ 3

TOTAL REQUIREMENTS ~~121-122~~ 122-123

Student Signature Date

Advisor Signature Date

NOTES:
A minimum of 39 upper division hours is required for graduation.
A minimum of 121 credit hours is required.
A minimum of 2.00 overall GPA is required.
A minimum of 2.25 GPA in Major Requirements is required
A grade of "C" 2.00 or better is required in all music courses
Only General Elective coursework may be taken pass/fail. No more than 12 hours of coursework may be taken pass/fail.
All music majors must attend a minimum of 21 music recitals each academic year (84 total for degree completion).
*Select from the University's LER list in the *Undergraduate Catalog.*
**Students who do not place into this course must first successfully complete MUS 11111 and/or MUS 23111
♦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 to not apply to upper division hours.
†Fulfills Writing Intensive Course Requirement.

Issued by the Office of the Executive Dean for Regional Campuses

Catalog Copy for UG Catalog 2009-2010

(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.

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.

KENT STATE UNIVERSITY

OFFICE OF THE PROVOST

TO: Educational Policies Council

FROM: Robert G. Frank, Provost

SUBJECT: Agenda for Monday, 26 January 2009
Kent Student Center, Room 204, 3:20 p.m.

DATE: 20 January 2009

In the event that any of the hyperlinked proposals require corrections or create 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, 23 January, to ensure that the materials are available at the meeting for review.

ACTION ITEMS

1. Approval of minutes of 17 November 2008.
   Attachment 1

University Requirements Curriculum Committee

2. Establishment of Liberal Education Requirements status for GEOG 21063 Physical Geography Laboratory.
   Effective Fall 2009 ***Dean Donald R. Williams***
   Attachment 2

3. Establishment of Diversity status for TECH 31000 Cultural Dynamics of Technology.
   Effective Fall 2009 ***Dean Donald R. Williams***
   Attachment 3

4. Removal of Diversity status from ENG 33011 African-American Literature.
   Effective Fall 2009 ***Dean Donald R. Williams***
   Attachment 4

Office of the Provost

5. Revision of the undergraduate guest hour policy. The maximum number of credit hours undergraduate students may take as guest students increases, from 12 to 18.
   Effective Fall 2009 ***Provost Robert G. Frank***
   Attachment 5

Undergraduate Studies

6. Revision of US 10097 First Year Experience FLASH Point. Title changes to Destination Kent: First Year Experience; course content is redefined; and grade rule changes from satisfactory/unsatisfactory to letter. The proposal was previously approved by the EPC (17-Nov- 08). However, the Faculty Senate remanded the proposal to the EPC for additional review of college-specific curriculum content.
   Effective Fall 2009 ***Dean Gary M. Padak***
   Attachment 6

ACTION ITEMS *continued*

College of Arts and Sciences

Department of Biological Sciences

7. Establishment of a Pre-Medicine/Pre-Osteopathy/Pre-Dentistry [PMOD] concentration in the Biology [BSCI] major within the Bachelor of Science [BS] degree. Total credit hours to program completion are 121. ***Dean Timothy S. Moerland***
Effective Fall 2009
Attachment 7

Department of Chemistry

8. Establishment of a Biological Chemistry–Pre-Medicine/Pre-Osteopathy/Pre-Dentistry [BIOP] option in the Biological Chemistry [BIOC] concentration in the Chemistry [CHEM] major within the Bachelor of Science [BS] degree. Total credit hours to program completion are 121.
Effective Fall 2009 ***Dean Timothy S. Moerland***
Attachment 8

College of Communication and Information

School of Journalism and Mass Communication

9. Establishment of a Photojournalism [PHOJ] minor. Total credit hours to program completion are 22.
Effective Fall 2009 ***Dean Jeffery W. Fruit***
Attachment 9

School of Library and Information Science

10. Substantial revision of the Information Architecture and Knowledge Management [IAKM] major within the Master of Science [MS] degree. A new concentration, Health Information Management [HIMA], is established; and current concentration Information Use [INFU] is inactivated. In addition, the Information Architecture [INFA] concentration is having its name changed to User Experience Design [UXDE]. Program requirements for both that concentration and the Knowledge Management [KNMN] concentration are revised. The overall program revision includes four new courses, one course inactivation and 16 course revisions. Total credit hours to program completion are unchanged at 42.
Effective Fall 2009 ***Dean Jeffery W. Fruit***
Attachment 10: Proposal | Requirement Sheet, Catalog Copy and Letters of Support

College and Graduate School of Education, Health and Human Services

11. Revision of the policy to require criminal background checks for student teaching and any culminating internship that places students within a school or agency setting. Field experience courses are added to the policy. All teacher education courses designated as student teaching, internship, field experience or like culminating experience—undergraduate and graduate, including those outside the college—will have their descriptions revised to include a statement about the criminal background check requirement.
Effective Fall 2009 ***Dean Daniel F. Mahony***
Attachment 11: Undergraduate Proposal | Graduate Proposal

School of Exercise, Leisure and Sport

12. Establishment of an Exercise Science [EXSI] major with two concentrations—Exercise Physiology [EXPH] and Exercise Specialist [EXSP]—within the Bachelor of Science [BS] degree. This major is currently a concentration with two options in the Physical Education [PEP] major. A new course subject and four new courses—EXSC 15010, 45480, 45481, 45496—are created. Total credits to program completion are 121.
Effective Fall 2009 ***Dean Daniel F. Mahony***
Attachment 12: Proposal | Requirement Sheets | Collaboration with Tri-C, Letters of Support and Ohio Job and Family Services Occupational Trends | New Courses

ACTION ITEMS *continued*

College of Technology

13. Establishment of a Construction Management [COMA] minor. Total credit hours to program completion are 18.
Effective Fall 2009 ***Dean Verna M. Fitzsimmons***
Attachment 13

14. Inactivation of the Management Technology [MTEC] option in the 2+2 concentration for associate degree graduates in the Industrial Technology [INDT] major within the Bachelor of Science [BS] degree.
Effective Fall 2009 ***Dean Verna M. Fitzsimmons***
Attachment 14

15. Inactivation of the Plastics Manufacturing [PLCM] option in the 2+2 concentration for associate degree graduates in the Technology [TECH] major within the Bachelor of Science [BS] degree.
Effective Fall 2009 ***Dean Verna M. Fitzsimmons***
Attachment 15

Regional Campuses

16. Revision of the name and program requirements of the Computer Design and Animation Engineering Technology [CDAT] major within the Associate of Applied Science [AAS] degree, conferred on the Tuscarawas campus. Name changes to Computer Design, Animation and Gaming [CDAG]. IERT 22095 and COMT 21095 are replaced with EERT 22016 and COMT 20011, respectively. Total credit hours to program completion decrease, from 64 to 63-64.
Effective Fall 2009 **Executive *Dean Gregory L. Andrews***
Attachment 16

INFORMATION ITEMS

Office of the Provost

1. Prospectus to be sent to the Ohio Board of Regents for preliminary approval to establish a Public Health [PH] major within the Bachelor of Science [BS] degree.
Attachment 17

College of Communication and Information

School of Communication Studies

2. Establishment of an articulation agreement between Kent State University and Stark State College of Technology, whereby students earning an Associate of Applied Sciences in Technical Communications at Stark State will be able to matriculate into the Applied Communication [APCO] concentration in the Communication Studies [COMM] major within the Bachelor of Arts [BA] degree at Kent State.
Effective Fall 2009
Attachment 18

School of Library and Information Science

3. Revision of the name of the Information Architecture [C612] post-baccalaureate certificate. Name and Banner code change to User Experience Design [C615]. Total credit hours to program completion are unchanged at 18.
Effective Fall 2009
Attachment 19

INFORMATION ITEMS *continued*

College and Graduate School of Education, Health and Human Services

Department of Educational Foundations and Social Services

4. Establishment of Deaf Education Multiple Disabilities [C141] post-secondary and [C616] post-baccalaureate certificates. Total credit hours to program completion for both are 13-15.
Effective Fall 2009
Attachment 20: C141 | C616

5. Establishment of an Early Childhood Deaf Education [C828] post-master's certificate. Total credit hours to program completion are 14-18.
Effective Fall 2009
Attachment 21

6. Revision of the program requirements and admission policy for the Behavioral Intervention Specialist [C605] post-baccalaureate and [C818] post-master's certificates. Program requirements have changed from offering two tracks depending on major to one core for all majors. SPED 63301/83301 is added as requirement; and SPED 63991, SPSY 67920, 67995 are removed. Admission policy is broaden to include graduate students seeking degrees or graduated with a degree that focuses primarily on children and youth with behavioral concerns (or people who work with them). Total credit hours to program completion for both are unchanged at 18
Effective Fall 2009
Attachment 22

School of Exercise, Leisure and Sport

7. Establishment of Disability Studies and Community Inclusion [C140] post-secondary and [C827] post-master's certificates. Total credit hours to program completion for both are 16.
Effective Fall 2009
Attachment 23: C140 | C827

Regional Campuses

8. Per request by the Ohio Board of Regents, the name of the proposed Bachelor of Applied Career Studies has been changed to the Bachelor of Applied Studies. The degree will be conferred on all seven Regional Campuses.
Attachment 24

9. Revision of the name and program requirements for the Hospitality and Food Service [C107] post-secondary certificate, conferred on Ashtabula, East Liverpool and Trumbull campuses. Name change to Hospitality Management [C142] was previously approved by the EPC (16-May-05) but had not been implemented in the student system. HM 23023, NURS 10020 are removed; BMRT 11000, 11009, COMT 11000 are added; and 3-credit-hour elective from set group of courses is added. Total credit hours to program completion decrease, from 24 to 22.
Effective Fall 2009
Attachment 25

10. Revision of the program requirements for the Medical Billing [C123] post-secondary certificate, conferred on Ashtabula, East Liverpool, Salem and Tuscarawas campuses. Added are either/or options ITAP 16639/ITAP 16649 and ITAP 16650/BSCI 10001. Total credit hours to program completion increase, from 16-17 to 16-21.
Effective Fall 2009
Attachment 26

LESSER ACTION ITEMS

College of Arts and Sciences

Department of Biological Sciences

1. Revision of the program requirements for the Biology [BSCI] major within the Bachelor of Arts [BA] degree. MATH 12001 is replaced by MATH 11010, 11022. Total credit hours to program completion are unchanged at 121.
Effective Fall 2009

2. Revision of the program requirements for the Biology [BSCI] major within the Bachelor of Science [BS] degree. New course BSCI 30005 is added as an either/or selection with BSCI 40099, 40191, 40192, 40196. Total credit hours to program completion are unchanged at 121.
Effective Fall 2009

3. Revision of the program requirements for the Botany [BOT] major within the Bachelor of Science [BS] degree. New course BSCI 30005 is added as an either/or selection with BSCI 40099, 40191, 40192, 40196. Total credit hours to program completion are unchanged at 121.
Effective Fall 2009

4. Revision of the program requirements for the Medical Technology [MEDT] major within the Bachelor of Science [BS] degree. MATH 12001 is replaced by MATH 11010, 11022. Total credit hours to major completion are unchanged at 121.
Effective Fall 2009

5. Revision of the program requirements for the Zoology [ZOOL] major within the Bachelor of Science [BS] degree. New course BSCI 30005 is added as an either/or selection with BSCI 40099, 40191, 40192, 40196. Total credit hours to program completion are unchanged at 121.
Effective Fall 2009

6. Revision of the program requirements for the Biological Sciences [BISC] minor. MATH 12001 is replaced by MATH 11010, 11022 as program prerequisite. Total credit hours to program completion are unchanged at 22.
Effective Fall 2009

College of Business Administration and Graduate School of Management

7. Revision of the program requirements for the Master of Library and Information Science [MLIS] / Master of Business Administration [MBA] dual degrees. LIS 60003, 60610 are added; required course LIS 60604 becomes an elective; LIS electives are reduced from 9 to 6 credit hours; and an erroneous listing of BAD 65184 twice on the requirement sheet is corrected. Total credit hours to program completion are unchanged at 69.
Effective Fall 2009

College of Communication and Information

School of Journalism and Mass Communication

8. Revision of the program requirements for the Broadcast Journalism [BJRN] concentration in the News [NEWS] major within the Bachelor of Science [BS] degree. Requirement VCD 27001 is removed, and general electives are increased by 1 credit hour. Total credit hours to program completion are unchanged at 124.
Effective Fall 2009

LESSER ACTION ITEMS *continued*

College of Communication and Information *continued*

School of Journalism and Mass Communication continued

9. Revision of the program and policy requirements for the Advertising [ADV] minor. Requirements JMC 31002, 31003 become either/or options. JMC 20008, 31011 are added as either/or options. Elective JMC 41002 becomes an either/or option with JMC 41003. Elective 41004 is replaced with JMC 33034, 40016, 40095, 41003. Communication Studies majors are now included in the admission restriction policy (joining Marketing and Visual Communication Design majors). Total credit hours to program completion increase, from 18 to 21.
Effective Fall 2009

10. Revision of the program requirements for the Electronic Media [ELMD] minor. Requirements JMC 20007, 22000, 30034, 40006, VCD 27001 are replaced with JMC 22003, 23030, 23031, 30004. JMC electives increase, from 3 to 6 credits, and electives JMC 20001, 20003 are replaced with JMC 33032, 33033, 33042, 33043. Electronic media upper-division electives decrease, from 6 to 3 credits. Total credit hours to program completion decrease, from 24 to 22.
Effective Fall 2009

11. Revision of the program requirements for the Media Literacy [MELT] minor. Electives JMC 30034, 40022 become requirements; and electives JMC 30030, 40193, 44040 are removed. Total credit hours to program completion are unchanged at 21.
Effective Fall 2009

12. Revision of the program requirements for the Public Relations [PR] minor. Requirement JMC 20007 is replaced with COMM 30000. Total credit hours to program completion are unchanged at 24.
Effective Fall 2009

School of Library and Information Science

13. Revision of the admission policy for the Information Architecture and Knowledge Management [IAKM] major within the Master of Science [MS] degree and for certificates Information Architecture [C612] (now User Experience Design [C615]) and Web-Enabled E-Learning Knowledge Management [C609]. Completion of a computer literacy checklist and the Graduate Record Examinations are eliminated.
Effective Fall 2009

14. Revision of the program requirements for the Master of Library and Information Science [MLIS] / Master of Business Administration [MBA] dual degrees. LIS 60003, 60610 are added; required course LIS 60604 becomes an elective; LIS electives are reduced from 9 to 6 credit hours; and an erroneous listing of BAD 65184 twice on the requirement sheet is corrected. Total credit hours to program completion are unchanged at 69.
Effective Fall 2009

College and Graduate School of Education, Health and Human Services

School of Exercise, Leisure and Sport

15. Revision of the admission policy for the Recreation, Parks and Tourism Management [RPTM] major within the Bachelor of Science [BS] degree. Minimum overall GPA for admission is decreased, from 2.25 to 2.0.
Effective Fall 2009

LESSER ACTION ITEMS *continued*

College and Graduate School of Education, Health and Human Services *continued*

School of Family and Consumer Studies

16. Revision of the program requirements for the Family Life Education [FLE] concentration in the Human Development and Family Studies [HDFS] major within the Bachelor of Science [BS] degree. JUS 12000, 28003 are removed; 5-6 credit hours are added as electives taken from CACM 11001, 38080, ENG 20002, HED 32530, 34060, 42041, SPED 23000; and general electives changes from 7-15 to 6-16 credit hours. Total credit hours to program completion are unchanged at 121.
Effective Fall 2009

17. Revision of the program requirements for the Nutrition and Dietetics [ND9] concentration in the Nutrition and Food [NF] major within the Bachelor of Science [BS] degree. HDFS 24011 is removed; NUTR 23112, 43512 are added as requirements; NUTR 43514 reduces credits by one; and general electives decrease, from 11 to 9 credit hours. Total credit hours to program completion decrease, from 125 to 123.
Effective Fall 2009

Regional Campuses

18. Revision of the program requirements for the Nursing ADN [NRST] major within the Associate of Applied Science [AAS] degree, conferred on the Ashtabula, East Liverpool, Geauga and Tuscarawas campuses. NRST 10002, 10004, 10005, 20211 are removed as requirements (their content being integrated into other required courses); and the 3-credit-hour general studies elective is removed. Total credit hours to program completion decrease, from 71 to 62.
Effective Fall 2009

19. Revision of the program requirements for the Occupational Therapy Assistant Technology [OCAT] major within the Associate of Applied Science [AAS] degree, conferred on the Ashtabula and East Liverpool campuses. OCAT 10003 is added as a requirement; and OCAT 10000 is reduced from 3 to 2 credit hours. Total credit hours to program completion are unchanged at 68.
Effective Fall 2009

20. Revision of the program requirements for the Physical Therapist Assistant Technology [PTST] major within the Associate of Applied Science [AAS] degree, conferred on the Ashtabula and East Liverpool campuses. Required BSCI 11001 is replaced with BSCI 11010, 11020. Total credit hours to program completion increase, from 70 to 71.
Effective Fall 2009

21. Revision of the program requirements for the Respiratory Therapy Technology [RTT] major within the Associate of Applied Science [AAS] degree, conferred on the Ashtabula campus. Required BSCI 20020 is replaced with BSCI 11010, 11020. Total credit hours to program completion increase, from 63 to 64.
Effective Fall 2009

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		

Liberal Education Requirements Course Changes, Approved by the URCC, Effective Fall 2009

CS 10051 Introduction to Computer Science (3) ..... P
Revised prerequisite: MATH 11009 or MATH 11010; or minimum SAT 480 or ACT 20 and Compass Algebra 55; or minimum SAT 620 or ACT 26 and Compass Algebra 36.

Writing-Intensive Course Changes, Approved by the URCC, Effective Fall 2009

BSCI 40600 Writing in Biological Sciences (1) ..... P
Revised prerequisite: Biology [BSCI] major and junior or senior standing.

NUTR 43013 Experimental Methods in Nutrition (3) ..... Ds
Revised description: Students gain experience in research methods related to nutrition and dietetics, principles of experimental design, data analysis and techniques of scientific writing.
Revised activity: Lecture

Course Changes Effective Fall 2009

ARCH 10101 First Year Design Studio I (3) ..... P

ARCH 10111 History of Architecture I (3) ..... PDc

ARCH 20112 History of Architecture II (3) ..... PDc

ARCH 30501 Environmental Technology I (3) ..... P

BAD 65054 International Marketing (3) ..... P

BAD 65184 International Business (3) ..... P

BSCI 10195 Special Topics in Biology (1-3) ..... New

BSCI 20140 Cell Biology (4) to:
30140 ..... ND

BSCI 20195 Special Topics in Biology (1-3) ..... New

BSCI 20275 Local Flora (4) to:
30275 ..... N

BSCI 20560 Invertebrate Zoology (4) to:
30560 ..... N

BSCI 26002 Ecological Principles of Pest Management (3) ..... D

BSCI 40191 Senior Seminar (1) ..... P

BSCI 40196 Individual Investigation (1-3) ..... D

BSCI 40515 Animal Behavior (3) ..... PD

BSCI 50515 Animal Behavior (3) ..... PD

BSCI 70515 Animal Behavior (3) ..... PD

CADT 22004 Computer Animation (3) to:
Computer Animation and Gaming ..... TaPDEc

Course Changes Effective Fall 2009 *continued*

CADT	22005	Multimedia and Virtual Reality (2) to: Multimedia and Game Design	TaPDEc
CCI	10095	Special Topics in Communication and Information (1-3)	New
CCI	40095	Special Topics in Communication and Information (1-3)	New
CCI	50095	Special Topics in Communication and Information (1-3)	New
CCI	60095	Special Topics in Communication and Information (1-3)	New
CCI	80095	Special Topics in Communication and Information (1-3)	New
CHEM	40113	Chemical Separations (3)	DP
CHEM	40364	Intermediate Inorganic Chemistry Laboratory (1)	P
CHEM	40555	Elementary Physical Chemistry (3)	PE
CHEM	50113	Chemical Separations (3)	DP
CHEM	50361 50302	Intermediate Inorganic Chemistry (2) to: Inorganic Chemistry II	NTaPD
CHEM	50362 50303	Intermediate Inorganic Chemistry (2) to: Inorganic Chemistry III	NTaPD
CHEM	50477	Physical Techniques of Organic Chemistry Laboratory (2)	Inact
CHEM	50555	Elementary Physical Chemistry (3)	PD
CHEM	70113	Chemical Separations (3)	DP
CHEM	70477	Physical Techniques of Organic Chemistry Laboratory (2)	Inact
CHEM	70555	Elementary Physical Chemistry (3)	PD
CS	10061	Introduction to Computer Programming (3)	Pc
CS	13401	User-Level Computer Security (3)	New
CS	23021	Computer Science I: Programming and Problem Solving (4)	ac
CS	23022	Discrete Structures for Computer Science (3)	P
CS	38101	Introduction to Game Programming (3)	New
CS	43005	Database Systems Design (3) to: Introduction to Database System Design	TaPc
CS	43401	Secure Programming (3)	New
CS	47221	Introduction to Cryptology (3)	New
CS	48101	Game Engine Concepts (3)	New
CS	48102	Game Development Practicum (3)	New
CS	53005	Database Systems Design (3) to: Introduction to Database System Design	TaPc
CS	53401	Secure Programming (3)	New
CS	57221	Introduction to Cryptology (3)	New
EDPF	65529	Educational Motivation (3)	New
EDPF	75529	Educational Motivation (3)	New
ELS	56071	Maintenance and Operations of Areas and Facilities (3)	Inact
ELS	65045	Sport Marketing (3)	New
ENG	30066	Writing in the Public Domain (3)	New

Course Changes Effective Fall 2009 *continued*

ENG	31003	Introduction to Linguistics (3)	PD
ENG	31004	Lexicography/Lexicology (3) to: Lexicology/Lexicography	TaP
ENG	33002	U.S. Literature, 1865-1945 (3) to: U.S. Literature from 1865 to 1945	TaP
ENG	33003	U.S. Literature, 1945-Present (3) to: U.S. Literature from 1945 to Present	TaP
ENG	33011	African-American Literature (3) to: African-American Literature to 1900	TaPDCcd
ENG	33012	Modern African-American Literature (3)	New
ENG	33013	Pan-African Women's Literature (3)	New
ENG	33014	African-American Women's Literature (3)	New
ENG	34011	World Literature in English (3)	PD
ENG	34065	Chaucer (3)	PD
ENG	39095	Special Topics in Literary History (3)	PD
ENG	39195	Special Topics in Drama (3)	PD
ENG	39895	Special Topics in Rhetoric, Composition and Writing (3)	aPD

Large-scale change removing all prerequisites from the following ENG courses:
ENG 31001 31002 31005 31007 31007 41002 41092 41192 41292

Large-scale change of prerequisite to "ENG 21011 or HONR 10297" for the following ENG courses:
ENG 31006 33001 34001 34002 34003 34004 34005 34021 34031
34095 35101 35201 35301 36001 39295 39395 39995 41001

ENTR	27065	Entrepreneurial Experience I (3)	P
ENTR	27075	Entrepreneurial Experience II (2)	P
ENTR	27466	Speaker Series in Entrepreneurship (1)	P
ENTR	37192	Practicum: Entrepreneurship (1-3)	P
ENTR	37195	Special Topics in Entrepreneurship I (3)	P
ENTR	47195	Special Topics in Entrepreneurship II (3)	P
ENTR	47292	Entrepreneurial Internship (1-3)	P
EXSC	15010	Introduction to Exercise Science (2)	New
EXSC	45480	Internship Seminar in Exercise Science (1)	New
EXSC	45481	Senior Seminar in Exercise Science (1)	New
EXSC	45496	Individual Investigation in Exercise Science (3)	New
FDM	10010	Fashion Fundamentals (3)	P
FDM	10020	Fashion Visuals (2)	P
FDM	10130	Introduction to Technical Fashion Drawing (2)	Inact
FDM	15043	Workroom Techniques I (2)	P
FDM	20013	History of Costume (3)	P
FDM	20020	Fashion Merchandising Presentations (3)	P
FDM	20030	Fashion Apparel Analysis (3)	P

Course Changes Effective Fall 2009 *continued*

FDM	20040	Fashion Fabrics II (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	20260	Quantitative Concepts in Retailing (3)	Inact
FDM	20261	Store Operations (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	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 Applications (2)	Inact
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 in the Fashion Industry (3)	P
FDM	30262	Fashion Merchandise Planning and Buying (3)	P
FDM	30272	Merchandise Planning and Control (3)	Inact
FDM	35013	Fashion Accessories (3)	P
FDM	35063	Visual Merchandising and Display (3)	P
FDM	35125	Textile Applied Design (3)	Inact
FDM	35270	Computer Applications in Retailing (3)	P
FDM	35280	Fashion Entrepreneurship (3)	P
FDM	35900	Florence Fashion Study Orientation (1)	P
FDM	40121	Fashion Portfolio I (3)	P
FDM	40122	Fashion Portfolio II (3)	P
FDM	40141	Fashion Studio III (3)	P
FDM	40151	Technical Design Studio I (3)	P
FDM	40261	Fashion Buying (3)	Inact
FDM	40291	Seminar in Fashion Merchandising (3)	P
FDM	45011	Fashion Forecasting (3)	P
FDM	45012	Textiles and Apparel in the Global Economy (3)	P
FDM	45192	Internship in Fashion Merchandising (3)	New
FDM	45292	Internship in Fashion Design (3)	New

FIN	36085	Financial Modeling (3)	New
GEOG	21063	Physical Geography Laboratory (1)	L
HDFS	51095	Special Topics in Family and Consumer Studies (1-4) to: Special Topics in Human Development and Family Studies	
HDFS	54092	Practicum in Individual/Family Studies and Gerontology (3-10) to: Practicum in Human Development and Family Studies	TD
HIED	66677	Workforce, Economic and Community Development in Community Colleges (3)	New
HIED	66678	Issues and Trends in Community College Administration (3)	New
HIED	76677	Workforce, Economic and Community Development in Community Colleges (3)	New
HIED	76678	Issues and Trends in Community College Administration (3)	New
HORT	26010	Arboriculture (3)	PD
HORT	26030	Turf Grass Management (3)	PD
IAKM	60001	Information Architecture and Knowledge Management I (3) to: Information Architecture and Knowledge Management in Context	TaD
IAKM	60002	Information Architecture and Knowledge Management II (3) to: Knowledge Organization Structures, Systems and Services	TaP
IAKM	60005 60105	Information Technologies (3) to:	ND
IAKM	60006	Strategic Information Management (3)	Inact
IAKM	60101	Information Architecture (3)	PD
IAKM	60102	Information and Visual Design (3)	P
IAKM	60103	Research Methods for Information Architecture (3) to: Researching the User Experience	TaPD
IAKM	60110	Content Management Systems (3)	P
IAKM	60111	Online Branding (3)	P
IAKM	60112	Advanced Information Architecture (3)	P
IAKM	60201 60104	Usability I (3) to:	NP
IAKM	60202 60114	Usability II (3) to:	NP
IAKM	60203 60113	User and Task Analysis (3) to:	NP
IAKM	60301	Foundational Principles of Knowledge Management (3)	P
IAKM	60302	Document, Records and Content Management for the Enterprise (3) to: Document and Records Management	TaP
IAKM	60303	Effective Knowledge Management in Organizations (3)	PD
IAKM	60304	Research Methods for Knowledge Management (3)	P
IAKM	60401	Health Information Management (3)	New
IAKM	60402	Legal Issues in Health Information Management (3)	New
IAKM	60403	Health Information Systems (3)	New
IAKM	60410	Health Records Management (3)	New
ID	24510	Textiles in the Built Environment (2)	PDc

Course Changes Effective Fall 2009 *continued*

ID	34515	Computer-Aided Design for Interior Designers (3)	Ps
ID	34522	Methods and Materials for Interior Design (3)	PDc
JMC	20008	Audience Analysis and Research (3)	P
JMC	31002	Advertising Copywriting (3)	P
JMC	31003	Advertising Media Planning (3)	P
LIS	60609	Marketing the Library (3)	New
LIS	60621	Social Sciences Information Sources and Services (3)	P
LIS	60628	Humanities Information Sources and Services (3)	P
MIS	24065	Web Programming (3)	New
MIS	24070 34070	Principles of Systems Development (3) to: Principles of Systems Development (3)	NPE
MIS	24080 34080	Computer Programming for Business I (3) to: Computer Programming for Business I (3)	NPE
NRST	10002	Introduction to Nursing Process (1)	P
NRST	10003	Nursing Agency I (6)	P
NRST	10005	Therapeutic Use of Self (2)	Ps
NRST	10006	Transitions in Nursing Agency (3)	P
NRST	20206	Nursing Agency II (5)	Ps
NRST	20207	Psychosocial Self-Care Deficits (3)	P
NRST	20209	Maternal/Newborn Development Self-Care (2)	Ps
NRST	20211	Contemporary Nursing Issues (1)	P
NUTR	10011	Nutrition Outreach: A How-To for Lifelong Healthy Eating (1)	New
NUTR	23112	Introduction to the Profession: Nutrition and Dietetics (1)	New
NUTR	43512	Advanced Nutrition I (3)	New
NUTR	43513	Advanced Nutrition (3) to: Advanced Nutrition II	Tac
NUTR	43514	Clinical Dietetics (5) to: (4)	DHs
NUTR	43532	Methods and Experiences in Nutrition Outreach (3)	New
NUTR	53013	Experimental Methods in Nutrition (3)	PDs
NUTR	53512	Advanced Nutrition I (3)	New
NUTR	53513	Advanced Nutrition (3) to: Advanced Nutrition II	Ta
NUTR	53514	Clinical Dietetics (4)	New
NUTR	53515	Community Nutrition (3)	PD
NUTR	53518	Maternal and Child Nutrition (3)	P
NUTR	53520	Nutrition for Fitness (3)	P
NUTR	53532	Methods and Experiences in Nutrition Outreach (3)	New
OCAT	10000	Introduction to Occupational Therapy (3)	H
OCAT	10003	Occupational Therapy Practice Skills Laboratory (2)	New

PAS	20200	Recovering the Past: Kent to Memphis (3)	New
PAS	24000	Black Short Story (3)	New
PAS	32001	African-American Literature to 1900 (3)	New
PAS	32002	Modern African-American Literature (3)	New
PAS	37100	Pan-African Women's Literature (3)	New
PAS	37200	African American Women's Literature (3)	New
RPTM	46060	Administration of Leisure Services (3)	P
RPTM	46070	Park Planning (3)	P
RPTM	46071 26071	Maintenance and Operations of Areas and Facilities (3) to:	NPc
SOC	32673	Urban Processes and Life Styles (3) to: Urban Sociology	TaDc
SPAD	25059	Sport in Society (3)	New
SPAD	35065	Sport History (3)	New
SPAD	46095	Special Topics in Sport Administration (1-3)	New
SPAD	45096	Individual Investigation in Sport Administration (1-3)	New
SPAD	46080	Sport and the Law (3)	New
SPED	43102	Interpreting Processes Deaf Hard/Hearing I (3)	Ds
SPED	43103	Interpreting Processes Deaf Hard/Hearing II (3)	Ds
SPED	43104	Advanced Voice to Sign Interpreting (3) to: Interpreting Process III	TaDs
SPED	43020	Assessment in Special Education (3)	PD
SPED	43030	Classroom Behavior Management I: Theory and Techniques (3) to: Applied Behavior Analysis I: Theory and Techniques	TaPDs
SPED	43031	Classroom Behavior Management II: Application and Teaching Social Skills (3) to: Applied Behavior Analysis II: Application	TaPD
SPED	43040	Language and Reading in Special Education (3)	Ps
SPED	43060	Curriculum Methods Mild/Moderate I (3) to: Curriculum Methods in Special Education	TaPD
SPED	43061	Curriculum/Methods Classroom Interventions for Students with Moderate/Intensive Disabilities (3)	Inact
SPED	43062	Curriculum Methods II Mild/Moderate Intervention (3) to: Curriculum Methods Mild/Moderate Intervention	TaP
SPED	43063	Curriculum Methods II Moderate/Intensive Intervention (3)	TaP
SPED	43092	Deaf Residential School Internship (1-3) to: Deaf Residential School Field Experience	TaPD
SPED	43310	Language Instruction for the Deaf/Hard-of-Hearing Students (3) to: Language Development for Deaf and Hard-of-Hearing Students	TaPD
SPED	43311	Instructional Strategies for Deaf/Hard-of-Hearing Students with Special Needs (3) to: Instruction of Deaf/Hard-of-Hearing Students with Special Needs	TaP
SPED	43313	Literacy Assessment and Intervention for Deaf/Hard-of-Hearing Students (6)	P
SPED	43392	Practicum in Deaf Education (1-9) to: (1-3)	HPD
SPED	43324	Curriculum Methods and Materials for Deaf/Hard-of-Hearing Students (3)	PD

Course Changes Effective Fall 2009 *continued*

SPED	43992	Field Experience in Special Education (2-4)	P
SPED	44092	Field Experience for Mild/Moderate Intervention Specialist (2 or 3)	P
SPED	44192	Field Experience for Moderate/Intensive Intervention Specialist (2 or 3)	P
SPED	53020	Assessment in Special Education (3)	PD
SPED	53030	Classroom Behavior Management I: Theory and Techniques (3) to: Applied Behavior Analysis I: Theory and Techniques	TaPDs
SPED	53031	Classroom Behavior Management II: Application and Teaching Social Skills (3) to: Applied Behavior Analysis II: Application	TaPD
SPED	53040	Language and Reading in Special Education (3)	Ps
SPED	53050	Characteristics of Students with Mild/Moderate Intervention Needs (3)	P
SPED	53051	Characteristics of Students with Moderate/Intensive Intervention Needs (3)	P
SPED	53060	Curriculum Methods Mild/Moderate I (3) to: Curriculum Methods in Special Education	TaPD
SPED	53061	Curriculum/Methods Classroom Interventions for Students with Moderate/Intensive Disabilities (3)	Inact
SPED	53062	Curriculum Methods II Mild/Moderate Intervention (3) to: Curriculum Methods Mild/Moderate Intervention	TaP
SPED	53070	Planning and Programming for Transitions (3)	P
SPED	53092	Deaf Residential School Field Experience (3)	TaPD
SPED	53309	Introduction to Deaf Studies (3)	D
SPED	53310	Language Instruction for the Deaf/Hard-of-Hearing Students (3) to: Language Development for Deaf and Hard-of-Hearing Students	TaPD
SPED	53311	Instructional Strategies for Deaf/Hard-of-Hearing Students with Special Needs (3) to: Instruction of Deaf/Hard-of-Hearing Students with Special Needs	TaP
SPED	53313	Literacy Assessment and Intervention for Deaf/Hard-of-Hearing Students (6)	P
SPED	53316	Preschool Education of the Hearing Impaired (3) to: Early Childhood Deaf Education: Family and Child Service Provision	TaPd
SPED	53317	Family-Focused Approaches to Cochlear Implant Use (3)	New
SPED	53324	Curriculum Methods and Materials for Deaf/Hard-of-Hearing Students (3)	PD
SPED	63031	Progress Monitoring and Program Evaluation for Behavioral Interventions (3) to: Program Development and Ethical Application of Applied Behavior Analysis (ABA)	TaD
SPED	63032	Advanced Interventions for Severe Disorders (3) to: Advanced Interventions for Addressing Severe Behavior (3)	TaDCc
SPED	63201	Issues in Special Education (3)	P
SPED	63300	Research Applications in Special Education (3)	P
SPED	63301	Single-Subject Research Methods (3)	New
SPED	63392	Practicum in Deaf Education (1-9) to: (1-3)	HPD
SPED	73031	Progress Monitoring and Program Evaluation for Behavioral Interventions (3) to: Program Development and Ethical Application of Applied Behavior Analysis (ABA)	TaDc
SPED	73032	Advanced Interventions for Severe Disorders (3) to: Advanced Interventions for Addressing Severe Behavior	TaDCc

Course Changes Effective Fall 2009 *continued*

SPED	83301	Single Subject Research Methods (3)	New
SPSY	67931	Progress Monitoring and Program Evaluation for Behavioral Interventions (3) to: Program Development and Ethical Application of Applied Behavior Analysis (ABA) (3)	TaDc
SPSY	67932	Advanced Interventions for Severe Disorders (3) to: Advanced Interventions for Addressing Severe Behavior (3)	TaDCc
SPSY	77931	Progress Monitoring and Program Evaluation for Behavioral Interventions (3) to: Program Development and Ethical Application of Applied Behavior Analysis (ABA)	TADCc
SPSY	77932	Advanced Interventions for Severe Disorders (3) to: Advanced Interventions for Addressing Severe Behavior	TaDCc
TECH	31000	Cultural Dynamics of Technology (2)	d
TECH	35646	Instrument Helicopter Flight (2)	New
TECH	35648	Instrument Helicopter Flight Add-On (1)	New
TECH	35749	Commercial Pilot Helicopter Flight (3)	New
TECH	41040	Residential Construction Estimating (3) to: Construction Estimating I	TAPD
TECH	41041	Commercial Construction Estimating (3) to: Construction Estimating II	TAPD
TECH	43000	Advanced Animation Development (2) to: Advanced Animation and Game Design	TaPDEc
TECH	43003	Multimedia and Virtual Reality II (2) to: Virtual Reality and Game Design	TaPDEc
TECH	55551	Introduction to Nanotechnology (3)	New
TECH	63050	TRIZ-Theory of Inventive Problem Solving (3)	New
TECH	65550	Design and Analysis of Experiments in Technology (3)	New
TECH	66380	Advanced Networking (3)	New
TECH	66382	Network Security (3)	New
TECH	66384	Computer Forensics (3)	New
THEA	41808	Acting Styles I: Shakespeare (3)	New
THEA	41303	Styles of Acting I (3) to: Acting I: Foundations/Stanislavski and Michael Chekhov	TaDsc
THEA	41304	Styles of Acting II (3) to: Acting II: Scene Study-Modern American Realism	TaDsc
THEA	41701	Advanced Movement I (3) to: Movement Form and Space I: The Actor's Physical Instrument	TaDsc
THEA	41801	Advanced Voice/Speech I (3) to: Voice and Speech I: The Actor's Instrument	TaDs
THEA	51303	Styles of Acting I (3) to: Acting I: Foundations/Stanislavski and Michael Chekhov	TaDsc
THEA	51304	Styles of Acting II (3) to: Acting II: Scene Study-Modern American Realism	TaDsc
THEA	51701	Advanced Movement I (3) to: Movement Form and Space I: The Actor's Physical Instrument	TaDsc

Course Changes Effective Fall 2009 *continued*

THEA	51801	Advanced Voice/Speech I (3) to: Voice and Speech I: The Actor's Instrument	TaDs
THEA	51808	Acting Styles I: Shakespeare (3)	New
THEA	61303	Studio: Acting Preparation (3) to: Acting III Scene Study: Naturalism and Absurd	TaDs
THEA	61304	Studio: Scene Study I (3)	Inact
THEA	61305	Studio: Scene Study II (3) to: Acting Styles II: Greek and Comedy of Manners	TaPDsc
THEA	61309	Master of Fine Arts Comprehensive Project in Acting (1-3)	New
THEA	61701	Advanced Movement II (3) to: Movement, Form and Space II: Neutral and Character Mask	TaPDsc
THEA	61702	Movement: Styles (3) to: Musical Theatre Styles	TaPDsc
THEA	61801	Advanced Voice/Speech II (3) to: Voice and Speech II: Vocal Demands and Dialects	TaPDs
THEA	61802	Voice/Speech: Styles (3) to: Voice and Speech III: The Actor/Singer	TaPDsc
THEA	61806	Singing for the Actor (1)	New
US	10097	First Year Experience FLASH Point (1) to: Destination Kent: First Year Experience	TaDG

Large scale addition to description for the following courses:

Students are required 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.

ADED	32142	32268	42292	42357	42358						
CHDS	68036	78036	78092	77692	88292						
CTTE	45377	46020	46031	46092	46192	56031	56092	66292	66392	76092	
CI	67092	67392	77092	77392							
ECED	30164	40128	40165	40292	60162	60166	60192	67292	70166	77292	80292
ECET	21010	21005	22000	22130	22150						
EDAD	66492	77492									
ELS	55051	55053	55058	55059	65392	65692	65792				
HDFS	44019	44092									
HED	32542	42358	54096	58092	78092	74096					
ITEC	67492	77492									
MCED	30092	31000	41000	40002	40003	42357	42358	50002	50003	52358	60092	70092
PEP	49526										
SEED	32275	32272	42292	62192	82192						
SPA	64528	70792									
SPED	40192	43981									

Course Changes Effective Fall 2009 *continued*

SPSY 67692 67792 67892 67914 67936 67972 67973 77692 77792
77892 77914 77936 77972 77973 77992 80192 87992

TECH 46031

COURSE CORRECTIONS

19 November 2007, EPC Agenda, Effective Spring 2008

Inadvertently omitted from agenda: revision of prerequisite to "none":

MATH 10004 10005 10031 10032 10033 10034 10035 10036 11012 11022

31 March 2008, EPC Agenda, Effective Fall 2009

Rescinded by the College of Arts and Sciences:

MATH 10004 Developmental Mathematics (4) ..... Inact

MATH 10005 Introduction to College Mathematics (3) ..... Inact

20 October 2008, EPC Agenda, Effective Fall 2009

CHEM 30101 Quantitative Analysis (2) to:
30105 Analytical Chemistry I (3) ..... TNPHD

CHEM 30102 Quantitative Analysis Laboratory (1) [WIC] to:
30107 Analytical Chemistry Laboratory I [WIC] ..... TNaPD

CHEM 30103 Instrumental Analysis (2) to:
30106 Analytical Chemistry II ..... TNPDE

CHEM 30104 Instrumental Analysis Laboratory (2) to:
30108 Analytical Chemistry Laboratory II [WIC] ..... TaNPD

CHEM 30360 Aqueous Descriptive Inorganic Chemistry (2) to:
30301 Inorganic Chemistry I ..... TNDs

CHEM 40361 Intermediate Inorganic Chemistry (2) to:
40302 Inorganic Chemistry II ..... TNPDEs

CHEM 40362 Intermediate Inorganic Chemistry (2) to:
40303 Inorganic Chemistry III ..... TNPDEs

17 November 2008, EPC Agenda:

VCD 53001 Kinetic and Sequential Graphic Design II (2) to:
Advanced Kinetic and Sequential Graphic Design (3) ..... TaPH

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

EDUCATIONAL POLICIES COUNCIL
Minutes of the Meeting
Monday, 17 November 2008

Ex-officio Members present: Senior Vice President and Provost Robert G. Frank, Vice Provost Steve O. Michael, Executive Dean Gregory L. Andrews; Deans Timothy J. Chandler, James E. Dalton, Laura Cox Dzurec, Timothy S. Moerland, Gary M. Padak, Mark W. Weber, Donald R. Williams; dean representative Donald L. Bubenzer for Daniel F. Mahony, LuEtt J. Hanson for James L. Gaudino, Isaac R. Nettey for Verna M. Fitzsimmons, Fredrick W. Schroath for Robert B. (Yank) Heisler

Faculty Senate-Appointed Representatives present: Paul P. Abraham, Min He, Barbara J. Hipsman-Springer, Thomas Janson, Erica B. Lilly, James A. Tyner, Lowell S. Zurbuch

Faculty Senate-Appointed Representatives not present: Donald (Mack) Hassler, Mandy J. Munro-Stasiuk, Fred T. Smith; alternates Roger J. Craik, Daniel J. Fuller, Sanda S. Katila, Susan J. Roxburgh

College Curriculum Committee Representatives present: Richard O. Devore, David A. Dumpe, Diana L. Fleming, Bruce J. Gunning, Shawn Simmons

College Curriculum Committee Representatives not present: E. Thomas Dowd, Charles L. Harker, John W. Hawks

Observers present:

Observers not present: Sean Mostov, Katie Purcell

Consultants and Guests present: Gregory M. Blase, Stephane E. Booth, Ruth C. Capasso, Terri L. Christiansen, Ronald J. Corthell, Raymond A. Craig, John R. Crawford, Laura L. Davis, Lisa N.H. Delaney, Joseph Drew, Rosemary R. DuMont, Lisa Froning, Klaus Gommlich, Patricia A. Grutzmacher, Mary Ann Haley, Mark E. Holder, Daniel K. Holm, Sally A. Kandel, J. David Keller, Nancy E. Mitchell, Maria C. Nann (Daily Kent Stater), Jeffrey Pellegrino, Denise A. Seachrist, Jamie M. Seeholzer, John R.D. Stalvey, Therese E. Tillett, Andrew M. Tonge

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Associate Provost Stephane E. Booth called to order the Educational Policies Council at 3:27 p.m., on Monday, 17 November 2008, in Room 204 of the Kent Student Center. Senior Vice President and Provost Robert G. Frank joined a few minutes later and presided over the rest of the meeting.

Action Item 1: Approval of the minutes of 20 October 2008.

Faculty Senate Chair Thomas Janson called for a correction to the minutes due to the fact that a vote count was reflected in them even though no official count was taken. He moved that the count be stricken from the minutes. Assistant Professor Bruce J. Gunning seconded the motion. The motion passed unanimously as amended.

Action Item 2: Revision of US 10097 First Year Experience FLASH Point.

Dean Donald R. Williams stated that the University Requirements Curriculum Committee (URCC) met recently and requested revisions to the course proposal, which is what was being brought before the members. He explained that the proposal has been in development for the past year and a half to two years and that it went through the URCC because it is a graduation requirement for all students. He said that he would defer to Sally Kandel, Terri Christiansen and Gary Padak for any questions the members may have had. He then moved for approval of the item which was seconded by Dean Gary M. Padak.

Sally A. Kandel, associate vice president of institutional research and student success, explained that the proposal before the members is an operational plan following the 21st century group recommendation. The team reviewed how best to implement the plan and presented it to many different stakeholder groups within the university; it then revised that plan according to feedback received from those groups. She said the plan is grounded in research and experience and shown to be effective in practice. Terri L. Christiansen, executive director of student success programs, added that the team heard many complaints that the curriculum for the course was too proscribed, and this past year the colleges were allowed a lot of autonomy and some struggled with that. This proposal is a compromise of the two, she said.

Dean Timothy J. Chandler asked if the course should have some learning outcomes considering it is required across campus. To which, Associate Vice President Kandel replied that this was a discussion they had had with the URCC as well. She explained that originally the “guidelines” portion of the proposal had been labeled “learning outcomes”; however, the feedback received indicated that they were not in the traditional style of learning outcomes and should therefore be guidelines. Dean Williams suggested that the guidelines could be rewritten to be phrased as “At the end of the course, students will understand…” to better fit a learning outcomes model.

Faculty Senate Chair Janson told the council that in the “11th hour” of this proposal a grade had been added, whereas the course currently is graded on a satisfactory/unsatisfactory basis. He said this is bothersome because currently many sections are taught by an upper-class undergraduate student, and one undergraduate cannot grade another one. He went on to say that unless the colleges work diligently to create a teachable curriculum, the only grade that a student should receive is satisfactory/unsatisfactory. He also pointed out that students receiving an “F” will not be counted by the state at the end of the semester. Dean James E. Dalton spoke in support of Faculty Senate Chair Janson’s statement. Associate Vice President Kandel stated that she had received a lot of feedback from faculty who wanted it graded. Executive Director Christiansen explained that 70 percent of other universities grade their first-year seminars. Many faculty feel that many students blow off the importance of the course because it is S/U graded. She went on to say that college teams will be developing curriculum to make it a more grade-worthy course. Provost Frank added that there is a major shift in this course; this may be the most important course in the university—it will engage the student. He agreed that there is some ambiguity, but that this course is the future of our retention.

Dean Dalton said that a grade has nothing to do with retention, and that his college has a long history of teaming upper-class students to build camaraderie; grades are often given on the recommendation of the upper-class student. Senator Lowell S. Zurbuch added that the seriousness of a class is not necessarily a diminishment of commitment. He said that he would feel uncomfortable awarding a grade for this course because the objectives are not clarified yet.

Jeffrey Pellegrino, assistant director of the Faculty Professional Development Center (FPDC), said that he has been part of the team that put this proposal together. He agreed with some of the members, explaining that "we are flying the airplane before we build it". He said that the team will be moving toward unifying this in the future. He said that the issue is really about college ownership—academic unites will be able to retain their own students. Dean Williams added that it was the URCC's understanding that each college would have a member working with the FPDC so that, by next fall, those objectives will be laid out for the colleges and faculty. The FPDC is working to discover commonalities across campus. Provost Frank said that the course revisions are a bit of a leap of faith. Assistant Professor Gregory M. Blase said that he would argue that a grade does give the course more credibility. Senator Paul P. Abraham asked if it would be possible for some sections to have a letter grade, and other sections the S/U grade. Therese E. Tillett, director of curriculum services, replied in the negative, stating that there is a policy against such a grade mode. She elaborated by saying that it causes confusion if the scheduler does not set the grade mode, thereby giving students the opportunity to choose the mode they desire.

Senator Barbara J. Hipsman-Springer asked if students would be able to repeat the course. Dean Williams replied that students are able to repeat it now. Faculty Senate Chair Janson added that under the course-repeat policy, students would be able to repeat it to get a better grade if they wished.

Provost Frank then requested a consensus of whether the council was leaning toward the course being graded or with the current satisfactory/unsatisfactory grade. He called for a straw vote, which showed 13 members in favor of grading the course and seven members against it.

Dean Chandler asked the council if they are serious about the content, why would they not want to grade it. He highlighted the last guideline, "At the end of the course, faculty will apprise students of several retention initiatives," and cautioned that the university needs to stop teaching for retention.

With the discussion concluded, Provost Frank called for a vote of the proposal as submitted. The motion passed with 18 members in favor of the proposal, seven members opposed and none abstained.

Senator Hipsman-Springer implored the committee to find a way for students not to have to repeat the course. Provost Frank assured that the repeat issue and learning outcomes will be looked into by the First-Year Experience team.

Action Item 3: Inactivation of the High Technology Manufacturing Technology [HTMT] major within the Associate of Applied Science [AAS] degree program, offered only on the Trumbull campus.

Executive Dean Gregory L. Andrews moved approval of the inactivation of this major explaining that there have been no courses offered in the past three years and there are no students currently in the program. He also emphasized that there are no faculty affected by this inactivation. His item was seconded by Associate Dean Isaac R. Nettey and passed unanimously.

Information Item 1: Consortial agreement with Shanghai International Studies University, China.

Information Item 2: Agreement with Hong Kong Baptist University to offer offsite the Master of Science [MS] degree program in Financial Engineering [FEM].

Vice Provost Steve O. Michael explained that the consortial agreement with Shanghai International Studies University (SISU) is using the attributes of the combined bachelor's/master's degrees with some aspects of pre-medical programs. SISU is interested in specific majors, and a memorandum of understanding has been signed.

Vice Provost Michael said that he saw this as an effective way to bring international students to Kent State, and that SISU could be thought of in the future as the ninth campus of Kent State. He also cautioned against delay so that Kent State will not have to wait until 2010 to have the SISU students on campus.

Faculty Senate Chair Janson asked how quality will be ensured for Shanghai and Hong Kong students. Vice Provost Michael replied that the best way is by knowing them for the three years prior to their arrival at Kent State. There will also be a determination of whether or not they are ready to be Kent State bound. Also, he said, their work can be reviewed and more requirements added if necessary before they show up. Currently, international students just show up with transcript. Provost Frank added that there will be due diligence with the faculty both at Kent State and at SISU.

Assistant Professor Shawn Simmons asked for clarification as to whether students would be coming to Kent State, or if Kent State, students would be going to China. Vice Provost Michael stated that the Chinese students would be coming to Kent. He added that although it was not mentioned in the attached documents, SISU wants to give Kent State 15 undergraduate scholarships to send Kent State students to Shanghai. To aid in clarification, Associate Professor Linda J. Zucca added that the students will take KSU courses and then transfer them back to China to count toward their undergraduate degree at their home institution. Then, she explained, they would use the degree to come back here for graduate study.

Faculty Senate Chair Janson asked if there was curricular action from the College of Arts and Sciences regarding the Hong Kong agreement. Dean Timothy S. Moerland replied that it has not yet gone through the College Curriculum Committee.

Information Item 3: Revisions to the Music Technology [MUST] major within the Bachelor of Science [BS] degree program, to be offered on the Stark campus.

Associate Professor and Department Chair of the Music Department Denise A. Seachrist explained that this is a proposal previously seen and approved by both the EPC and the Faculty Senate. She said that the accrediting agency wanted the program requirements tweaked a little bit; the result is an increase in credit hours for some courses. She called it a “housekeeping” issue for accreditation.

With no requests to discuss lesser action items or to bring other business to the floor, Provost Frank adjourned the meeting at 4:14 p.m.

Respectfully submitted,

Lisa N. H. Delaney
Academic Program Coordinator, Curriculum Services
Office of the Provost

HONORS COLLEGE

Interdepartmental Correspondence

To: Stephane Booth, Associate Provost

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

Subject: Course Proposal for EPC Action

Date: December 19, 2008

The University Requirements Curriculum Committee has approved the following course as an LER course, effective Fall 2009:

GEOG 21063, Physical Geography Laboratory, 1 cr. hr.

Relevant cover memos, CCP, BDS, course proposal questionnaire, and sample syllabus are attached.

Cc: Therese Tillett, Curriculum Services
Mary Ann Haley, Arts and Sciences
URCC

KENT STATE
UNIVERSITY

NOV 25 2008

INTERDEPARTMENTAL CORRESPONDENCE
College of Arts and Sciences

To: Dr. Don Williams, Chair, URCC

From: Mary Ann Haley, Assistant Dean of Curriculum
College of Arts and Sciences

Mary Ann Haley

Date: November 25, 2008

Subject: LER Status Requests for URCC Consideration

The following curricular change was approved at the October 30, 2008 meeting of the College of Arts and Sciences Curriculum Committee:

A. DEPARTMENT OF GEOGRAPHY

1. Revise GEOG 21063, Physical Geography Laboratory [01-01]
   LER: Lab Status

KENT STATE
UNIVERSITY

GEOGRAPHY

Memo

To: Mary Ann Haley, Assistant Dean of Curriculum, Arts and Sciences

From: Jay Lee, Chair

Date: 20 October, 2008

Re: Creation of Physical Geography Science Lab LER Course

Please find attached the Certificate of Curriculum Proposal, Basic Data Sheet, a sample syllabus, and 5 sample labs for Physical Geography Laboratory (GEOG 21063) which we are proposing as a science laboratory LER. These labs, which will involve hands-on activities, experiments, data collection and data analysis will greatly enhance the understanding of concepts learned in Physical Geography (GEOG 21062), which currently has science LER status. We have consulted with the Geology Department to ensure there is no encroachment and they are in support of the proposal (see attached letter).

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **20-Oct-08** Curriculum Bulletin _____
Effective Date **Fall 2009** Approved by EPC _____

Department	**GEOG**
College	**AS - Arts and Sciences**
Proposal	**Revise Course**
Course Subject	**GEOG** Course Number **21063**
Course Title	**Physical Geography Laboratory**
Minimum Credits	**01** Maximum Credits **01**

Checked items are new or revised

- ☐ Subject
- ☐ Number
- ☐ Title
- ☐ Title Abbreviation
- ☐ Credit Hours
- ☐ Prerequisites
- ☐ Description
- ☐ Schedule Type
- ☐ Cross-Listed / Slash
- ☐ Grade Rule
- ☐ Credit by Exam
- ☐ Course Content
- ☒ Liberal Education Requirements (LER)
- ☐ Writing-Intensive (WIC)
- ☐ Diversity
- ☐ 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):
Once Physical Geography Laboratory (GEOG 21063) has LER status, students will have an additional option to fulfill the laboratory class requirement

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

REQUIRED ENDORSEMENTS

Department Chair / School Director / Campus Dean	10 / 20 / 2008
Mary Ann Haley College Dean	11 / 25 / 08
Executive Dean of Regional Campuses / Dean of Graduate Studies	/ /
Senior Vice President for Academic Affairs and Provost	/ /

GEOG 2

BASIC DATA SHEET

Complete all fields. Data entered below should reflect new/revised information.

Preparation Date	**20-Oct-08**	Requested Effective Term	**Fall 2009**
Course Subject	**GEOG**	Course Number	**21063**
Course Title	**PHYSICAL GEOGRAPHY LABORATORY**		
Title Abbreviation	**Physical Geography Laboratory** 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	**01** ☑ to ☐ or	Maximum Credit	**01** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)

Contact Hours Per Week					
	☐ Lecture	Minimum Hours		☐ to ☐ or	Maximum Hours
	☒ Laboratory	Minimum Hours	~~01~~ 3.00	☑ to ☐ or	Maximum Hours ~~01~~ 3.00
	☐ 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)	**LBS - LER/Basic Sciences**
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) **GEOG 21062**

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 **Practical experience examining physical geographic processes, including the study and manipulation of map projections, Earth-sun relationships, and experiments relating to the atmosphere, biosphere, lithosphere, and hydrosphere.**
(do not include prerequisites)

Complete the following only if applicable:
Previous Title

Previous Subject Previous Number

Term Start _____ Term End _____ NOTE: To be completed by Curriculum Services.

GEOG 3

Content Outline (include contact hours for each section)

Contact Hours	Outline
6.00	**Maps and geographic grids**
3.00	**Earth-Sun relationships**
6.00	**Atmospheric processes**
2.00	**Weather**
3.00	**Biomes**
3.00	**Soils**
2.00	**Glaciers and Glaciation**
3.00	**Rivers and River Processes**
2.00	**Topographic Analysis of Landscapes**
15.00	**Laboratory Preparation and Reports**

45.00 Total Contact Hours

Textbook(s) Used in this Course	**None - Instructor prepared materials**
Writing Expectations	**Laboratory reports and laboratory exam**
Instructor(s) Expected To Teach	**Munro-Stasiuk, Sheridan, Teaching Assistants**
Instructor(s) Contributing to Content	**Munro-Stasiuk, Haley, Brown**

REQUIRED ENDORSEMENT

Department Chair / School Director / Campus Dean

10/20/2008

GEOG 4

Liberal Education Requirements (LER) Course Proposal Questionnaire

Please review the LER Policy Statement 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 typical course syllabus.

Date: October 10, 2008

Department/School: GEOG

Course Number: GEOG 21063 **Credit Hours: 1**

Course Title: Physical Geography Laboratory

LER Category: V

Prerequisite(s): co-requisite GEOG 21062 (PHYSICAL GEOGRAPHY)

1. Explain how the course addresses (a) concepts central to the subject area and (b) the specific LER learning goals listed in the *Undergraduate Catalog*:

   a. Acquire critical thinking and problem-solving skills

   These labs will involve hands-on activities, experiments, data collection and data analysis that will greatly enhance the understanding of concepts learned in Physical Geography (GEOG 21062). Specifically, the labs will result in the development of analytical skills, particularly when collected and collated data are analyzed. Students will learn to analyze patterns and processes of the atmosphere and Earth's landscape from a critical geographic perspective. They will conduct fieldwork, including collecting and recording raw data, taking field notes, and constructing and analyzing graphs and diagrams. They will learn to read and interpret topographic maps, and will learn to use and apply appropriate equipment and techniques used by academics and professionals in the subdiciplines of climatology, biogeography, geomorphology and hydrology.

   b. Apply principles of effective written and oral communications

   Many topics lend themselves to the discussion of topical issues such as climate change and global hazards (e.g. tsunamis and hurricanes). Each lab will have a discussion component and require a written report to be submitted detailing the lab's findings.

   c. Broaden their imagination and develop their creativity

   Physical Geography is a diverse subject area that must be understood from a global to local level. Most students can relate to local phenomena but have a harder time fitting it into a global context. This laboratory course is perfect for stimulating the mind and imagination as, for example, we cannot understand local weather and climate without fitting into a global perspective; we cannot understand the topography of the local landscape without learning and understanding the processes that occurred at the larger scales. These tools and skills are essential to the discipline and will help the student understand and apply them in any environment they visit. Also, the designing of experiments naturally lend themselves to creativity.

   GEOG 5

   d. Cultivate their natural curiosity and begin a lifelong pursuit of knowledge

Students in physical geography lab, will be exposed to aspects of the natural environment; how man affects that environment, and how the environment affects man. As students will gain a respect for all aspects of their environment and will gain the foundation knowledge to question all decisions related to the environment. These are decisions that will affect them directly on a daily basis for the rest of their lives.

e. Develop competencies and values vital to responsible uses of information and technology

As part of the lab, students will be required to use on-line sources, use software programs that analyze numerical data (e.g. Excel) and produce maps (e.g. ArcGIS), and use Global Positioning Systems. These are all tools that are used in Geography to aid decision-making in the real world. Students will learn how to use this responsibly to answer questions that relate to the environment.

f. Engage in independent thinking, develop their own voice and vision, and become informed, responsible citizens.

Students will assess issues related to the physical environment. They will be exposed to debates and issues prominent in the field and will have to assess the evidence provided by those debates. Students will reflect on the consequences of their own actions in situations concerning places and environments. They will also learn to understand their rights and responsibilities to other people and the environment.

g. Improve their understanding of issues and behaviors concerning inclusion, community and tolerance

This is less strongly developed in this, a science course. However, the course does address issues like risk from environmental hazards because of the socio-economic conditions and population.

h. Increase their awareness of ethical implications of their own and others' actions

By its very nature, Physical Geography is a natural science that deals with all aspects of Earth Systems. As stated above, students will reflect on the consequences of their own actions in situations concerning places and environments. They will also learn to understand their rights and responsibilities to other people and the environment.

i. Integrate their major studies into the broader context of a liberal education

This lab involves gaining an appreciation of our environment. From that standpoint, students can use this foundation to apply skills and concepts gained in most, if not all other classes, they take at Kent State including science, the arts, business, communication etc.

2. If this course is being proposed for Category I (composition) or Category II (mathematics and critical reasoning), indicate the essential skills that the course is intended to teach, sharpen or strengthen. (Skip this question if the proposed course is intended for other categories.)

3. State how the course is representative of a field that has attained maturity and substance with critical mass of its own scholarly literature, methodology, community of specialists and conceptual framework.

Physical Geography is one of two major fields of Geography (the other is human geography). The field is well established and supported by a number of International Associations (e.g. International Geographical Union), National Associations (e.g. Association of American Geographers), and local groups. The Association of American Geographers boasts over 10,000 members and there are more than a dozen specialty groups dedicated specifically to physical

geography (e.g. cryosphere, geomorphology, biogeography). There are hundreds of journals dedicated specifically to Geography, with more than 30 dedicated specifically to aspects of physical geography and many more that covers physical geography within the broader field.

4. Are adequate resources available for this course (e.g., faculty, classroom space, equipment, library holdings)? If yes, explain.

There are adequate facilities on the Kent Campus. The lab will be taught by teaching assistants under the supervision of a faculty member. Teaching assistants will have weekly group meetings to discuss the week's lab with the faculty member. There is a physical geography lab that can seat 22 students in a particular lab section. The room is dedicated to this course so many lab sections can be scheduled. The room houses the majority of all the equipment and resources needed for the lab. We also have access to the map library which is in McGilvrey Hall the same building as the Department of Geography. Between the Kent Library and OhioLink, there is an excellent book collection as well as access to the majority of Physical Geography Journals.

5. How will teaching and learning be evaluated? How will the effectiveness of the course be assessed? Please attach a sample syllabus.

Labs will be completed by students each week and graded by TA's. Two lab exams will assess the appropriate methods and techniques learned and applied in the class. Students will also be assessed on their levels of participation and team work.

6. Has this course been offered previously?

Yes, the lab has been offered every semester for the past three years and is required for Geography majors.

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?

This proposed LER lab, is the only lab of all the science LERS that looks at the entire Earth Environment as a system and how one system affects another. This includes all aspects of the atmosphere, biosphere, hydrosphere, and lithosphere. It also includes how humans impact those systems and how the systems impact humans.

Dear Mandy: Thanks for sharing with us your proposal to add a Physical Geography laboratory to the Geography Curriculum. I have discussed your proposal with some members of my department, including Yoram Eckstein, our current CCC representative. We support your proposal and wish you the best in providing a quality lab experience for your students.

sincerely, daniel

Daniel K. Holm, Professor & Chair
Dept of Geology, 221 McGilvrey Hall,
Kent State University, Kent, OH 44242
dholm@kent.edu
330-672-2680 (office) 2-7949 (fax)

GEOG 8

KENT STATE
UNIVERSITY

PHYSICAL GEOGRAPHY LABORATORY, GEOG 21063
FALL 2008
SYLLABUS

Lab Instructor: Rebecca Brown
Office: MCG 437
Phone: TBA
E-mail: TBA
Office Hours: Monday/Wednesday 1:00 pm – 3:45 pm
Friday 10:00 am – 11:00 am; 12:00 pm – 1:00 pm

I have an open-door policy and encourage you to come during my posted office hours. Please contact me if you are unable to meet during my office hours so that we can schedule an alternative time. If you are having difficulty with any aspect of the physical geography lab please feel free to discuss it with me or e-mail with any questions. Keep in mind, I cannot help you with problems that I do not know about.

COURSE DESCRIPTION
Undergraduate Catalog Description:
Practical experience examining physical geographic processes, including the study and manipulation of map projections, Earth-sun relationships and experiments relating to the atmosphere, biosphere, lithosphere and hydrosphere.

Physical Geography lab is taught in conjunction with the lecture. The lab is designed to expand and reinforce concepts discussed in lecture through hand's on activities. Activities emphasize a wide range of topics related to weather, climate, vegetation, soil, and landforms. These activities include field exercises, topographic map readings, analyzing collected data, and lab manual exercises.

COURSE INFORMATION
Lab Sections: 002 - Monday 8:50 am – 10:30 am
Lecture Instructor: Dr. Mandy Munro-Stasiuk
Location: MCG 309 and outdoor field sites
Knowledge Outcomes:
- Students will expand their understanding of physical geography concepts that they learn in lecture.
- Students will apply their knowledge and understanding of physical geography concepts by analyzing the physical environment from a geographic perspective.

Skill Outcomes:
- Students will learn to analyze patterns and processes of the landscape from a critical geographic perspective.
- Students will be ale to work on a team to accurately conduct field research.
- Students will be able to conduct fieldwork, which includes being able to collect and record raw data from the field, take good field notes, and construct and analyze graphs and diagrams.
- Students will be able to read and interpret topographic maps.
- Students will learn to use equipment that professionals in biogeography, hydrology, and climatology use in the field.

In addition to these learning outcomes, I hope that you will develop an awareness and appreciation of the physical environment, the processes found therein, and the impacts of these processes upon culture.

GEOG 9

Lab Exercises: Exercises given in class
Lecture Textbook: *Elements of Physical Geography* by Gabler, Petersen, and Trapasso (8th Edition)
Supplies: Calculator, ruler, pencils, paper

SPECIAL REQUIREMENTS

For this lab, you are required to meet at various locations for field exercises. Maps, directions, and instructions will be given the week prior to meeting at fieldwork locations. Appropriate attire is recommended for fieldwork. This includes proper shoes and suitable outerwear related to weather conditions. Textbook, library, and internet research for terms and concepts may be necessary to adequately prepare for the lab assignments.

COURSE POLICIES

- **Attendance** *Punctual lab attendance is expected of each student.*
  Attendance in lab is **mandatory** and is the student's responsibility. Do not schedule other meetings that prohibit you from attending lab and from being on time. Throughout the semester, we will be going outside for observation and fieldwork; therefore, if you are tardy, you may be left behind. **Be on time.**

- **Preparedness** *To be prepared, students need to have necessary materials, completed assignments, and ready-to-think minds.*
  To be prepared you will need to:
  - Bring the required materials and supplies to each lab session;
  - Dress appropriately for fieldwork; and
  - Have assignments completed *before* lab begins.

- **Participation** *Several factors are needed for full participation in lab: attentiveness, elimination of distractions, and teamwork.*
  - Listen to instructions
  - Turn off phones and beepers
  - Put away food and drinks
  - Refrain from using profanity

  Students will NOT smoke or use tobacco of any form (even if we are outside). For several labs, you will be working as a team with your classmates. Make sure you have contact information of your team members and are working with the team. Part of your grade will reflect your ability to work on a team.

- **Course Work** *All course work must be completed individually.*
  Each student must turn in original responses to questions even if the lab is completed as a group. Group work or responses will not be accepted.

GRADES

In lab, grades are based on the number you have earned during the semester from class participation and lab/field exercises. There will be NO EXTRA CREDIT given in lab. The points are allocated as follows:

Lab Component	Points	Percentage
Lab Exercises	20 pts. each (200)	50%
Lab Exams	80 pts. each (160)	40%
Participation	4 pts. each (40)	10%
Total	*400*	*100%*

GEOG 10

Lab Exercises: (200 points) There are 10 lab exercises graded consisting of activities as well as from handouts given by the lab instructor worth a total of 200 points (see the tentative schedule for the individual breakdown of points). Lab 1 will not be graded; however, you will turn the lab in for participation points. You will have either a lab assignment and/or field exercise each week. All exercises are due the following lab week at the ***beginning*** of lab.

Lab Exams: (160 points) A total of two exams worth 80 points each will be given during the semester. A midterm exam will include all material that is covered during lab sessions beginning with the first lab. A final exam will take place at the end of the semester and will include material from the second half of the semester. Further details regarding exam content will be given prior to the exams. These exams are designed to measure your knowledge and understanding of the concepts emphasized during lab sessions.

Participation: (40 points) Credit will come from attendance and class participation. We will have 11 labs, however only 10 will be counted towards participation. Lab participation within a working group environment and maintaining a learning environment through studious behavior will also be a part of the participation points.

Make-Up and Late- Work Policy: If you are absent, you are responsible for obtaining missed lab notes and assignments. Assignments are still due even if you are absent in lab that day. If you are absent for any field exercises, your make-up assignment may be a 3-5-page typed paper about the topics being studied in the field. Your 3-5 page paper will be due the same day as the field exercises. All papers must be double spaced, 12 point font, 1inch margins, with cited references (see lab instructor for specific guidelines). Any assignment turned in after the deadline will be given a maximum of half credit. An additional 2 points will be subtracted from the grade for each additional day the assignment is late. Assignments turned in after it has been returned to the class will receive a grade of zero.

Registration Requirement: The official registration deadline for this course is September 7, 2008. University policy requires all students to be officially registered in each class they are attending. Students who are not officially registered for a course by published deadlines should not be attending classes and will not receive credit or a grade for the course. Each student must confirm enrollment by checking his/her class schedule (using Student Tools in FlashFast) prior to the deadline indicated. Registration errors must be corrected prior to the deadline.

Student 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 see me at the beginning of the semester or when receiving an assignment for which an 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)

Cheating and Plagiarism: Students enrolled in any courses offered and taught by instructors in the Department of Geography at Kent State University are to perform their academic work according to standards set by the university; and cheating and plagiarism constitute fraudulent misrepresentation for which no credit can be given and for which appropriate sanctions are warranted and will be applied. The detail definitions, rules and remedial procedures for academic dishonesty are available at http://www.kent.edu/policyreg/chap3/3-01-8.cfm.

Tentative Fall 2008 Schedule *

Week of	Topics	Lab Exercise	Points	Lab Due
Aug 25	Syllabus, Introduction Latitude, Longitude, Time	Lab 1		
Sept 1	No Lab – Labor Day			
Sept 8	Maps	Lab 2	20	Lab 1 – participation points only
Sept 15	Earth Sun Relations/Solar Radiation	Lab 3	20	Lab 2
Sept 22	Atmospheric Pressure and Winds	Lab 4	20	Lab 3
Sept 29	Atmospheric Moisture Hand out Lab 6 weather data collection assignment	Lab 5	20	Lab 4
Oct 6	**Midterm Exam**		80	Lab 5
Oct 13	Weather and Climate Systems	Lab 6	20	
Oct 20	Soils	Lab 7	20	Lab 6
Oct 27	Biogeography (Part A)	Lab 8	20	Lab 7
Nov 3	Biogeography (Part B) *Kent Bog Field Trip	Lab 9	20	Lab 8
Nov 10	Fluvial Geomorphology *Field Trip	Lab 10	20	Lab 9
Nov 17	Fluvial Geomorphology In class			
Nov 24	Thanksgiving No Lab			
Dec 1	Glacial Processes Wrap up	Lab 11	20	Lab 10
Dec 8	**Final Exam: Monday Dec 8 10:15 am-12:30 pm**		80	Lab 11

* Tentative dates for outdoor activities. Changes may be made due to weather or facility availability.

GEOG 12

LAB 3 - Earth-Sun Relations

Name _____
Section (Day/Time) _____

Key Terms / Concepts:

ANS
Declination
Insolation
Intensity
Solstice
Equinox
Duration
Circle of illumination

Declination

As the earth rotates and revolves around the sun throughout the year, the suns direct rays are at a 90° angle to different locations between 23.5° N and 23.5° S.

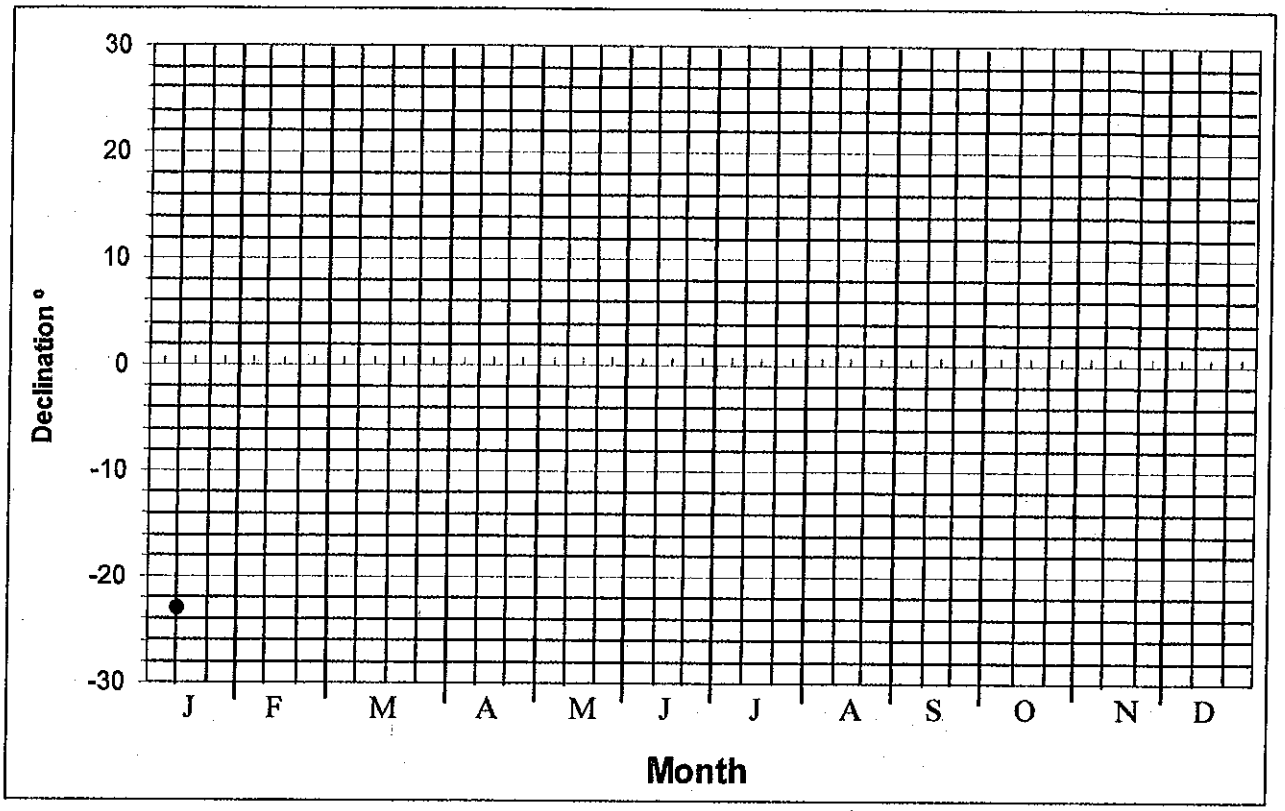
A chart marks the location of the sun's direct rays between the December solstice and June Solstice. The latitude at which the sun's rays are at a 90° angle is known as the sun's **declination.** The sun can not have a declination greater than 23.5° N or S. Also located on the chart are the dates at which the sun is at a 90° angle to that latitude. Each degree of latitude between the Tropic of Cancer and the Tropic of Capricorn will receive direct rays of the sun on exactly two days for each revolution of the earth.

1. Using Table A, plot the declination of the sun on the graph below. Draw a line connecting the points, interpolating the points in between each date and smoothing the line. The first date has been drawn in for you.

Table A:

Date	Declination (°)	Date	Declination (°)
Jan 1	23 S	Jul 10	22 ½
Jan 10	22 ½	Jul 20	21
Jan 20	22	Jul 30	18 ½
Feb 1	17	Aug 10	16
Feb 10	15	Aug 20	12 ½
Feb 20	11	Aug 30	9
Mar 1	8	Sep 10	5
Mar 10	4 ½	Sep 20	1 ½
Mar 20	½	Sep 30	2 ½ S
Mar 30	3 ½ N	Oct 10	6 ½
Apr 10	7 ½	Oct 20	10
Apr 20	11	Oct 30	13 ½
Apr 30	14 ½	Nov 10	17
May 10	17	Nov 20	19 ½
May 20	20	Nov 30	21 ½
May 30	22	Dec 10	23 ½
Jun 10	23	Dec 20	23 ½
Jun 20	23 ½	Dec 30	23
Jun 30	23		

GEOG 13



2. On the graph, circle the line/points marking the solstices and equinoxes.

3. Describe what you see happens to the declination of the sun over a solar year.

4. What is the declination of the sun today? _____

5. What is the declination of the sun on:
   a. June Solstice _____
   b. December Solstice _____
   c. March Equinox _____
   d. September Equinox _____

6. On what day will San Marcos receive the maximum intensity of the sun?
   _____

7. On what day will San Marcos receive the minimum intensity of the sun?
   _____

8. When is the declination of the sun moving south? (give dates)
   _____

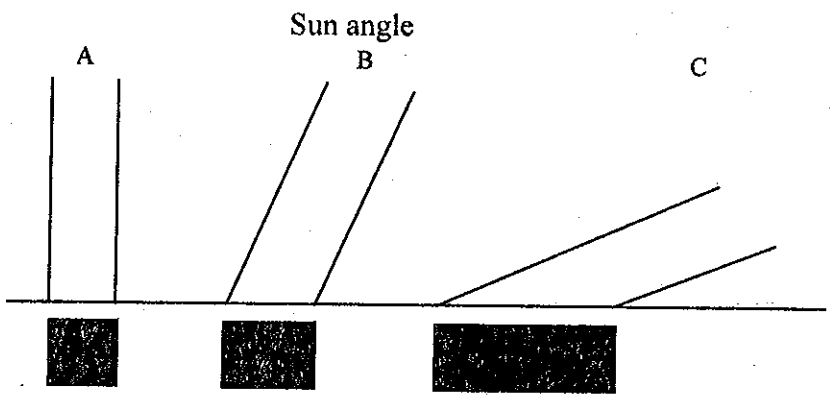
GEOG 14

9. What is happening to the length of daylight in the northern hemisphere when the answer to question 18 is occurring? _____

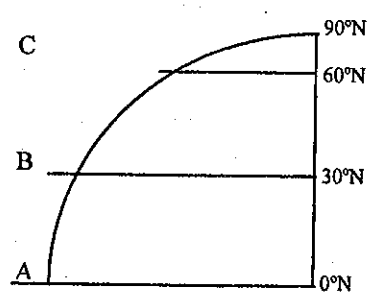
10. Between which latitudes (both north and south) will the sun never be directly overhead?

Insolation

The **duration** of daylight at a place is directly related to the amount of **insolation** (or ***in***coming ***so***lar ***ra***diation) that a place receives throughout the year. The more daylight received at a place (potion of a day there is light), the greater the potential for insolation. Insolation varies on Earth depending on latitude. Two things are important when considering insolation: intensity and duration. Intensity is measured using the angle of the Sun respective of latitude and the declination. Using a flashlight as an example, point the beam from the flashlight directly at a wall. All the light is concentrated into a small area. Now turn the flashlight to a 45° angle. The area the light illuminates is larger but overall the intensity of the light is weaker. The same thing happens with insolation. As the sun angle decreases from 90°, the intensity lessons and the sunlight is spread out over a greater area. To understand intensity, we will be looking at the altitude of the noon sun (ANS). ANS will change throughout the year as the Sun's declination changes. Then, we will look at the intensity of the sunlight.



Surface area covered by solar radiation



To compute ANS at any latitude, use the following equation:

ANS= 90 – (LP + LS) if LP and LS are in different hemispheres

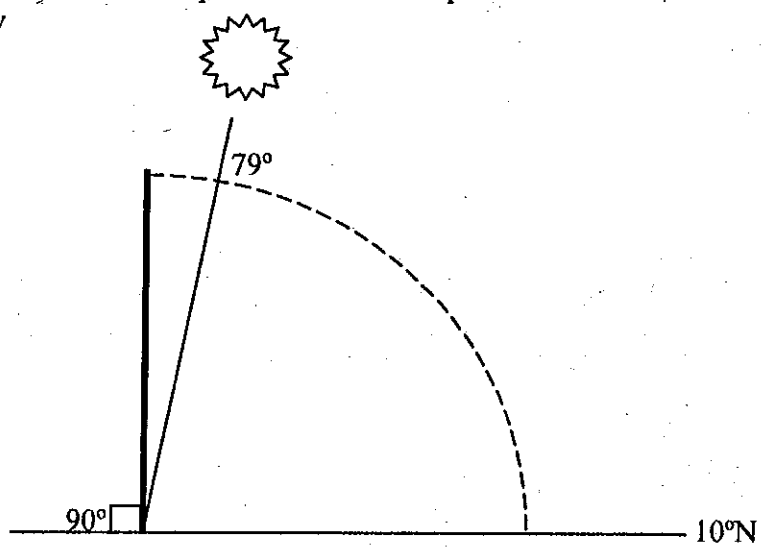
Or

ANS= 90 – (LP – LS) if LP and LS are is the same hemispheres

With LP = Latitudinal position and LS = declination

GEOG 15

For example, the declination of the sun on July 20th is 21°N (LS). If your latitude is 10°N (LP), or 11° (21-10) from the declination of the sun, then the sun is 11° from the straight overhead position. The ANS then is 90-11= 79°. So on July 20th at the local noon at 10°N, the sun will be at 79° in the sky. The intensity of the sun at the place is less then at places where the sun is 90° in the sky. See the diagram below



In order to determine the intensity of solar radiation of a place, the ANS for a location is needed. Continuing with the above example: the declination for 10°N on July 20th is 21°N. The ANS is then 79°. Using the ANS and Table 2, go down to 70° then over to 9° to discover the intensity is 98.1%. Does this make sense? Well, 10° is within the tropical zone so the area receives a lot of sunlight at nearly-direct insolation in July. So yes, it makes sense that the answer is 98.1%.

Table 2. Percent of solar radiation intensity

Sun Angle	0°	1°	2°	3°	4°	5°	6°	7°	8°	9°
0°	0.0	1.8	3.5	5.2	7	8.7	10.5	12.2	13.9	15.6
10°	17.4	19.1	20.8	22.5	24.2	25.9	27.6	29.2	30.9	32.6
20°	34.2	35.8	37.5	39.1	40.7	42.3	43.8	45.4	47	48.5
30°	50	51.5	53	54.5	55.9	57.4	58.8	60.2	61.6	62.9
40°	64.3	65.6	66.9	68.2	69.5	70.7	71.9	73.1	74.3	75.5
50°	76.6	77.7	78.8	79.9	80.9	81.9	82.9	83.9	84.8	85.7
60°	86.6	87.5	88.3	89.1	89.9	90.6	81.4	92.1	92.7	93.4
70°	94	94.6	95.1	95.6	96.1	96.6	97	97.4	97.8	98.1
80°	98.5	98.8	99	99.3	99.5	99.6	99.8	99.9	99.9	99.9

GEOG16

Using San Marcos's latitude 30°N and today's date of _____, answer the following questions.

11. What is the ANS today in San Marcos? _____

12. a. On what day is the ANS the highest, i.e. intensity of the sun will be the greatest?_____

    b. What is the ANS on that day? _____
    c. What is the solar radiation intensity on that day? _____

13. What is the ANS on an equinox?_____

14. At what latitudes is the sun never overhead?

15. Fill in the table of ANS and radiation intensity below, using the extra space to show your work:

Latitude	Highest ANS	Maximum Intensity (%)
0°		
10°		
25°		
40°		
55°		

16. Using what you now know about radiation intensity and duration, explain how an intensity and duration interact as latitude increases towards the poles.

GEOG 17

HONORS COLLEGE

Interdepartmental Correspondence

To: Stephane Booth, Associate Provost

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

Subject: Course Proposals for EPC Action

Date: December 19, 2008

The University Requirements Curriculum Committee has approved the following course for Diversity status, effective Fall 2009:

TECH 31000, Cultural Dynamics of Technology, 3 cr.

This course will be used to satisfy the Domestic diversity requirement.

Relevant cover memos, CCP, BDS, Diversity information form, and sample syllabi are attached.

Cc: Therese Tillett, Curriculum Services
Isaac Netty, Technology
URCC

Diversity Course Proposal Questionnaire

Department/School: College of Technology

Course Number: TECH 31000 Credit Hours: 3

Course Title: Cultural Dynamics of Technology (writing intensive course)

Prerequisite: 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.*

The title of the course is a signal of its intent- to examine the profound impact technology makes throughout families, communities, the nation, and the world. The course begins by establishing that technology is not a new human endeavor and is far more than today's electronic gadgets. Students first learn the entomology of the word "technology." via *techne* (the craft or art) and *ology* (study of) from the Greek, hence technology is the study of the craft or the art. Students are then reminded that the world is of two parts – the natural world and the human-made world which signals the profound scope of technology. Students become more aware that the natural world isn't today "natural" with genetic engineering.

Students learn that technology was the first activity by humans on Earth as they discovered ways to meet their need to survive. "So easy a caveman can do it" is challenged as students learn that we indeed have a debt to the past when we examine accomplishments of the ancients and ponder "how did they do it?" The course provides an early opportunity to reflect upon knowing the difference between technology that meets needs and technology that meets wants i.e. need versus greed.

The next phase of the course provides a global view of the technological contributions from cultures throughout the world, not simply Western Europe and America. Noted U.C.L.A. scholar, Jared Diamond, is cited for his research published in Guns, Germs, and Steel that asserts environmental differences, not intellectual differences, account for greater technological achievements in certain areas of the world, Students learn about the Seven Wonders of the Ancient World and are asked why the Great Wall of China wasn't included. Why were all seven wonders located around the Mediterranean? This historical phase of the course identifies the technological contributions of the Egyptians, Greeks, and Romans

followed by the medieval era. Opportunity is taken to note diversity issues throughout technology's history. This is especially true as the course enters the industrial revolution with its notorious treatment of children and women working extremely long hours for little pay in those early dangerous factories. Diversity issues include labor and management strife that was especially brutal throughout the industrial revolution resulting from the division that was created between the "haves" and the "have-nots" as factory owners accumulated great wealth. Students are reminded the etymology of words such as Luddite and sabotage derived from events in the industrial revolution. Students learn how the cottage industry, an at-home business providing opportunity for all members of a family regardless of age or gender, was replaced by the industrial revolution. Cities grew which created inequitable housing patterns that still haunt us.

The course's historical portion then moves to study of the famous and not-so-famous inventors whose contributions greatly impacted America's success. All know about Thomas A. Edison, if not that he was awarded the record number of 1,093 patents. Students learn that Alexander Graham Bell's invention of the telephone was the consequence of his attempt as a teacher of the deaf to create a listening device – a diversity issue. A focus at this point is to acknowledge female and African-American inventors who battled a system favoring white males. Students learn about the contributions of female inventors including the following:

- Mary Anderson – windshield wiper 1903
- Bette Graham – Liquid Paper 1958
- Sarah Mather – submarine telescope 1845
- Margaret E Knight – flat bottom paper bag 1970
- Lillian Evelyn Moller Gilbreth – production technology 1916
- actress Hedy Lemar - secret communications system in WW II

Students also learn of the technological contributions from African-Americans including the following:

- Norbert Rillieux – production technology/biotechnology 1840s
- Elijah McCoy - railroad car lubrication system
  promoted as "The Real McCoy" 1872
- Patricia E. Bath - laser powered probe for Glaucoma, first African-American woman doctor to receive a patent for a medical invention 1988
- Granville Woods - induction telegraph system 1887
- Garrett Augustus Morgan – traffic light in 1923, breathing device (gas mask) saving 23 lives from a Lake Erie tunnel collapse 1914
- George Washington Carver - countless uses for the peanut 1890s

The course continues its study of the history of technology with events that are certainly relative to diversity issues. This includes the use of Chinese laborers brought to America to build the Central Pacific Railroad from Sacramento, California and Irish brought to build the Union Pacific Railroad from Omaha, Nebraska to join at Promontory Summit, Utah on May 10, 1869. Class discussions include the ordeals experienced by these Chinese-American and Irish-American immigrants brought to America to build the Transcontinental Railroad. Likewise, the course makes students aware of the "orphan trains" used from 1854 – 1929 to transport over 150,000 orphan children from New York City to a very different lifestyle on America's prairie.

The conclusion of the course's historical phase includes the war years and "Rosie the Riveter" as many women had their first opportunity for war effort employment outside the home. Norman Rockwell's painting of Rosie and "We Can Do It!" sets the stage for interesting class discussions as students learn of the legend of Rosie at a Richmond, California aircraft plant in WW II. This is followed by viewing films of the portrayal of women and their technological future envisioned by Disneyland's House of the Future over fifty years ago.

The course includes the experiences of African-Americans during the Good Roads Movement and the Prison Lease System that, in effect, extended slavery. Students are also made aware of the role African-American soldiers played in the 1942 creation of the Alaskan Highway a.k.a. Alcan Highway during WW II. These soldiers were very poorly fed, clothed, and equipped for their task to help build a highway through Alaska's muskeg and tundra in extremely harsh conditions. Yet, the 95 th. Engineering Regiment succeeded and was honored with the 1993 dedication of the Black Veterans Memorial Bridge for the regiment's bravery, far too late as many had passed on.

The remaining nine weeks of the course are directed toward contemporary dynamics of technology including today's technology connection with diversity issues, politics, religion, entertainment, sustainability, and employment. This ambitious effort is more to raise issues than provide answers. Diversity issues raised include the following:

- Universal Design Principles – products designed for a diverse population
    - Equitable Use
    - Flexibility of Use
    - Simple and Intuitive
    - Perceptible Information
    - Tolerance for Error
    - Low Physical Effort
    - Size and Space for Approach and Use

- The Amish living in a technological world – Amish Enterprise ISBN 0-8018-5063-0
- Employment opportunities for women in a technological world
  - Knowledgework i.e. heads-up, not heads-down
  - Equipment demanding far less physical strength
  - Legislation and public support (MEN WORKING signs remain in Altanta)
- The Internet's impact upon
  - Diverse populations – Internet blind to color, yet widening gulf between haves and have nots
  - Third world
  - Charitable contributions
  - Education
  - Hate groups and terrorists

2. *Describe the history of previous 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?*

Course evaluations from fall semester 2006 – spring semester 2008 have been sent to Drs. Don Williams and Tom Janson. In 2006, TECH 31000 – Cultural Dynamics of Technology was approved by the College of Technology's Curriculum Committee to be presented to URCC as a diversity course. URCC provided tacit approval and encouragement to make certain revisions prior to a vote. This has been done. There was concern that the assignment structure did not assure that each student would write a paper about diversity issues related to technology. This has been corrected as evidenced by the syllabus provided. The major correction, in addition to more discussions and source material related to diversity issues, was to require an additional paper that must address diversity. Note that there are now three major papers required for the course including the following:

- Paper #1– Technology's History – could include diversity
- Paper #2 – Technology and Diversity - suggested topics include:
  - African-American Inventors
  - Female Inventors
  - Universal design
  - Technology and Minorities
  - African-Americans and the Alcan Highway
  - Good Roads Movement and Chain Gangs
  - Diversity within Industry – differing values of managers, accountants, attorneys, marketing, and engineers

- Minority Contractors
- Immigrant Labor & the Transcontinental Railroad/ Canals / Industrial Revolution
- Technology's Impact Upon Different Cultures
- How the Internet Impacts Minorities

- Paper #3 - Contemporary Technology's Cultural / Social Issues – could include diversity

There is also a four page paper whereby students interview a person under 21 years of age, an adult between 22-55 years of age, and an adult over 55 years of age. Both genders must be represented. This assignment addresses diversity of age and gender. Sample questions include the following:

- What do you think about when you hear the word "technology"?
- Do you consider technology to be good or bad?
- Were the "good old days" better?
- Will technology make the future better or worse?
- What should be our greatest concern for technology's impact upon the future?
- What is your prediction for future technology?
- Do you think people understand technology? If not, why not?
- What technology do you find the most important?
- What technology do you find the most troubling?

3. *For what audience would this be a particularly good diversity course?*

Previous and current students include those majoring in music, visual communication & design, philosophy, management, history, educational studies, and technology have enjoyed the course and indicate they profited from the experience. In other words, all students would likely enjoy and benefit from the course.

4. *What faculty will teach this course? Have any special efforts been made to prepare these faculty to deal with the diversity issues of this course? What additional resources, if any, will you need?*

TECH 31000 will continue to be taught on the Kent campus by Dr. Lowell S. Zurbuch and at regional campuses via distance learning by Ms. Judith Bilman and Mr. Ken Vinciquerra. Judith and Ken have previously taught the course and are expected to comply if any changes are required. No additional resources are required.

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?*

Enrollment, as a writing intensive course, will continue to be limited to 25 students per section. Six to eight sections per academic year are anticipated to be offered. No additional resources are expected to be needed.

6. *How will the teaching and learning be evaluated? How will the effectiveness of the course, especially its diversity aspect, be assessed?*

Students will complete the Student Survey of Instruction forms with directions to respond to the write-in areas with their assessment of the diversity component of the course.

Person Preparing Form: Lowell S. Zurbuch Submission Dare:

Dean's signature verifying Curriculum Committee approval

HONORS COLLEGE

Interdepartmental Correspondence

To: Stephane Booth, Associate Provost

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

Subject: Course Proposal for EPC Action

Date: December 30, 2008

The University Requirements Curriculum Committee has approved the following revision to an existing Diversity course, effective Fall 2009:

ENG 33011, African-American Literature, 3 cr., (DIV)

Remove Diversity status.

This course will no longer be used to satisfy the domestic diversity requirement.

Relevant cover memos, CCP and BDS are attached.

Cc: Therese Tillett, Curriculum Services
Mary Ann Haley, Arts and Sciences
URCC

DEC 22 2008

KENT STATE
UNIVERSITY

INTERDEPARTMENTAL CORRESPONDENCE
College of Arts and Sciences

To: Dr. Don Williams, Chair, URCC

From: Mary Ann Haley, Assistant Dean of Curriculum
College of Arts and Sciences

Date: December 15, 2008

Subject: Course Revision

The following curricular change was approved at the December 11, 2008 meeting of the College of Arts and Sciences Curriculum Committee:

A. DEPARTMENT OF BIOLOGICAL SCIENCES **WIC**

1. Revise course – BSCI 40600, Writing in the Biological Sciences [01-01]
   Prerequisite: Biology major and junior or senior standing.

B. DEPARTMENT OF ENGLISH **DIVD**

1. Revise ENG 33011, African-American Literature [03-03]
   Title: African-American Literature to 1900
   Abbreviation: African American Lit to 1900
   Prerequisites: ENG 21011, or HONR 10297, or Junior Standing
   Description: Study of African-American literature from its beginnings to 1900, including such writers as Wheatley, J. Hammon, Terry, B. Hammon, Jones, Marrant, Allen, Hall, Walker, Truth, Gernet, Douglass, Delany, Harper, Stewart, Turner, Jacobs, Keckley, Brown, Wilson, Griggs, Chesnutt and Dunbar.
   Diversity: Remove status

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **1-Oct-08** Curriculum Bulletin _____
Effective Date **Fall 2009** Approved by EPC _____

Department	**ENG**		
College	**AS - Arts and Sciences**		
Proposal	**Revise Course**		
Course Subject	**ENG**	Course Number	**33011**
Course Title	**African-American Literature**		
Minimum Credits	**03**	Maximum Credits	**03**

Checked items are new or revised

- ☐ Subject
- ☐ Number
- ☒ Title
- ☒ Title Abbreviation
- ☐ Credit Hours
- ☒ Prerequisites
- ☒ Description
- ☐ Schedule Type
- ☒ Cross-Listed / Slash
- ☐ Grade Rule
- ☐ Credit by Exam
- ☒ Course Content
- ☐ Liberal Education Requirements (LER)
- ☐ Writing-Intensive (WIC)
- ☒ Diversity Remove diversity status
- ☐ 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):
PAS.

REQUIRED ENDORSEMENTS

Rick Cattell — 12/08/08
Department Chair / School Director / Campus Dean

Mary Ann Haley — 12/19/08
College Dean

_____ ___/___/___
Executive Dean of Regional Campuses / Dean of Graduate Studies

_____ ___/___/___
Senior Vice President for Academic Affairs and Provost

ENG 12

BASIC DATA SHEET

Complete all fields. Data entered below should reflect new/revised information.

Preparation Date **1-Oct-08** Requested Effective Term **Fall 2009**

Course Subject **ENG** Course Number **33011**

Course Title **African-American Literature to 1900**

Title Abbreviation **African American Lit to 1900**
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 PAS 32001 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 Per Week
☒ Lecture Minimum Hours 3.00 ☒ to ☐ or Maximum Hours 3.00
☐ 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) **ENG 21011, or HONR 10297, or Junior Standing**
NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s)

Corequisite(s)

COMPLETED BY CURRICULUM SERVICES
OBR Program Code _____
OBR Subsidy Code _____
OBR Course Level _____
CIP Code _____

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 **Study of African-American literature from its beginnings to 1900, including such writers as Wheatley, J. Hammon, Terry, B. Hammon, Jones, Marrant, Allen, Hall, Walker, Truth, Garnet, Douglass, Delany, Harper, Stewart, Turner, Jacobs, Keckley, Brown, Wilson, Griggs, Chesnutt, and Dunbar.**
(do not include prerequisites)

Complete the following only if applicable:
Previous Title AFRICAN-AMERICAN LITERATURE

Previous Subject Previous Number

ENG 13

ENG 33011

Term Start _____ Term End _____ NOTE: To be completed by Curriculum Services.

Content Outline (include contact hours for each section)

Contact Hours	Outline
5.00	**The African-American oral tradition: proverbs, folk cries, work songs and other secular music, sermons and prayers, lyrical poetry, folktales**
5.00	**The early writers: voices of slave poets, social protest in prose (early slave narrators), orators**
7.00	**Major abolitionist voices: abolitionist orators and poets, pamphlets, essays, journals**
9.00	**The slave narrative: fugitive, confessional, spiritual autobiography, conversion**
9.00	**The novel or neo-slave narrative**
4.00	**Post Civil-War and Reconstruction literature**
6.00	**Voices of folk traditions: short stories, conjure tales**

45.00 Total Contact Hours

Textbook(s) Used in this Course	**An anthology of early works (poetry, prose), David Walker's Appeal, in Four Articles (Walker); Narrative of the Life of Frederick Douglass (Douglass); Blake, of the Huts of America (Delany); Clotel, or the President's Daughter (Brown); Incidents in the Life of a Slave Girl (Jacobs), Our Nig (Wilson); Behinds the Scenes, or Thirty years a slave, and four years in the White House (Keckley); Iola Leroy (Harper); Imperium in Imperio (Griggs); The Conjure Woman, and Other Conjure Tales (Chesnutt), etc.**
Writing Expectations	**Students will write several short papers and a major research paper.**
Instructor(s) Expected To Teach	**Dr. Harrell**
Instructor(s) Contributing to Content	**Drs. Harrell and M'Baye**

REQUIRED ENDORSEMENT

[signature] 12/08/08

Department Chair / School Director / Campus Dean

ENG 14

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 2-Jan-09 Curriculum Bulletin _____

Effective Date Fall 2009 Approved by EPC _____

Department

College PR - Provost

Proposal Revise Policy

Proposal Name **Revision of the Undergraduate Guest Hour Policy**

Description of proposal:

Increase the number of hours that an undergraduate may take as a guest student, from 12 to 18.

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

This revision is in response to declining summer enrollment.

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

Academic unit deans, chairs and directors; offices of Admissions, Registrar, Financial Aid, University Budget, University Communication and Marketing

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REQUIRED ENDORSEMENTS

_____ ___/___/___

Department Chair / School Director / Campus Dean

_____ ___/___/___

College Dean

_____ ___/___/___

Executive Dean of Regional Campuses / Dean of Graduate Studies

Robert G Frank _____ ___/___/___

Senior Vice President for Academic Affairs and Provost

Proposal Summary

Title: Revision of the Undergraduate Guest Hour Policy.

Subject Specification: Increase the number of hours that an undergraduate may take as a guest student, from 12 to 18.

Background: In response to a declining trend in summer enrollments over the past few years, the Provost convened a university-wide committee to review summer session operations. The committee has reviewed institutional summer data, explored trends, and researched best practices.

The committee took on the task of implementing several action items, those with the objective of impacting summer 2009 enrollment. These planned actions were discussed further with chairs, directors and deans, and task force members met with key administrators from the admissions, financial aid and registrar offices, university communication and marketing, and the university budget office.

One such action was to work with the Admission Office to streamline the application process. Starting this summer, the Admissions office will begin to use the Guest Student application form rather than the Transient Student application form, which will reduce the paperwork necessary for students taking courses, and will allow future returning summer students to enroll without re-application.

Scope: This change will apply only to undergraduate students.

Rationale: Many students from the local area attend Kent State while they are home on break for the summer. To encourage students to continue enrollment for several consecutive summer sessions or terms the request is being made to increase the maximum number of hours for undergraduate guest students to 18 semester hours. Any student who reaches the 18 semester hour maximum as a guest student will be required to complete the standard application process including providing official academic credentials for admission consideration to Kent State as a degree-seeking student.

Current undergraduate catalog copy (2008-2009):

Guest Students

Admission as a "Guest Student" enables a student to take a limited number of undergraduate courses for credit. To be admitted in this category, students must have graduated from high school, obtained a GED certificate or achieved the equivalent. Guest students typically take courses for job achievement, personal enrichment or other reasons.

Guest students at the undergraduate level may remain in this status until no more than 12 semester hours of Kent State University credits have been attempted. Students cannot earn a degree in this admission status. Guest students who wish to pursue a degree program or continue after 12 semester hours have been attempted must apply for regular admission. Credit hours taken in this status may apply to a degree program with the approval of the dean. Guest students must meet all prerequisites for courses (or obtain permission of the instructor).

Anyone who has been denied admission to or is under dismissal from the university is not eligible for guest student status. Guest students are not eligible for financial aid from Kent State University. The Transient status will remain on the books

Revised catalog copy for 2009-2010 Kent State University Undergraduate Catalog

GUEST STUDENTS

Admission as a "Guest Student" enables a student to take a limited number of undergraduate courses for credit. To be admitted in this category, students must have graduated from high school, obtained a GED certificate or achieved the equivalent. Guest students typically take courses for job achievement, personal enrichment or other reasons. Students pursuing a degree at another institution may apply as a guest student.

Guest students at the undergraduate level may remain in this status until no more than 18 semester hours of Kent State University credits have been attempted. Students cannot earn a degree in this status. Students cannot earn a degree in this admission status. Guest students who wish to pursue a degree program or continue after 18 semester hours have been attempted must apply for regular admission. Credit hours taken in this status may apply to a degree program with the approval of the dean. Guest students must meet all prerequisites for courses (or obtain permission of the instructor).

Anyone who has been denied admission to or is under dismissal from the university is not eligible for guest student status. Guest students are not eligible for financial aid from Kent State University.

Note: Changes to catalog copy are underlined.

SPECIAL NONDEGREE STUDENTS
Admission as a special nondegree student enables students to take undergraduate courses for credit (either full time or part time). Students in this category are generally those not seeking a degree, but those wishing to take courses for job achievement, personal enrichment or other personal reasons.

Special nondegree students may apply to the university for any semester through the Admissions Office. Adult students may apply through the Adult Student Center. A nonrefundable $30 application fee is required. Admission is based on the same criteria detailed in Freshman Students or Transfer Students, whichever is appropriate.

Special nondegree students may remain in this special status for one academic year or until a maximum of 30 semester hours of credit is earned.

Should special nondegree students wish to pursue a degree program, the students may, prior to or upon earning 30 semester hours, apply to any undergraduate division of the university. Admission to a degree program, however, is based upon the admissions requirements established by each college or school.

POSTUNDERGRADUATE STUDENTS
Persons who have received a baccalaureate degree from an accredited college or university other than Kent State University and who wish to take undergraduate courses at Kent State can apply as postundergraduate students. Baccalaureate graduates of Kent State University who have not attempted subsequent college work need not reapply to the university but do need to declare their intent at the Office of the University Registrar. Those Kent State graduates who have taken coursework elsewhere since leaving Kent State need to complete the postundergraduate application. Typically, postundergraduate students take undergraduate courses to pursue an additional baccalaureate degree, to prepare for graduate school or to enrich themselves.

A postundergraduate application form is available online at www.admissions.kent.edu/apply. A nonrefundable $30 application fee and an official transcript from the college or university where they earned the baccalaureate degree are required. Students seeking a second undergraduate degree must also submit official transcripts from all colleges and universities attended.

GUEST STUDENTS
Admission as a "Guest Student" enables a student to take a limited number of undergraduate courses for credit. To be admitted in this category, students must have graduated from high school, obtained a GED certificate or achieved the equivalent. Guest students typically take courses for job achievement, personal enrichment or other reasons.

Guest students at the undergraduate level may remain in this status until no more than 12 semester hours of Kent State University credit have been attempted. Students cannot earn a degree in this admission status. Guest students who wish to pursue a degree program or continue after 12 semester hours have been attempted must apply for regular admission. Credit hours taken in this status may apply to a degree program with the approval of the dean. Guest students must meet all prerequisites for courses (or obtain permission of the instructor).

Anyone who has been denied admission to or is under dismissal from the university is not eligible for guest student status. Guest students are not eligible for financial aid.

ADVANCED PLACEMENT AND CREDIT THROUGH TESTING
Kent State University students may, through various forms of testing, be placed into advanced courses or earn college credit. Opportunities for students to earn credit through testing at Kent State are coordinated through Academic Testing Services in the Career Services Center, 261 Michael Schwartz Center, 330-672-2360. Advanced Placement is coordinated through the Honors College, 330-672-2312. Responsibility for determining eligibility for such testing rests with the students' college or school.

KENT PLACEMENT TESTING
All entering freshman students participate in the Placement, Advising and Scheduling System (PASS) program designed to familiarize newly admitted freshmen and their families with the Kent Campus. During these sessions, the COMPASS computerized placement test is administered to assess students' basic skills in reading, writing and mathematics.

Upon completion of the assessment, students meet with an academic advisor. If students are required to enroll in one or more academic skills courses, the advisor explains how the COMPASS scores are used in combination with the ACT or SAT subscores and high school preparation as reliable measures of the basic skills needed for success in college.

English Composition
All programs require successful completion of the basic College English sequence, which consists of ENG 11011 and 21011 College Writing I and II. Placement into the appropriate starting course in the sequence is determined by proficiency as established by ACT English or SAT verbal scores.

Foreign Languages
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 lan-

add Students pursuing a degree at another institution may apply as a guest student.

KENT STATE
UNIVERSITY

Transmittal Memo

Date: January 12, 2009

To: Therese Tillett, Director, Curriculum Services

From: Gary Padak, Dean, Undergraduate Studies

Subject: EPC Agenda Request

Attached please find the CCP and BDS forms for revisions to the current First Year Experience Flashpoint course. Although approved by EPC in November 2008, the Faculty Senate remanded the proposal back to EPC for another review of additional information on college-specific curriculum content, now included as an addendum to the BDS. The description of the impact of this proposal on other policies, programs, or procedures has also been revised in this iteration.

At the present, college-based teams (CBT) comprised of faculty and administrators are developing specific content and pedagogical approaches based upon their disciplinary and professional uniqueness. Although different in approach, each CBT will demonstrate the common learning outcomes for this University course. Completed syllabi by college will be fully completed by the end of March 2009. As requested by Faculty Senate, sample content outlines for various colleges are included in the revised BDS and addendum.

We again seek the support of EPC for this revised proposal and will be available for discussion and questions at the January 2009 EPC meeting.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **22-Dec-08** Curriculum Bulletin _____
Effective Date **Fall 2009** Approved by EPC _____

Department	**US**
College	**US - Undergraduate Studies**
Proposal	**Revise Course**
Course Subject	**US** Course Number **10097**
Course Title	**First Year Experience Flashpoint**
Minimum Credits	**01** Maximum Credits **01**

Checked items are new or revised

- ☐ Subject
- ☐ Number
- ☒ Title
- ☒ Title Abbreviation
- ☐ Credit Hours
- ☐ Prerequisites
- ☒ Description
- ☐ Schedule Type
- ☐ Cross-Listed / Slash
- ☒ Grade Rule
- ☐ Credit by Exam
- ☐ Course Content
- ☐ Liberal Education Requirements (LER)
- ☐ Writing-Intensive (WIC)
- ☐ Diversity
- ☐ 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 course is a requirement for graduation and is a critical component of the new Destination Kent: First Year Experience initiatives that also include Destination Kent: Advising and Registration and Destination Kent: Welcome Weekend. The purpose of this course is to assist students in making a successful academic transition to the university through experiential and/or intellectually engaged discipline-based content.

Many students select a university based on their desired academic program and expect some immediate exposure to that program. This redesigned course enables colleges to expose first-year students to personal and professional opportunities within disciplines as well as provide students with a connection point to build a solid academic foundation. Students uncertain about their major (Exploratory, AED Generals, other Generalists) will have the opportunity to engage in career development initiatives to assist them in identifying an appropriate course of study.

All colleges have redesigned the course to meet University Learning Outcomes contained in the 21st Century Philosophy Statement. The University Learning Outcomes focus on the goals of Knowledge, Insight, Engagement and Responsibility for Kent State graduates. College based approaches allow for outcomes based assessment and a more intimate experience with specific resources that are developmentally appropriate for a given discipline/ profession. The general outcomes for this redesigned first-year course are:

1. Students will engage in critical thinking, analytical reasoning, problem solving and written communication through participation in and exploration of their college.
2. Students will personally explore, experience, and reflect on their learning environments at KSU as well as on their aspirations, roles, and responsibilities in this new phase of their professional education.
3. Students will learn the critical attributes of their college through programs and assignments designed to integrate resources for professional development and preparation.

4. Students will be able to identify and responsibly access resources and services in support of their student success across the University through integrated assignments and pedagogy.

The movement from S/U to full A through F letter grading is another important change in this proposal. Clear articulation of expectations and communication between educators and students is the basis for responsible grading. At the college level, faculty colleagues will articulate meaningful ways students may demonstrate their learning. Grading at this earliest course offering is important to setting the expectation of student responsibility for this course and future courses. It allows for the development of positive learning behaviors linked to specific course assignments and learning outcomes that should be measured by an A though F rather than an S/U grade. Colleges will own the specific mechanisms for assessing student achievement and assigning grades. Each College is responsible for providing evidence of learning outcome attainment. Institutional auditing of the course will happen through AQIP initiatives, allowing feedback and continued development for all constituents.

Units consulted (other departments, programs or campuses affected by this proposal):
This proposal has been presented to the following groups: 21st Century First Year Experience Committee, Academic Deans Council, Assistant and Associate Dean Committee, Chairs and Directors Council, Student Retention Working Group, Library Staff, the URCC and various other individuals.

REQUIRED ENDORSEMENTS

Department Chair / School Director / Campus Dean	___/___/___
College Dean	1 / 12 / 09
Executive Dean of Regional Campuses / Dean of Graduate Studies	___/___/___
Senior Vice President for Academic Affairs and Provost	___/___/___

BASIC DATA SHEET

Complete all fields. Data entered below should reflect new/revised information.

Preparation Date	**23-Dec-08**	Requested Effective Term	**Fall 2009**
Course Subject	**US**	Course Number	10097
Course Title	~~10097~~ Destination Kent: First Year Experience		
Title Abbreviation	**Destination Kent** FYE		

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	**01** ☒ to ☐ or	Maximum Credit	**01** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
Contact Hours Per Week	☐ Lecture	Minimum Hours	☐ to ☐ or Maximum Hours
	☐ Laboratory	Minimum Hours	☐ to ☐ or Maximum Hours
	☒ Other	Minimum Hours **01.00**	☐ to ☐ or Maximum Hours

NOTE: Contact hours should be per week.

Repeat Status	~~select one~~ NR- not repeatable
	If repeats, course limit OR maximum hours
Course Level	**UG - Undergraduate**
Grade Rule	**B - Letter**
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) **NA** None
NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s) **NA**

Corequisite(s) **NA**

COMPLETED BY CURRICULUM SERVICES
OBR Program Code 09
OBR Subsidy Code 02
OBR Course Level 1
CIP Code 240102

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

Restrict Registration ~~Not required of transfer students with 25 or more credit hours.~~
(e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

Catalog Description **Assists students in making a successful academic transition to the university through experiential and/or intellectually engaging displine-based content. Required of all first-year students. Not required of transfer students with 25 or more credit hours.**
(do not include prerequisites)

Complete the following only if applicable:

Previous Title	**First Year Experience Flashpoint**		
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
	College of the Arts: Creative Process
3.75	**Exploration of learning/ creative environments of COTA and the local area**
3.75	**Participating in and exploring the nexus of research and the creative activity**
3.75	**Student Success & professional planning**
3.75	**Art and Transforming the World**
	College of Nursing
3.75	**Introduction to the Nursing Profession**
3.75	**Exploration of Healthcare Communication**
3.75	**Understanding the Role of Heathcare in Society**
3.75	**Understanding My Role in Nursing Education**
	See attached addendum for additonal Colleges' information

15.00 Total Contact Hours

Textbook(s) Used in this Course	**faculty/college decision; Summer reading**
Writing Expectations	**Portfolio Assignments; journals; disicipline based (i.e., business plans, story boards); academic plans; service learning reflections**
Instructor(s) Expected To Teach	**Faculty within Colleges; qualified administrative staff**
Instructor(s) Contributing to Content	**College Based Teams; Interprofessional Support Team members; Sally Kandel, Eboni Pringle, Gary Padak**

REQUIRED ENDORSEMENT

Gary M. Padak 1/12/09

Department Chair / School Director / Campus Dean

ADDENDUM

Contact hours	Outline
	Education Health & Human Services
5	Introduction to the Helping Profession
5	Personal roles in a diverse society
5	EHHS Student and KSU Student Opportunities
	Arts and Sciences: Local to Global
1	Transitions to University Life
2	Introduction to the Study Strategies of Successful Students
1	Introduction to the College of Arts and Sciences and the University and College Requirements
1	Navigating the University
1	Advisors and Advising (Faculty/Department; College; FYAC)
1	Student Academic Program Planning
8	Class Theme – Research and Presentation a. Background and Perspectives b. Identifying a Research Problem/Question c. Information Literacy – Identifying Appropriate Sources/Resources d. Writing Process e. Multi-media Presentation
	College of Technology
5	Technology Careers and Public Service
5	My College & My University Community
5	Being an Educated Student (policies, opportunities, support services)
	College of Business Administration
3	Persistence (Transitional Issues, Networking, Financial Literacy, Integration of text and Interactive Project)
3	Academic Success (University/College Policies, Grade discussions, Study Skills, Time Management, Writing and Research Skills)
3	Academic Planning (Career Exploration, Study Abroad, Policies, Academic Plan, Internships, Resume, and Major Exploration)
2	Written Communication (Writing Assignments through course content and exploring writing styles for different audiences)
3	Decision Making (Cheating/Plagiarism, Ethics, Personal Choices, Diversity and Integration of additional text)
	College of Communication and Information
5	Students Understanding of Major & Connection to Faculty
3	Students Understanding career opportunities & Connection to Professionals in field
3	Student Awareness of KSU Opportunities and Responsibilities
4	CCI Diversity and Interconnectedness

ADDENDUM

	Undergraduate Studies
1	Expectations for Success
3	Academic and Non-Academic Transition to College
3	Goal Setting, Decision Making, Managing Stress
2	Academic Planning (Advising, Midterms, Life Management, Academic Policies)
6	Career/Major Planning and Exploration (My Plan and Collage)

DELANEY, LISA

From: Padak, Gary
Sent: Thursday, January 15, 2009 9:22 AM
To: DELANEY, LISA
Subject: RE: US 10097 EPC Proposal

Lisa,

Thank you for catching this. The correct title is one submitted originally by Dr. Kandel – Destination Kent: First Year Experience.

Gary

From: DELANEY, LISA
Sent: Wednesday, January 14, 2009 9:03 AM
To: Padak, Gary
Cc: Kandel, Sally
Subject: US 10097 EPC Proposal

Hi Dr. Padak,

We have received the proposed changes to the first year course, however I was hoping that you could clarify the title for me. In November, the course was submitted by Dr. Kandel as Destination Kent: First Year Experience and this month it was submitted as Destination Kent: First Year Course. Could you please tell me which is the correct course title?

Thank you in advance for your help!

Best,

Lisa

Lisa N. H. Delaney, M.Ed. | Academic Program Coordinator
Curriculum Services | Office of the Provost
Kent State University EXCELLENCE *in Action*
lheiland@ kent.edu | 330-672-8559

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **24-Nov-08** Curriculum Bulletin _____
Effective Date **Fall 2009** Approved by EPC _____

Department	**Biological Sciences**
College	**AS - Arts and Sciences**
Proposal	**Establish** CONCENTRATION
Program Name	**BS Biology: Pre-medicine/Pre-osteopathy/Pre-dentistry Concentration**
Degree	BS - BACHELOR OF SCIENCE (PMOD)

Description of proposal:
To establish a concentration providing a curriculum specifically for students planning to enter the health/medical sciences

Does proposed revision change program's total credit hours? [ ] Yes ☒ No

~~If yes~~, current total credit hours proposed total credit hours
77-79 major / 121 total

Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need, audience, prerequisites)
This concentration will not affect any other department negatively, but potentially will reduce the number of students seeking a secondary major in the Pre-Professional program

Units consulted (other departments, programs or campuses affected by this proposal):
Departments of Chemistry and Physics

REQUIRED ENDORSEMENTS

Department Chair / School Director / Campus Dean	12/2/08
Mary Ann Haley College Dean	12/12/08
Executive Dean of Regional Campuses	__/__/__
Provost	__/__/__

BSI 5

Proposal Summary

Title: Addition of a a Health/Medical Sciences concentration to the B.S. Biology major.

Subject Specification: Add a Health/Medical Sciences Concentration to the BS Biology major:

Background Information:

We are proposing to add a Health/Medical Sciences Concentration to the BS Biology major: There are several reasons for adding such a concentration. First, for many years there has been confusion by students over the "Pre-medicine" degree on the Kent application form. Pre-professional degrees in medicine, dentistry, pre-osteopathy, and pre-veterinary are actually "secondary" degrees that must be taken in conjunction with a departmental degree in Arts and Sciences. Students thinking they have a major often do not seek an advisor early in their university career when advice is critical.

Second, the present pre-professional program is a "one-size-fits-all" approach of recommending courses that will aid a student in gaining entrance to most professional schools. Currently, most students interested in medicine are enrolled in the Biology concentration in Molecular and Cell Biology, a concentration that serves many different student interests. A concentration specifically designed for those wishing a career in medicine or other medical or health-related degrees will help students to clearly identify the coursework that a B.S. biology major with an interest in one of the health care career endpoints should take.

Third, few pre-medicine majors actually pursue a medical career as a doctor or veterinarian. Many choose alternate careers in the health sciences. A concentration that is specific for health-related career students allows us to identify these students early and guide them towards alternative careers that will satisfy their interests in medicine.

The proposed curriculum is inclusive of courses suggested for students seeking careers in the health care professions. The proposed title clearly associates the curriculum with a science unit and, while some other units on campus might object to the use of the word "health" or "medicine", it is our view that it applies to a number of disciplines within A&S as it does to disciplines outside the college. Certainly, a student interested in health education would not be confused by the title given that our concentration leads to a BS degree in biology and not in education. We do not believe there is exclusion of any courses that BS biology students in the molecular/cell biology concentration currently take in other departments. There is no increase in hours required of BS biology students within their major for total hours required for graduation. Hence, we believe it is credit hour neutral for all departmental, college and university requirements.

The BSCI faculty reviewed the proposed changes and approved them.

Alternatives and Consequences:

Failure to approve the addition of a Health/Medical Sciences Concentration to the BS Biology major will mean that the students will continue to use the Arts and Sciences guidelines for pre-professional students, with its attendant confusion and generality. Most students will continue to take the Cell and Molecular Biology concentration, which is designed for students entering biomedical and biotechnical research.

Specific changes are as follows:

1. Add a Health/Medical Sciences Concentration to the B.S. Biology major

Time Table

December, 2008	Pass CCC
January, 2009	Pass EPC
Fall, 2009	Changes put into effect

PRE-MEDICINE/PRE-OSTEOPATHY/ PRE-DENTISTRY CONCENTRATION

Required courses (24 credit hours)
BSCI 30140 Cell Biology (4)
BSCI 30171 General Microbiology (4)
BSCI 40430 Animal Physiology (3)
BSCI 30005 Career Pathways in Biology (1)
CHEM 30475 Organic Chemistry Lab I (1)
CHEM 30476 Organic Chemistry Lab II (1)

PHY 13001 General College Physics I (4)
PHY 13002 General College Physics II (4)
PHY 13021 General College Physics Laboratory I (1)
PHY 13022 General College Physics Laboratory II (1)
or
PHY 23101 General University Physics I (5)
PHY 23102 General University Physics II (5)

Guided Biology Electives (14 credit hours)
BSCI Electives***

Select any combination of BSCI courses, except those specifically excluded from major credit**** See the Undergraduate Catalog or http://bioweb.biology.kent.edu for a complete list of BSCI courses.

This concentration can also be applied to a wide variety of other careers in the health care field. Students should consult with a faculty advisor to determine the most appropriate courses given their disciplinary interests and career aspirations.

**** The following courses do not count as electives towards the Biology major: BSCI 10001 (Human Biology), 10002 (Ecology, Evolution & Society), 20020 (Biological Structure & Function), 30030 (Human Physiology), 30050 (Human Genetics), 40020 (Biology of Aging).

BSC 110

PHY	13001	General College Physics I (4)
	13021	General College Physics Laboratory I (1)
		or
	23101	General University Physics I (5)
	13002	General College Physics II (4)
	13022	General College Physics Laboratory II (1)
		or
	23102	General University Physics II (5)
		Total 38

~~*MATH 12001, which is a prerequisite for MATH 12002, should be bypassed by students with sufficient background.~~

*CHEM 30284 may be substituted for the second organic chemistry course requirement with approval of the major advisor.

***Maximum 6 credit hours of any combination of BSCI 30005, 40099, 40191, 40192, 40193 or 40196 may be used toward fulfillment of the elective options. Maximum 4 credit hours of those courses may be S/U graded.

In the pre-medicine/pre-osteopathy/pre-dentistry concentration: CHEM 20482 is required if CHEM 20481 is selected; CHEM 30482 is required if CHEM 30481 is selected; CHEM 30475 is required.

** In the pre-medicine/pre-osteopathy/pre-dentistry concentration, some medical programs require a full year of calculus. Check with the medical school and your faculty advisor.

In the pre-medicine/pre-osteopathy/pre-dentistry concentration, BSCI 30005 is required.

Pre-Medicine/Pre-Osteopathy/Pre-Dentistry Concentration

Required courses 24

BSCI 30140 Cell Biology (4)
BSCI 30171 General Microbiology (4)
BSCI 40430 Animal Physiology (3)
BSCI 30005 Career Pathways in Biology (1)
CHEM 30475 Organic Chemistry Lab I (1)
CHEM 30476 Organic Chemistry Lab II (1)

PHY 13001 General College Physics I (4)
PHY 13002 General College Physics II (4)
PHY 13021 General College Physics Laboratory I (1)
PHY 13022 General College Physics Laboratory II (1)
or
PHY 23101 General University Physics I (5)
PHY 23102 General University Physics II (5)

Guided Biology Electives 14

BSCI Electives***

TOTAL 38

Select any combination of BSCI courses, except those specifically excluded from major credit****. See the Undergraduate Catalog or http://bioweb.biology.kent.edu for a complete list of BSCI courses.

This concentration can also be applied to a wide variety of other careers in the health care field. Students should consult with a faculty advisor to determine the most appropriate courses given their disciplinary interests and career aspirations.

**** The following courses do not count as electives towards the Biology major: BSCI 10001 (Human Biology), 10002 (Ecology, Evolution & Society), 20020 (Biological Structure & Function), 30030 (Human Physiology), 30050 (Human Genetics), 40020 (Biology of Aging).

	23101	General University Physics I (5)
	13002	General College Physics II (4)
	13022	General College Physics Laboratory II (1)
		or
	23102	General University Physics II (5)
		TOTAL 77-79

*MATH 12001, which is a prerequisite for MATH 12002, should be bypassed by students with sufficient background.

**CHEM 30284 may be substituted for the second organic chemistry course requirement with approval of the major advisor.

***Maximum 6 credit hours of any combination of BSCI 40099, 40191, 40192, 40193 or 40196 may be used toward fulfillment of the elective options. Maximum 4 credit hours of these courses may be S/U graded.

COLLEGE OF ARTS AND SCIENCES
KENT STATE UNIVERSITY
BACHELOR OF SCIENCE DEGREE
MAJOR REQUIREMENT SHEET
2008-09 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

NO COURSEWORK IN YOUR MAJOR MAY BE TAKEN PASS/FAIL

See the back of this page for a BS General Requirement Sheet

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
•First Year Experience FLASH Point	1 hour

Organismal Concentration [ORBI]

Required courses.....8

Select 8 hours from any of the following courses:

BSCI Local Flora	20275	4
BSCI Invertebrate Zoology	20560	4
BSCI General Microbiology	30171	4
BSCI General Ecology	30360	4
BSCI Entomology	30580	4
BSCI Plant Anatomy	40272	4
BSCI Morphology of Lower Plants	40277	4
BSCI General Physiology	40430	4
BSCI Vertebrate Zoology	40556	4

Guided biology and science electives.....30

BSCI Electives***

Select any combination of BSCI courses other than those used to meet the 8 hour requirement, additional organic chemistry, and/or college or university physics (of those listed below). See the course descriptions section in the back of the undergraduate catalog or www.kent.edu/biology for a complete list of BSCI courses. Students should consult with a Biology advisor to determine the most appropriate courses given their disciplinary interests and career aspirations.

BSCI _____ _____ _____
BSCI _____ _____ _____
BSCI _____ _____ _____
BSCI _____ _____ _____
BSCI _____ _____ _____
BSCI _____ _____ _____

CHEM Basic Organic Chemistry II	20482	2
or		
CHEM Organic Chemistry II	30482	3
CHEM Organic Chemistry Laboratory I	30475	1
CHEM Organic Chemistry Laboratory II	30476	1
PHY General College Physics I	13001	4
PHY General College Physics Laboratory I	13021	1
or		
PHY General University Physics I	23101	5
PHY General College Physics II	13002	4
PHY General College Physics Laboratory II	13022	1
or		
PHY General University Physics II	23102	5

TOTAL 38

[INSERT PRE-MEDICINE/PRE-OSTEOPATHY/PRE-DENTISTRY CONCENTRATION]

~~*MATH 12001, which is a prerequisite for MATH 12002, should be bypassed by students with sufficient background.~~

*CHEM 30284 may be substituted for the second organic chemistry course requirement with approval of the major advisor.

***A total of not more than 6 hours of any combination of BSCI 30005, 40099, 40191, 40192, 40193, or 40196 may be used toward fulfillment of the elective options and of these no more than 4 hours may be S/U graded.

In the pre-medicine/pre-osteopathy/pre-dentistry concentration: CHEM 20482 is required if CHEM 20481 is selected; CHEM 30482 is required if CHEM 30481 is selected; CHEM 30475 is required.

** In the pre-medicine/pre-osteopathy/pre-dentistry concentration, some medical programs require a full year of calculus. Check with the medical school and your faculty advisor.

In the pre-medicine/pre-osteopathy/pre-dentistry concentration, BSCI 30005 is required.

DISTRIBUTION: ADVISOR _____ STUDENT _____ [200880]

DEPARTMENT OF BIOLOGICAL SCIENCES WEBSITE: http://www.kent.edu/biology

MEMORANDUM

To: Jim Blank, Chair, Department of Biological Sciences

From: Paul Sampson, Assistant Chair, Chemistry

Date: November 24, 2008

Subject: Support for "Pre-health" Concentration within BS Biology Degree

Hi Jim,

We have reviewed the proposed "Health/Medical Sciences Pre-Professional Concentration" within the BS Biology degree program that you shared with us last week, and are happy to support its approval. Alongside the parallel pathway within the Biological Chemistry concentration of the BS Chemistry degree that you have seen, it will provide an appropriate and attractive degree pathway for students interested in preparing themselves for medical, ospeopathic or dental school.

Best wishes. Paul

Cc Mike Tubergen, Chair, Chemistry
Alex Seed, Chemistry
Laura Leff, Biological Sciences

KENT STATE
UNIVERSITY

MEMORANDUM
DEPARTMENT OF PHYSICS

TO: Prof. Robert Carlson, Department of Biological Sciences
FROM: Mark Manley, Undergraduate Coordinator, Department of Physics
DATE: November 26, 2008
SUBJECT: Proposal for BSCI "Pre-Health" Concentration

Thank you for sharing with me your department's proposal to create a new Health/Medical Sciences Pre-professional Concentration within the BS biology major. Given the large number of students at Kent State who major in biology as part of the pre-professional health sciences, I strongly support creating this program.

I have only a couple of minor suggestions:

(1) If a student chooses MATH 30011 rather than MATH 12003, then he/she will not meet the math prerequisites for PHY 23102. (I realize that most students will opt for the PHY 13001 + 13002 + 13021 + 13022 series instead.)

(2) You might want to note that CHEM 10960 + 10961 may substitute for CHEM 10060 + 10061 + 10062 + 10063 for students in the Honors College.

Good luck on this proposal. I think it will be very helpful to both students and advisors by providing a very clear program for students specifically interested in preparing for careers in the health care industry. I am also happy with the statement that "This concentration can also be applied to a wide variety of other careers in the health care field" since all students in the Pre-med program etc. will not end up as physicians.

BSCI 16

TILLETT, THERESE

From: HALEY, MARY
Sent: Thursday, January 15, 2009 3:01 PM
To: TILLETT, THERESE
Cc: POOTS, KATHY
Subject: RE: EPC - BS biology/chemistry - new concentrations

Hi Therese,

Biology wants #2. Sorry about the confusion. We thought we caught all the inconsistent names.

Thanks,
Mary Ann

Mary Ann Haley, Ph.D.
Assistant Dean for Curriculum
College of Arts and Sciences
Kent State University
105 Bowman Hall
330-672-8968

From: TILLETT, THERESE
Sent: Wednesday, January 14, 2009 6:53 PM
To: HALEY, MARY
Cc: POOTS, KATHY
Subject: EPC - BS biology/chemistry - new concentrations

Mary Ann,

Biology – This concentration is titled several ways in the proposal. What does the department want it to be called officially?

(1) Health/Medical Sciences
(2) Pre-medicine/Pre-osteopathy/Pre-dentistry ←
(3) Health/Medical Sciences Pre-professional

Chemistry – Banner has fields for major and concentration only. Although, the department considers this an option within the Biological Chemistry concentration, I must create it as if creating a concentration (it will display on student transcripts as concentration). What does the department want to call this new program?

(1) Biological Chemistry–Pre-medicine/Pre-osteopathy/Pre-dentistry
(2) Pre-medicine/Pre-osteopathy/Pre-dentistry

Therese E. Tillett | Director of Curriculum Services | Kent State University
Tel: 330-672-8558 | Fax: 330-672-2644 | ttillet1@kent.edu | www.kent.edu

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **11/26/08** Curriculum Bulletin _____

Effective Date **Fall 2009** Approved by EPC _____

Department	**Chemistry**
College	**AS - Arts and Sciences**
Proposal	**Establish Program**
Program Name	**Biological Chemistry Concentration (Premedicine/**Pre-Osteopathy/Pre-Dentistry **OPTION)**
Degree	**BS - Bachelor of Science** Chemistry Major — Biological Chemistry — Pre-Medicine/Pre Osteopathy/Pre-Dentistry (BIOP)

Description of proposal:

Establish a Premedicine/Osteopathic/Dental option within the BS in Biological Chemistry Concentration. Students in Biological Chemistry Concentration will be well prepared for medical school and the MCAT exam when taking this option

Does proposed revision change program's total credit hours? ☐ Yes ☒ No

~~If yes,~~ 121 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)

Enrolments may increase in BSCI courses newly listed as required/optional courses.

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

Biological Sciences

REQUIRED ENDORSEMENTS

Michael Lubenger — 11/26/08
Department Chair / School Director / Campus Dean

Mary Ann Haley — 12/12/08
College Dean

_____ — ___/___/___
Executive Dean of Regional Campuses

_____ — ___/___/___
Provost

CHEM 46

Proposal Summary

a.) Title: Establishment of Premedicine/Osteopathic/Dental OPTION within the BS Biological Chemistry concentration.

b.) Subject Specification: This proposal seeks to establish a premedicine/osteopathy/dental option within the B.S. in Biological Chemistry concentration.

c.) Background Information:

1.) The College of Arts and Sciences asked the Department of Chemistry to develop a specific path for Biological Chemistry majors who will pursue pre-professional studies leading to possible admission to medical, osteopathic, or dental school. As a result of discussions with the College, the biochemistry faculty, the departmental Curriculum Committee, and faculty from other departments involved in the pre-professional area, a proposal for the development of a Premedicine/pre-osteopathy,/pre-dentistry Option within the BS Biological Chemistry Concentration has been developed (see attached document for a 4 year plan outlining this option). The Department Curriculum Committee and full Chemistry Faculty have approved this proposal. The proposal is specifically designed for several reasons including: (i) to clarify the ongoing issue of students who have the misapprehension that there is a pre-medicine degree at KSU, (ii) to clearly lay out a program of study for premedicine students that is also designed to prepare them well for the MCAT examination, and (iii) as a means of

advertising our superior route to medical/dental/osteopathy school to prospective KSU students (and to therefore increase enrollment in our program).

2.) **Conformity of action with mission of sponsoring unit**: Meets all requirements.

3.) **Rationale for action**: See 1.) above.

4.) **Effect on current programs, offerings, students, staff**: There are no adverse effects on current programs. Increased enrolment is expected in the required and optional chemistry courses that will be absorbed into current teaching loads based on projected enrolment. It is expected that **Vertebrate Anatomy (BSCI 30518)** will also see increased enrolment (an optional course under the new program). This was of some concern as the lab component currently limits enrolment in this course. However, in consultation with BSCI it was agreed that splitting of the lab and lecture portion would alleviate any concerns (our students would only be expected to take the lecture component).

5.) **Scope of the action**: See 1.) above

6.) **Fiscal and staffing impact of action**: No impact on staffing. The expected increase in enrolment is an ideal fit for the RCM model.

7.) **Evidence of need and sustainability**: See 1.) above

d.) **Alternatives and Consequences**: Prospective students currently do not see a clear pathway to medical school other than through the ILS program. The establishment of this new program will allow us to effectively advertise our full range of tracks to such potential students and, more importantly, it will serve to prepare our students well

for the MCAT examination. This is critical for our student success and future enrolment.

e.) **Specific Recommendation and Justification:** It is proposed that a new Premedicine/Osteopathic/Dental OPTION within the BS Biological Chemistry concentration be established. Please see the accompanying four-year plan.

The principal change to the normal Biological Chemistry Concentration is the addition of two biology courses [one as a requirement - Animal Physiology (BSCI 40430) and one as an elective option – Vertebrate Anatomy (BSCI 30518)] that provide important preparation for the MCAT examination. The number of credit hours for this Biological Chemistry pre-medicine option are unchanged from the regular Biological Chemistry concentration, such that students should still be able to complete their degree in 4 years and with 121 total credit h. The differences from the regular Biological Chemistry concentration include: (i) the addition of an extra Statistics requirement in footnote B, such that all pre-med students have a statistics course regardless of which math track they select; (ii) the addition of a new 3 cr h Animal Physiology course in the junior year, replacing 3 h of electives (motivated by the presence of a large chunk of physiology on the MCAT). This course was placed in the junior year so as to better prepare the students for the MCAT, meaning that Analytical Chemistry I is now slated to be taken by the typical student in the Fall of the senior year; (iii) the addition of Vertebrate Anatomy as a 4 cr h elective option within footnote D (motivated by the presence of a large chunk of anatomy on the MCAT); (iv) the allowed credit hours for Individual Investigation was lowered from 1-4 h in the traditional Biological

Chemistry track (where there are 8 concentration elective h) to 1-3 h (given that there are now only 5 concentration elective h); (v) the strong recommendation of a slate of 5 specific LER courses in footnote C; these are courses that strengthen an application to medical school; (vi) the additional recommendation (not requirement) of several non-LER/non-science courses that are considered valuable preparation for medical school (footnote E). Finally, the Molecular Biology elective has been removed as there seems to be a serious overlap problem with material taught in Advanced Biological Chemistry)

f.) **Timetable and Actions Required**: These changes need to be approved by the College Curriculum Committee and the EPC in time for the changes to be implemented for the beginning of AY2009.

PROPOSED

11/2008

B.S. Chemistry Degree @ KSU: the Four Year Plan
Biological Chemistry Concentration -Premedicine/Preosteopathy/Predentistry Option

Year 1

Fall Semester	Credit	Spring Semester	Credit
General Chem. I, CHEM 10060[A]	4	*General Chem. II, CHEM 10061*[A]	4
General Chem. Lab. I, CHEM 10062[A]	1	*General Chem. Lab. II, CHEM 10063*[A]	1
Calculus for Life Sciences MATH 12021[B]	4	*Prob. & Stats. For Life Sci., MATH 12022*[B]	3
Biological Foundations, BSCI 10120	4	Electives[C]	
College Writing I, ENG 11011	3		
1st Year Experience FLASH Point, US 10097	1		
	17		

Year 2

Fall Semester	Credit	Spring Semester	Credit
Organic Chem. I, CHEM 30481	3	*Organic Chem. II, CHEM 30482*	3
Organic Chem. Lab. I, CHEM 30475	1	*Organic Chem. Lab. II, CHEM 30476*	1
		Inorganic Chemistry I, CHEM 30301	2
Elements of Genetics, BSCI 30156	3	*Cell Biology, BSCI 20140*	4
General College Physics I, PHY 13001	5	*General College Physics II, PHY 13002*	5
& General College Physics Lab I, PHY 13021		*& Gen. College Phys Lab II, PHY 13022*	
College Writing II, ENG 21011	3	Elective[C]	

Year 3

Fall Semester	Credit	Spring Semester	Credit
Basic Con. Physical Chem., CHEM 40567	4	*Biochem. Found. Medicine, CHEM 40245*	4
Animal Physiology, BSCI 40430	3	*General Microbiology, BSCI 30171*	4
Electives[C]		*Elem. Phys. Chem. Lab, CHEM 40568*	1
		Concentration Electives[D]	
		Electives[C]	

Year 4

Fall Semester	Credit	Spring Semester	Credit
Adv. Biological Chem., CHEM 40248	3	*Adv. Biol. Chem. Lab., CHEM 40251*	2
Analytical Chemistry I, CHEM 30105	3	*Physical Biochem. I, CHEM 40263*	3
Analytical Chemistry Lab I, CHEM 30107	1	*Concentration Electives*[D]	
Concentration Electives[D]		Electives[C]	
Electives[C]			

[A] Students can substitute Honors General Chemistry I and II, CHEM 10960 (5) and CHEM 10961 (5), in place of the normal General Chemistry sequence.
[B] MATH 12002, 12003 and 30011may be taken as a package instead of MATH 12021 and MATH 12022.
[C] Includes LER electives and language requirements as prescribed by the College of Arts & Sciences. The following LER courses are strongly recommended: PHIL 21001 (3), COMM 15000 (3), ECON 22060 (3), PSYC 11762 (3), SOC 12050 (3).
[D] A total of 5 hours of electives, selected from the following list, are required: CHEM 30106 (2)(S), CHEM 40302 (2)(F), CHEM 40365 (3)(var.), CHEM 40295 (1-3, departmental approval is required), CHEM 40796 (1-3), CHEM 40483 (1)(F), CHEM 40477 (1)(F), BSCI 30518 (4)(F), BSCI 40174 (3)(S), BTEC 40220 (2), BTEC 40191 (1, should be taken in the senior year); these courses are typically taken during the junior and/or senior years.
Italicized courses are those specifically required by the Chemistry Department. These should be taken in the order indicated. (F) = Fall, (S) = Spring, (var.) = Variable.
[E] The following are also recommended: ECON 42086 (3), PSYC 40111 (3), PSYC 41363 (3), SOC 42563(3).

COLLEGE OF ARTS AND SCIENCES
KENT STATE UNIVERSITY
BACHELOR OF SCIENCE DEGREE
MAJOR REQUIREMENT SHEET
2008-09 UNDERGRADUATE CATALOG

NAME: _____

ID NUMBER: _____

DATE: _____

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- Minimum of 121 total hours, 42 upper division hours
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- Writing-Intensive Requirement
- Participation in outcomes assessment conducted by your major program

NO COURSEWORK IN YOUR MAJOR MAY BE TAKEN PASS/FAIL
See the back of this page for a BS General Requirement Sheet

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
•First Year Experience FLASH Point	1 hour

CHEM Quantitative Analysis	30101	2
CHEM Organic Chemistry Lab I	30475	1
CHEM Organic Chemistry Lab II	30476	1
CHEM Organic Chemistry I	30481	3
CHEM Organic Chemistry II	30482	3
Choose either.....		*10*
CHEM General Chemistry I	10060	4
CHEM General Chemistry II	10061	4
CHEM General Chemistry Lab I	10062	1
CHEM General Chemistry Lab II	10063	1
OR		
CHEM Honors General Chemistry	10960	5
CHEM Honors General Chemistry	10961	5

Choose one concentration:

BIOLOGICAL CHEMISTRY CONCENTRATION [BIOC]

(Individual investigation is strongly encouraged for students in this concentration.)

BSCI Biological Foundations	10120	4
BSCI Cell Biology	20140	4
BSCI Elements of Genetics	30156	3
BSCI General Microbiology	30171	4
CHEM Quantitative Analysis Lab	30102	1
CHEM Aqueous Descriptive Inorganic Chem	30360	2
CHEM Biochemical Foundations of Medicine	40245	4
CHEM Advanced Biological Chemistry	40248	3
CHEM Advanced Biological Chemistry Lab	40251	2
CHEM Physical Biochemistry	40263	3
CHEM Basic Concepts of Physical Chemistry	40567	4
CHEM Elementary Physical Chemistry Lab	40568	1
MATH Calculus for Life Sciences	12021	4
MATH Probability and Statistics for Life Sciences	12022	3
PHY General College Physics I	13001	4
PHY General College Physics II	13002	4
PHY General College Physics Laboratory I	13021	1
PHY General College Physics Laboratory II	13022	1
Choose 9 hours from the following.....		*9*
BSCI Eukariotic Cell Biology	40143	3
BSCI Molecular Biology	40158	3
BSCI Immunology	40174	3
BTEC Sem: Recent Develop. In Biotechnology	40191	1
CHEM Instrumental Analysis	30103	2
CHEM Special Topics in Biochemistry	40295	1-3
department approval required		
CHEM Intermediate Inorganic Chemistry	40361	2
CHEM Intermediate Inorganic Chemistry	40362	2
CHEM Intermediate Organic Chemistry Lab	40477	1
CHEM Intermediate Organic Chemistry	40483	1
CHEM Individual Investigation	40796	1-4
Or approved upper-division Chemistry electives		

CHEMISTRY CONCENTRATION [CHEM]

(This program meets the minimum requirements for the American Chemical Society certification. Individual Investigation is strongly encouraged for students in this concentration.)

CHEM Quantitative Analysis Lab	30102	1
CHEM Instrumental Analysis	30103	2
CHEM Instrumental Analysis Lab	30104	2
CHEM Introductory Biological Chemistry	30284	4
CHEM Aqueous Descriptive Inorganic Chem	30360	2
CHEM Intermediate Inorganic Chemistry	40361	2
CHEM Intermediate Inorganic Chemistry	40362	2
CHEM Intermediate Inorganic Chemistry Lab	40364	1
CHEM Intermediate Organic Chemistry Lab	40477	1
CHEM Intermediate Organic Chemistry	40483	1
CHEM Elementary Physical Chemistry	40555	3
CHEM Elementary Physical Chemistry	40556	3

CONTINUED ON NEXT PAGE

DISTRIBUTION: ADVISOR _____ STUDENT _____ [200880]

DEPARTMENT OF CHEMISTRY WEBSITE: http://www.kent.edu/chemistry

COLLEGE OF ARTS AND SCIENCES
KENT STATE UNIVERSITY
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- Writing-Intensive Requirement
- Participation in outcomes assessment conducted by your major program

NO COURSEWORK IN YOUR MAJOR MAY BE TAKEN PASS/FAIL

See the back of this page for a BS General Requirement Sheet

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
•First Year Experience FLASH Point	1 hour

CHEM Physical Chemistry Lab	40557 ____	2
CHEM Elementary Physical Chemistry Lab	40568____	1
Plus 4 hours CHEM 40000-level course (advisor approved)		4
_____ _____		_____
_____ _____		_____
MATH Analytic Geometry and Calculus I	*12002____	5
MATH Analytic Geometry and Calculus II	12003____	5
MATH Analytic Geometry and Calculus III	22005____	3
PHY General University Physics I	23101____	5
PHY General University Physics II	23102____	5

MATERIALS CHEMISTRY CONCENTRATION [MCHM]

(Individual investigation is strongly encouraged for students in this concentration.)

CHEM Introduction to Materials Chemistry	30050___	2
CHEM Instrumental Analysis	30103____	2
CHEM Introductory Biological Chemistry	30284____	4
CHEM Aqueous Descriptive Inorganic Chem	30360___	2
CHEM Materials Chemistry Laboratory	40053____	2
CHEM Inorganic Materials Chemistry	40352____	3
CHEM Intermediate Inorganic Chemistry	40361____	2
CHEM Intermediate Inorganic Chemistry	40362____	2
CHEM Intermediate Inorganic Chemistry Lab	40364____	1
CHEM Organic Materials Chemistry	40451____	3
CHEM Elementary Physical Chemistry	40555____	3
CHEM Elementary Physical Chemistry	40556____	3
CHEM Physical Chemistry Lab	40557____	2
MATH Analytic Geometry and Calculus I	*12002____	5
MATH Analytic Geometry and Calculus II	12003____	5
MATH Analytic Geometry and Calculus III	22005____	3
PHY General University Physics I	23101____	5
PHY General University Physics II	23102____	5
Choose from the following		2
CHEM Quantitative Analysis Lab	30102___	1
CHEM Instrumental Analysis Lab	30104___	2
CHEM Intermediate Organic Chemistry Lab	40477___	1
CHEM Intermediate Organic Chemistry	40483___	1
CHEM Elementary Physical Chemistry Lab	40568___	1
CHEM Surface Chemistry	40571___	2
CHEM Individual Investigation	40796____	1-2

TOTAL **74-81**

*MATH 12001, which is a prerequisite for MATH 12002, should be bypassed by students with sufficient background.

DISTRIBUTION: ADVISOR _____ STUDENT _____ **[200880]**

DEPARTMENT OF CHEMISTRY WEBSITE: http://www.kent.edu/chemistry CHEM 49

PROPOSED.

COLLEGE OF ARTS AND SCIENCES
KENT STATE UNIVERSITY
BACHELOR OF SCIENCE DEGREE
MAJOR REQUIREMENT SHEET
2008-09 UNDERGRADUATE CATALOG

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- 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 n

College General Requirements (includes University LER's)

- English Composition 6 hours
- Mathematics/Logic 3-5 hours
- Foreign or American Sign Language

NO COURSEWORK IN YOUR MAJOR MAY BE TA
See the back of this page for a BS General Requiremer

Select either Option A or Option B:

Option A

Choose 8 hours from the following.....8

CHEM Quantitative Analysis	30101	2
CHEM Organic Chemistry Lab I	30475	1
CHEM Organic Chemistry Lab II	30476	1
CHEM Organic Chemistry I	30481	3
CHEM Organic Chemistry II	30482	3
Choose either.....10		
CHEM General Chemistry I	10060	4
CHEM General Chemistry II	10061	4
CHEM General Chemistry Lab I	10062	1
CHEM General Chemistry Lab II	10063	1

Option B (Premedicine/Preosteopathy/Predentistry Option)

BSCI Animal Physiology	40430	3
Choose 5 hours from the following.....5		
CHEM Analytical Chemistry II	30106	2
CHEM Inorganic Chemistry II	40302	2
CHEM Biological Inorganic Chemistry	40365	3
CHEM Special Topics in Biochemistry	40295	1-3
department approval required		
CHEM Individual Investigation	40796	1-3
CHEM Intermediate Organic Chemistry	40483	1
CHEM Intermediate Organic Chemistry Lab	40477	1
BSCI Vertebrate Anatomy	30518	4
BSCI Immunology	40174	3
BTEC Bioinformatics	40220	2
BTEC Seminar: Recent Developments in Biotechnology	40191	1

PHY General College Physics II	13002	4

PHY General College Physics Laboratory I	13021	1
PHY General College Physics Laboratory II	13022	1
~~*Choose 9 hours from the following.....9*~~ 8		
BSCI Eukariotic Cell Biology	40143	3
~~BSCI Molecular Biology~~	~~40158~~	~~3~~
BSCI Immunology	40174	3
BTEC Sem: Recent Develop. In Biotechnology	40191	1
CHEM Instrumental Analysis	30103	2
CHEM Special Topics in Biochemistry	40295	1-3
department approval required		
CHEM Intermediate Inorganic Chemistry	40361	2
CHEM Intermediate Inorganic Chemistry	40362	2
CHEM Intermediate Organic Chemistry Lab	40477	1
CHEM Intermediate Organic Chemistry	40483	1
CHEM Individual Investigation	40796	1-4
Or approved upper-division Chemistry electives		

CHEMISTRY CONCENTRATION [CHEM]

(This program meets the minimum requirements for the American Chemical Society certification. Individual Investigation is strongly encouraged for students in this concentration.)

CHEM Quantitative Analysis Lab	30102	1
CHEM Instrumental Analysis	30103	2
CHEM Instrumental Analysis Lab	30104	2
CHEM Introductory Biological Chemistry	30284	4
CHEM Aqueous Descriptive Inorganic Chem	30360	2
CHEM Intermediate Inorganic Chemistry	40361	2
CHEM Intermediate Inorganic Chemistry	40362	2
CHEM Intermediate Inorganic Chemistry Lab	40364	1
CHEM Intermediate Organic Chemistry Lab	40477	1
CHEM Intermediate Organic Chemistry	40483	1
CHEM Elementary Physical Chemistry	40555	3
CHEM Elementary Physical Chemistry	40556	3

CONTINUED ON NEXT PAGE

DISTRIBUTION: ADVISOR _____ STUDENT _____ **[200880]**

DEPARTMENT OF CHEMISTRY WEBSITE: http://www.kent.edu/chemistry

CHEM 50

COLLEGE OF ARTS AND SCIENCES
KENT STATE UNIVERSITY
BACHELOR OF SCIENCE DEGREE
MAJOR REQUIREMENT SHEET
2008-09 UNDERGRADUATE CATALOG

NAME: _____

ID NUMBER: _____

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•Humanities/Fine Arts	9 hours
• Social Sciences	6 hours
•Basic Sciences	6-7 hours
•Additional	6 hours
•First Year Experience FLASH Point	1 hour

CHEM Physical Chemistry Lab	40557	2
CHEM Elementary Physical Chemistry Lab	40568	1
Plus 4 hours CHEM 40000-level course (advisor approved)		4
_____ _____		_____
_____ _____		_____
MATH Analytic Geometry and Calculus I	*12002	5
MATH Analytic Geometry and Calculus II	12003	5
MATH Analytic Geometry and Calculus III	22005	3
PHY General University Physics I	23101	5
PHY General University Physics II	23102	5

MATERIALS CHEMISTRY CONCENTRATION [MCHM]

(Individual investigation is strongly encouraged for students in this concentration.)

CHEM Introduction to Materials Chemistry	30050	2
CHEM Instrumental Analysis	30103	2
CHEM Introductory Biological Chemistry	30284	4
CHEM Aqueous Descriptive Inorganic Chem	30360	2
CHEM Materials Chemistry Laboratory	40053	2
CHEM Inorganic Materials Chemistry	40352	3
CHEM Intermediate Inorganic Chemistry	40361	2
CHEM Intermediate Inorganic Chemistry	40362	2
CHEM Intermediate Inorganic Chemistry Lab	40364	1
CHEM Organic Materials Chemistry	40451	3
CHEM Elementary Physical Chemistry	40555	3
CHEM Elementary Physical Chemistry	40556	3
CHEM Physical Chemistry Lab	40557	2
MATH Analytic Geometry and Calculus I	*12002	5
MATH Analytic Geometry and Calculus II	12003	5
MATH Analytic Geometry and Calculus III	22005	3
PHY General University Physics I	23101	5
PHY General University Physics II	23102	5
Choose from the following		2
CHEM Quantitative Analysis Lab	30102	1
CHEM Instrumental Analysis Lab	30104	2
CHEM Intermediate Organic Chemistry Lab	40477	1
CHEM Intermediate Organic Chemistry	40483	1
CHEM Elementary Physical Chemistry Lab	40568	1
CHEM Surface Chemistry	40571	2
CHEM Individual Investigation	40796	1-2

TOTAL **74-81**

*MATH 12001, which is a prerequisite for MATH 12002, should be bypassed by students with sufficient background.

DISTRIBUTION: ADVISOR _____ STUDENT _____ **[200880]**

DEPARTMENT OF CHEMISTRY WEBSITE: http://www.kent.edu/chemistry

CHEM 57

B.S. Chemistry Degree @ KSU: the Four Year Plan
Biological Chemistry Concentration

Year 1

Fall Semester	Credit	Spring Semester	Credit
General Chem. I, CHEM 10060[A]	4	*General Chem. II, CHEM 10061*[A]	4
General Chem. Lab. I, CHEM 10062[A]	1	*General Chem. Lab. II, CHEM 10063*[A]	1
Calculus for Life Sciences MATH 12021[B]	4	*Prob. & Stats. For Life Sci., MATH 12022*[B]	3
Biological Foundations, BSCI 10120	4	Electives[C]	
College Writing I, ENG 11011	3		
1st Year Experience FLASH Point, US 10097	1		

Year 2

Fall Semester	Credit	Spring Semester	Credit
Organic Chem. I, CHEM 30481	3	*Organic Chem. II, CHEM 30482*	3
Organic Chem. Lab. I, CHEM 30475	1	*Organic Chem. Lab. II, CHEM 30476*	1
		Inorganic Chemistry I, CHEM 30301	2
Elements of Genetics, BSCI 30156	3	*Cell Biology, BSCI 20140*	4
General College Physics I, PHY 13001	5	*General College Physics II, PHY 13002*	5
& General College Physics Lab I,PHY 13021		*& Gen. College Phys Lab II, PHY 13022*	
College Writing II, ENG 21011	3	Elective[C]	

Year 3

Fall Semester	Credit	Spring Semester	Credit
Analytical Chemistry I, CHEM 30105	3	*Biochem. Found. Medicine, CHEM 40245*	4
Analytical Chemistry Lab I, CHEM 30107	1	*General Microbiology, BSCI 30171*	4
Basic Con. Physical Chem., CHEM 40567	4	*Elem. Phys. Chem. Lab, CHEM 40568*	1
Concentration Electives[D]		*Concentration Electives*[D]	
Electives[C]		Electives[C]	

Year 4

Fall Semester	Credit	Spring Semester	Credit
Adv. Biological Chem., CHEM 40248	3	*Adv. Biol. Chem. Lab., CHEM 40251*	2
Concentration Electives[D]		*Physical Biochem. I, CHEM 40263*	3
Electives[C]		*Concentration Electives*[D]	
		Electives[C]	

[A] Students can substitute Honors General Chemistry I and II, CHEM 10960 (5) and CHEM 10961 (5), in place of the normal General Chemistry sequence.
[B] MATH 12002 and 12003 may be taken instead of MATH 12021 and MATH 12022.
[C] Includes LER electives and language requirements as prescribed by the College of Arts & Sciences.
[D] A total of 8 hours of electives, selected from the following list, are required: CHEM 30106 (2), CHEM 40302 (2), CHEM 40303 (2), CHEM 40365 (3), CHEM 40295 (1-3, departmental approval is required), CHEM 40796 (1-4), CHEM 40483 (1), CHEM 40477 (1), BSCI 40158 (3), BSCI 40174 (3), BTEC 40220 (2), BTEC 40191 (1, should be taken in the senior year); these courses are typically taken during the junior and/or senior years.
Italicized courses are those specifically required by the Chemistry Department. These should be taken in the order indicated.

CHEM 52

KENT STATE
UNIVERSITY

Department of Biological Sciences
Kent State University
Kent, OH 44242

To: Mike Tubergen, Chair, Chemistry
From: James Blank
Date: November 26, 2008
Subject: Letter of Support for new Chemistry Concentration

The Department of Biological Sciences has reviewed your proposal for a new concentration in Biological Chemistry. We support your plan to offer this new concentration for pre-professional students (pre-medicine/pre-osteopathy/pre-dentistry).

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **11-Sep-08** Curriculum Bulletin _____

Effective Date **Fall 2009** Approved by EPC _____

Department	**School of Journalism and Mass Communication**
College	**CI - Communication and Information**
Proposal	**Establish Program**
Program Name	**Photo Journalism ~~Minor~~** PHOJ
Degree	**Minor**

Description of proposal:
Create Photo Journalism Minor

Does proposed revision change program's total credit hours? ☐ Yes ☒ No

~~If yes,~~ 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):
none

REQUIRED ENDORSEMENTS

_____ 12/16/08
Department Chair / School Director / Campus Dean

_____ 12/16/08
College Dean

_____ ___/___/___
Executive Dean of Regional Campuses

_____ ___/___/___
Provost

Transmittal Memo

Date: November 24, 2008

To: LuEtt Hanson
Associate Dean, College of Communication & Information

From: Greg Blase
School of Journalism and Mass Communication

Re: Creation of Photojournalism minor

Attached is the proposal to create a Photojournalism minor.

The School of Journalism and Mass Communication Curriculum Committee and the faculty of the School of Journalism and Mass Communication have approved this action. We would like to have this change made for the 2009 catalog.

Proposal Summary

Title: Establish Photojournalism minor

Subject Specification: Create a Photojournalism Minor

Background Information:
Description of Action: Create a Photojournalism Minor. This would be a new minor with a skills-based curriculum to introduce students to the field of Photojournalism and prepare them for certain photojournalism careers. Photography, along with storytelling and reporting news with a camera are growing more popular as society seeks a more visual representation of information.

The School of Journalism and Mass Communication currently has a Visual Journalism minor that includes just one photography class and has been a student's only option for learning about photojournalism short of the Photojournalism major. The new minor will require four specific photography courses, allowing students deeper immersion in and better preparation for the field.

Conformity of action with mission of sponsoring unit: The mission of the School of Journalism and Mass Communication is to provide students with real-world skills and concepts they will need for careers in the media. This minor would allow students to build Photojournalism skills and attain at least a basic level of proficiency.

Rationale for Action: Students in various Kent State majors have shown interest in photojournalism as a secondary area of study to complement their existing majors or to explore a field that has recently piqued their interest. Providing this minor will allow students to pursue their interests and career goals.

Effect on current programs, offerings, students, staff: There would be no effect, as all courses are currently being offered in the School of Journalism and Mass Communication.

Scope of action: Establish a Photojournalism minor in the School of Journalism and Mass Communication

Fiscal and staffing impact: No fiscal or staffing impact at this time.

Evidence of need and sustainability: This JMC minor may be popular with, and relevant to, a variety of majors across campus.

Alternatives and Consequences: If not approved, this minor would not be available to students throughout the University to further their interests and career goals.

Specific Recommendation and Justification: Approve the creation of the Photojournalism minor to provide students with an option/addition to their current field of study.

Timetable and Actions Required: Approval by JMC Faculty - 9/08
Approval of CCI Curriculum Committee - 11/08
Approval of EPC - 1/08
Inclusion in fall 2009 catalog

Minimum 2.75 GPA in the minor required for graduation. This minor is open to only visual communication design majors and marketing majors.

Communication Studies Minor

Choose from the following: 12
COMM 15000 Introduction to Human Communication (3)
20001 Interpersonal Communication (3)
25464 Argumentation (3)
25863 Business and Professional Communication (3)
25902 Communication Theory (3)
26000 Criticism of Public Discourse (3)
Communication Studies courses 12
Minimum 9 credit hours upper-division
TOTAL 24

Minimum 2.25 GPA in the minor required for graduation.

Design Minor

ARTH 42070 History of Graphic Design 3
VCD 23000 Intermediate Studio Skills 3
* 23001 Introduction to Typography 3
33000 Graphic Design I 3
33001 Graphic Design II 3
Choose from the following: 3
VCD * 13001 Introduction to Visual Communication Design II (3)
37000 Visual Design for Media: Advanced (3)
Choose from the following: 3
VCD** 42004 Computer Illustration (3)
** 43001 Kinetic and Sequential Graphic Design II (3)
TOTAL 21

**Students must earn a B (3.00) or better in VCD 13001 before enrolling in VCD 23001.*
***Prerequisite: VCD 20000 Basic Computer Graphic Design and Illustration and permission.*

Minimum 2.25 GPA in the minor required for graduation.

Electronic Media Minor

JMC 20004 Media Writing 3
20007 Media Information Gathering 3
22000 Photography Basics 1
22002 Videography Basics 1
30034 Programming for Electronic Media 3
40006 Law of Mass Communication 3
Electronic media upper-division electives 6
VCD 27001 Visual Design for Media: Basic 1
Choose from the following: 3
JMC 20001 Media, Power and Culture (3)
20003 Introduction to Mass Communication (3)
TOTAL 24

Minimum 2.75 GPA in the minor required for graduation.

Media Literacy Minor

JMC 20001 Media, Power and Culture 3
20005 Fundamentals of Media Messages 3
21001 Principles of Advertising 3
28001 Principles of Public Relations 3
40006 Law of Mass Communication 3
Choose from the following: 6
JMC 30030 Mass Media Research (3)
30034 Programming for Electronic Media (3)
40022 Film as Communication (3)
40193 Non-Skill Workshops (3)
e.g., "Children, Cartoons and TV Violence," "Minorities in American Film," etc.
44040 Concept Psychographics (3)
TOTAL 21

Minimum 2.75 GPA in the minor required for graduation.

Photo-Illustration Minor

ARTH 22006 Art History I: Ancient and Medieval Art 3
22007 Art History II: Renaissance to Modern Art 3
JMC 20001 Media, Power and Culture 3
32001 Photojournalism I 3
VCD 13000 Introduction to Visual Communication Design I 2
13001 Introduction to Visual Communication Design II 3
28000 Photography 3
38003 Photo Technology 3
TOTAL 23

Minimum 2.25 GPA in the minor required for graduation.

X Photojournalism Minor – see attached

Public Relations Minor

JMC 20004 Media Writing 3

Photo Journalism minor

JMC	20004, Media Writing	3
	22001, Photography	3
	22002, Videography Basics I	1
	22004, Visual Storytelling	3
	26001, Newswriting	3
	32001, Photojournalism I	3
VCD	37000, Visual Design for Media : Advanced	3
Choose from the following:		3
JMC	32002, Photojournalism ~~2~~ II	
	or	
	42005, Color Photography	
	TOTAL	22

Minimum 2.75 GPA required for graduation

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 1-Nov-08 Curriculum Bulletin _____

Effective Date Fall 2009 Approved by EPC _____

Department Library and Information Science

College CI - Communication and Information

Degree MS - Master of Science

Program Name **Information Architecture and Knowledge Management** Program Code **IAKM**

Concentration(s) Information Use, Information Architecture, Knowledge Management Concentration(s) Code(s) INFU, INFA, KNMN

Proposal Revise Program

Description of proposal:

(1) To establish a concentration in Health Information Management (HIMA).
(2) To revise the Information Architecture (INFA) concentration to User Experience Design (UXDE)
(3) To revise the Knowledge Management concentration (KNMN)
(4) To inactivate the Information Use concentration (INFU)

Does proposed revision change program's total credit hours? ☐ Yes ☒ No

Current total credit hours: 42 Proposed total credit hours 42

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 nominal impact on other programs, policies or procedures. The primary beneficiaries of this revision are the IAKM students, in making the current program more flexible and more efficient and in providing another concentration for students to take. The content in any of the concentrations does not duplicate content in any other program. The IAKM Program Committee, composed of 6 schools or departments, reviewed the proposal. And a letter of non-encroachment has been obtained from the Deans of Nursing, Business, Education, and Arts and Sciences.

The changes in the program should enhance enrollmentsfor the existing concentrations, the revised concentration and the health information management concentration. The university has authorized two facutly lines, one tenured and one non-tenured to support the health information management concentration. The rearrangement of the courses and other concentrations would use existing faculty more efficiently. The need for Knowledge Management and User Experience Design has already been established and is realized in increasing enrollments. The need for Health Information Management is evident by the growth of medical information systems in hospitals and medical practices, especially for electronics records management, throughout Northeast Ohio (see proposal for statistics). A Master's degree is now mandated by AHIMA for Health Information Managers. The audience, in addition to the existing audiences for Knowledge Management and User Experience Design, is primarly for providing competent staff and managers for health information management in the growing northeast Ohio medical hospital market. For the Health Information Management degree some background in health is desireable, but there are no required backgrounds for Knowledge Management or User Experience Design.

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	12/16/08
College Dean	12/16/08
Executive Dean of Regional Campuses / Dean of Graduate Studies	___/___/___
Senior Vice President for Academic Affairs and Provost	___/___/___

College of Communication and Information
Dean's Administrative Office
Room 131 Moulton Hall
(330) 672-2950
FAX: (330) 672-2952

INTER-DEPARTMENTAL CORRESPONDENCE

TO: Therese Tillett, Director, Curriculum Services
Evelyn Goldsmith, Dean of Graduate Studies

FROM: LuEtt Hanson, Associate Dean

DATE: December 16, 2008

SUBJ: Transmittal Memo

I am sending forward for inclusion on the next EPC/Graduate Council agenda the following proposals:

1) Revisions to the IAKM Degree program:
   - Establishment of a concentration in Health Information Management
   - Revisions to the Information Architecture and Knowledge Management concentrations
   - Inactivation of the Information Use concentration.
   - Related course change proposals:
     - 16 revised courses
     - 1 inactivated course
     - 4 new courses
2) Revision to the Certificate in Information Architecture
3) Revision to the admission requirements for the IAKM degree and certificate programs

These proposals have been approved by:
- The Graduate Program Committee of the MS Program in IAKM
- The IAKM Curriculum Committee
- The FAC of the School of Library and Information Science
- The CCI College Curriculum Committee

Proposal Summary

Title: Revision of the Master of Science Program in Information Architecture and Knowledge Management [Major code: IAKM], with its Three Concentrations, Information Architecture [submajor code: INFA], Information Use [submajor code: INFU], and Knowledge Management [submajor code: KNMN].

Subject Specification:

The intent of this proposal is to revise the structure of the Master of Science in Information Architecture and Knowledge Management. There are five aspects to the revision:

(1) The addition of one concentration of study: Health Information Management [Suggested submajor code:HIMA].

(2) The revision of the Information Architecture concentration into the User Experience Design Concentration [Suggested Revised Submajor code:UXDE] with the inactivation of the Information Use concentration (Submajor code: INFU).

(3) The reduction in the number of core courses that students must take, from five courses (15 credits) to two courses (6 credits) in each of the concentrations, Health Information Management (HIMA), User Experience Design (UXDE) and Knowledge Management (KNMN). Two of the original core courses are shifted to the concentrations and one inactivated.

(4) The reallocation of courses that students must take in the concentrations (whether HIMA, UXDE or KNMN) entailing three changes for the structure of the degree: (a) Increase of required courses for the concentrations ~~concentration~~ from four (4) to five (5); (b) Increase of electives from four (4) courses to six (6); and (c) increase flexibility of options within the electives of each concentration.

(5) The revision of course numbers and prerequisites to accommodate the improved structure of the program.

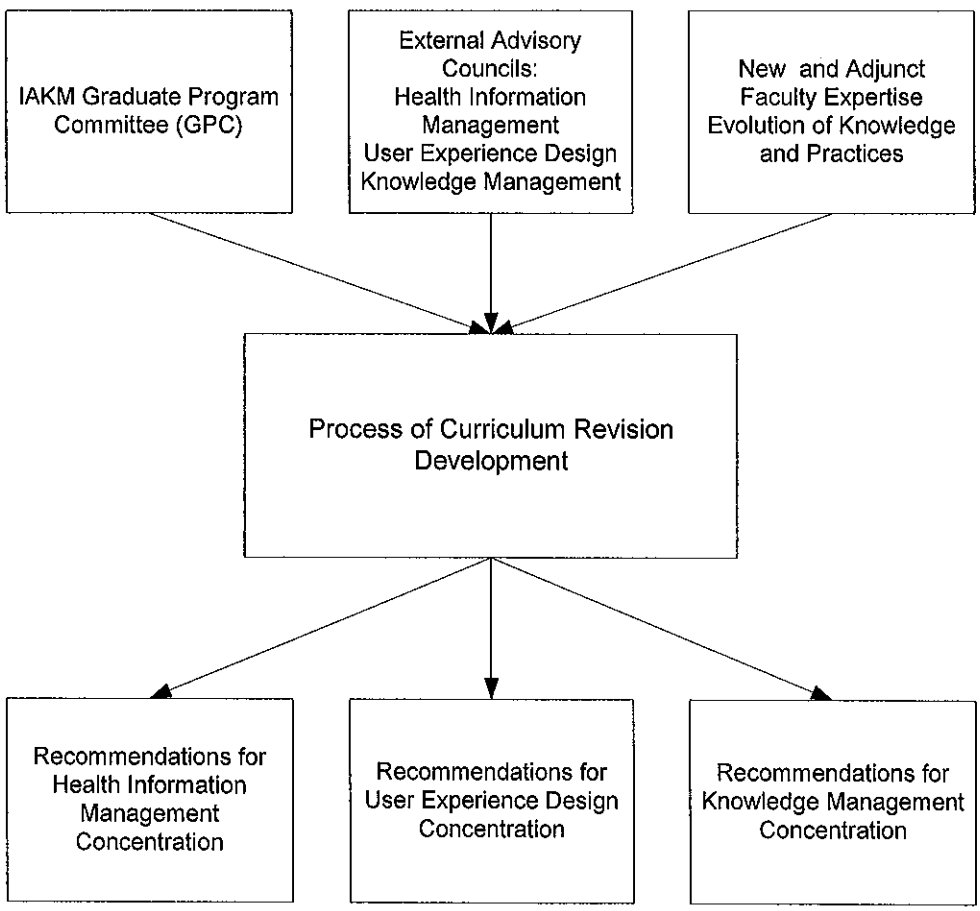
Background Information:

Description of action, including its intended effect:

The Master of Science in Information Architecture and Knowledge Management (IAKM) program opened in the Fall, 2001. IAKM is an interdisciplinary program, with oversight from six participating schools or departments, Graduate School of Management, Library and Information Science, Computer Science, Communication Studies, Journalism and Mass Communication and Visual Communication Design, and it is administered by the

School of Library and Information Science. There is a Graduate Program Advisory Committee (GPC), who provide guidance and who link back to their respective departments or schools, consisting of members of each of the participating departments: Carolyn Brodie (Library and Information Science), Paul Haridakis (Communication Studies); Will Acar (Graduate School of Business), AnnMarie LeBlanc (Visual Communication Design), Gary Hanson (Journalism and Mass Communication) and Michael Rothstein (Computer Science). The program currently offers three concentrations, Information Architecture, Information Use and Knowledge Management.

When the degree and concentrations were planned and revised, we were working with the best available knowledge at the time. Since the original plan and the subsequent revisions, many factors arose to demand additional changes in the program: the expertise of on-site and adjunct faculty and professional associations, advice from external advisory councils (See Appendix A for the three external advisory councils: Knowledge Management, User Experience Design, and Health Information Management), the IAKM Graduate Program Advisory Committee (GPC), and the ongoing, rapid evolution of these recently emergent disciplines.



Each action will be explained in turn, its rationale and intended effect.

Action 1: Addition of one concentration of study: Health Information Management.

Health Information Management Concentration	
Required Common Core Courses (6 credits)	
Course	**Credits**
IAKM 60001 IAKM in Context (existing, retitled)	3
IAKM 60002 Knowledge Organization Structures, Systems, and Services (existing, retitled)	3
Required Courses in the HIM Concentration (15 credits)	
IAKM 60301 - Foundational Principles of KM (existing)	3
IAKM 60304 – Research Methods for KM (existing)	3
IAKM 60401 – Health Information Management (new)	3
IAKM 60402 – Legal Issues in Health Information Management (new)	3
IAKM 60403 – Health Information Systems (new)	3
HIM Elective Courses (18 credits)	
IAKM 60410 – Health Records Management (new)	3
IAKM 61095 - Selected Topics (potential courses for development): Healthcare Vocabularies And Clinical Terminologies, Data Mining, Consumer Health Informatics, Telehealth, E-Health Information And Management, Health Insurance Portability And Accountability Act, Leadership In Health Management Systems, Financial Management For Health Professionals, Data Analysis With Healthcare Applications	1-3 each
Electives from other concentrations, other departments or schools or universities	
Culminating Experience (3-6 credits)	
IAKM 61081 Capstone Experience OR IAKM 61098 Master's Project OR	3
IAKM 61199 Thesis I (and, if needed, Thesis II, variable credits)	6

Rationale: The health care industry provides critical services to our society. It also requires an expanding workforce to meet the many complex activities involved in providing healthcare to a growing population. As the industry expands, the complexity and challenges of managing the health information that is generated and used by that industry increases as well. The responsibilities of health information management (HIM) professionals are considerable. They are responsible for the collection, storage, coding, processing, analysis, interpretation, application, privacy and sharing of health information. Making matters even more complex, the generation of health records is undergoing a rapid evolution from paper records to electronic health records (EHRs). The American Health Information Association (AHIMA) reported that eight in ten HIM professionals "reported being in some phase of the EHR implementation process. *Embracing The Future: New Times, New Opportunities For Health Information*

Managers, Chicago: American Health Information Management Association, 2005, p. 4]" AHIMA also notes that "as the transition to an electronic health record gains momentum, healthcare delivery will need to dramatically reinvent the way it collects, processes, and uses health information...a work force capable of innovating, implementing, and using health communications and information technology (IT) will be critical to healthcare's success." [Building The Work Force For Health Information Transformation, Chicago: AHIMA, 2006, p. 3].Health Information Management is becoming a strategically important profession. It is evolving from data management to information and knowledge management. HIM professionals are valued as individuals who support clinical decision-making as well as research and administration. There is no doubt that the workforce dealing in this dynamic environment must be educated not only in the area of information management, but also be prepared to make significant and rapid changes as the health environment changes and be cognizant of the technological ramifications of these changes.

The need for HIM professionals in the future is manifest. The U.S. Department of Labor, Bureau of Labor Statistics is projecting a 49% growth in the HIM workforce from 2005 to 2010 [Embracing the Future, AHIMA, p. 5.]. A report by AHIMA projects that 6,000 HIM professionals will be needed each year to fill new positions and replace vacant positions, but only 2000 new graduates enter the workforce each year [Embracing The Future, AHIMA, p. 5]. A brief examination of memberships in health information related organizations also highlights the size of the available marketplace. For example, the American Health Information Managers Association has 51,000 members, 2,000 of them in Ohio with a projected growth of 50% of the workforce in 10 years. Healthcare Information Management Systems and Society (HIMSS) has 20,000 individual members and 300 corporate members [http://www.himss.org/ASP/index.asp, accessed October 15, 2008], with 3,800 in Ohio [http://www.ohima.org , accessed October 15, 2008]. The need for a strong educational response is manifest.

The levels of skills needed in current and future positions will vary, but it is clear that many positions will require a mastery of theoretical and abstract concepts as well as practical knowledge to adapt to broad-based changes in this environment. A graduate education will be necessary to fulfill important aspects of HIM. Among future graduates roles are standards setting for electronic records; educators for patients, providers and administrators about health records issues; consumer advocates for patients; systems and data experts; advocates for records quality and standards compliance; information specialists who provide health information for those who need it; and data analysts for research, auditing, quality assessment, risk and costs assessment. AHIMA, recognizing the need for formal education and training on a variety of levels, is actively establishing standards for accrediting such programs including those on the graduate level. In addition, AHIMA has created model curricula for master's and other levels of education and training.

The Information Architecture and Knowledge Management (IAKM) master's degree program administered by the School of Library and Information Science is very well-

suited to offer a concentration in the HIM area. The degree program, which began to offer courses in 2001, already has a strong graduate-level foundation in knowledge management (KM) offering both a KM concentration in the MS in Information Architecture and Knowledge Management program and a KM Certificate. A new HIM concentration would provide a unique "knowledge management" dimension to the health information management approach by integrating fundamental KM concepts into an HIM concentration. This conceptual foundation would complement and undergird the courses focused on HIM. We believe this unique approach would provide breadth and depth to the education of HIM professionals and establish the Kent State program as a leader in high quality graduate-level education in this area.

Intended Effect: The creation of a concentration in the IAKM Program in Health Information Management, based on standards established by AHIMA, will provide the university the opportunity to provide quality education and training in HIM for Ohio residents and to attract a new coterie of learners to the University.

Action 2: The revision of the Information Architecture concentration into the User Experience Design Concentration [Suggested Revised Submajor code:UXDE] with the inactivation of the Information Use concentration (Submajor code: INFU).

Rationale: IAKM's current curriculum consists of three concentrations: Information Architecture (IA), Information Use (IU), and Knowledge Management (KM). It is proposed that one of these concentrations, Information Architecture, be revised to include most of the Information Use concentration, and be renamed User Experience Design. KM would remain as a separate concentration. The proposed Health Information Management (HIM) program would be a new concentration.

There are pedagogical and practical reasons for revising IA to include IU. Pedagogically, the revision reflects the evolution of IA and IU practice in recent years. Practically, it simplifies the addition of HIM into the IAKM program. Moreover, this adjustment to the program's structure will better align IAKM with the communities of practice it aims to serve and more clearly position it relative to competing programs. This will make it easier for potential students to understand why they should consider IAKM when looking for a graduate program in these areas.

The disciplines with which IAKM is concerned continue to evolve. This is particularly true for the IA and IU concentrations, which have grown more intertwined in recent years. The two full-time IAKM faculty teach primarily in these two concentrations. IA is a young design discipline, though it has roots in established fields, especially library and information science, but also human-computer interaction and various design fields. Approximately a decade old, IA came about to address the information problems and opportunities presented by the World Wide Web. But the Web is evolving, becoming a richer and more sophisticated information environment. Consequently, IA has also evolved, expanding its scope to address new technologies (e.g., mobile

devices), new interaction capabilities (e.g., multi-touch interfaces), and how people experience an information-rich world.

IU is associated with several areas, primarily usability engineering, but also information seeking and other academic fields. From the usability perspective, this concentration deals with evaluating and refining the design of digital artifacts. From the information seeking perspective, it deals with the totality of how people seek out, interact with, and experience information.

Both IA and IU have evolved in a similar direction: how to design information-rich user experiences. Moreover, the last decade has witnessed the emergence of several related design disciplines, the most notable being Interaction Design and Experience Design. This array of disciplines—of which there is much intellectual overlap and similarity—share a common interest in the design of digital artifacts and experiences in a world where information is plentiful and the tools for leveraging that information are cheap and ubiquitous.

As a result, it seems practical and pedagogically advantageous to revise the IA concentration to include most of the IU stream, and rename it User Experience Design (UXDE). This proposal is the result of numerous discussions among current IAKM faculty, practitioners in the field, and other KSU faculty. This umbrella concentration would address design for interaction with any object or interface, and evaluation of these interactions. Students, rather than thinking of design and usability as two separate endeavors, will see that one cannot be done in the absence of the other; that the disciplines are inextricably linked. Because of the linking, the Information Use concentration will be inactivated.

Furthermore, it would optimize the use of existing faculty now devoted to the IA and IU concentrations. Rather than spreading the two faculty members in developing and implementing courses across two concentrations, they would focus on one. It will make the provision of required courses more manageable and allow for the provision of more and new elective courses.

Intended Effect: This action will create a more flexible, streamlined, cohesive, substantive concentration, more in line with professional job requirements and the evolution of the discipline, more attractive to potential students, more competitive to similar programs and with more efficient use of existing faculty.

Action 3: The reduction in the number of core courses that students must take, from five courses (15 credits) to two courses (6 credits) in each of the concentrations, Health Information Management (HIMA), User Experience Design (UXDE) and Knowledge Management (KNMN). Two of the original core courses are shifted to the concentrations and one inactivated.

Action (3) would entail the revision of the number of core courses required for the degree from 5 to 2:

Core courses for current degree **(15 credit hours)**	**Proposed change** **(6 credit hours)**
IAKM 60001 Information Architecture and Knowledge Management I IAKM 60002 Information Architecture and Knowledge Management II IAKM 60005 Information Technologies IAKM 60006 Strategic Information Management ECON 62015 Economics of Information	IAKM 60001 IAKM in Context (existing, retitled) IAKM 60002 Knowledge Organization Structures, Systems, and Services (existing, retitled)

Rationale:

(a) For reduction of core courses from 5 to 2:

i. Students need to learn certain fundamentals relevant to all of the concentrations and to establish a common ground from which they can decide on a concentration if they are undecided or which would provide a foundation for the concentration which they have chosen or will chose. It is important for students to learn these fundamentals sooner rather than later. This is especially important for part-time students, who comprise and most likely will continue to comprise the bulk of the student body. Under the current structure, students in all concentrations must take 5 required core courses, and given that there are so many of them, it was difficult to make sure they were all done at the beginning of their studies and so in some instances students were taking these just before graduation. If students did manage to take those courses at the beginning, when taking 1 or 2 classes per semester, they would not encounter material directly relevant to their area of interest until their 3rd, 4th, or even 5th semester in the program. Alternatively, many students deferred core classes, preferring to take classes in their concentration earlier in the program because these classes are directly related to their reasons for joining the program. For example, a critical skill in the IA and IU concentrations is learning how to create wireframes. However, wireframing is not introduced

in the core courses because it is irrelevant to the KM concentration. Thus, students in the IA and IU concentrations may not develop wireframing skills—which is used in a wide range of courses in the IA and IU concentrations, now the UXDE concentration—until they have ~~are~~ finished more than 1/3rd of their courses. Moreover, there is no reason why students could not learn wireframing in the second or even first semester in the program.

ii. It would increase the number of elective courses. The IAKM degree is 42 credits: 13 courses plus a capstone project or thesis. In the current configuration with 5 core courses and 4 required courses in each concentration, this leaves only 4 elective courses, which is less than 1/3rd of the overall program. IAKM educates professionals whose work is deeply bound to information technologies. These technologies are changing rapidly and having a significant impact on organizations and individuals in our society. Reducing the number of core classes will increase the number of electives. More electives means IAKM will be better equipped to incorporate emerging topics into the curriculum while retaining a core of foundational courses.

iii. It reflects the evolution of the fields which IAKM comprises. IAKM deals with emerging professional disciplines and communities of practice. These fields have grown and evolved substantially over the last decade. There are for many reasons for this, most notably their relative youth and the pace of technological innovation. The smaller number of core courses will make it easier to develop a curriculum that can adapt to changes in professional practice.

iv. Reducing the core courses to 2 makes the common core more easily enforceable. All students should manage to take these courses within the first year of their entrance into the program.

(b) Rationale for moving two courses from the current core to the concentrations and eliminating one:

i. **IAKM 60005 Information Technologies** will be moved to the tier of a required course within the new UXDE concentration and to the elective level in the KM concentration. Because of the specialized nature of Health Information Management, it will have its own information technology course, IAKM 60403 Health Information Systems.

ii. **ECON 62015 Economics of Information** will be moved to the required tier in the knowledge management concentration. This course has specialized content, most appropriate for the KM concentration. While information economics will continue to grow as an important phenomenon, it is not central to the UXDE and HIM concentrations. However, it is essential that KM students have an understanding of how knowledge management impacts economic issues.

iii. **IAKM 60006 Strategic Information Management** will be inactivated. It is a course appropriate to the Knowledge Management concentration. In the recent past, the content of the course as done by the instructor of record duplicated a significant portion of content of the Information Technologies course. If moved into the Knowledge Management concentration, it duplicates the content of IAKM 60313 Strategic Knowledge Management: Virtual Communities. The best option is to eliminate it, for it is a course not appropriate for all concentrations and, if moved into the KM concentration, would duplicate existing content.

Intended Effect: The degree will be more efficient, flexible, more cohesive and robust.

Action 4: Reallocation of the courses that students must take in the concentrations.

Based on the needs of the new, revised and existing concentrations concentration (whether HIMA, KNMN or UXDE), it has been determined that the focus for foundation building should occur within the student's concentration of study within the degree. This means three changes for the structure of the degree: (a) Increase of required courses for the concentrations ~~concentration~~ from four (4) to five (5); (b) Increase of electives from four (4) courses to six (6) courses to fulfill the 42 credit hour requirement; and (c) increase flexibility of options within the electives to accommodate increased overlap between the disciplines as seen in practice.

(a) Increase of required courses for the concentrations from four (4) to five (5).

Current Concentration Required Courses	Information Architecture (IA)	Information Use (IU)	Knowledge Management (KM)
	IAKM 60101 – Information Architecture IAKM 60102 – Information and Visual Design IAKM 60103 – Research Methods for IA IAKM 60201 – Usability I	IAKM 60201 – Usability I IAKM 60202 – Usability II IAKM 60203 – User and Task Analysis IAKM 60101 – Information Architecture	IAKM 60301 – Foundational Principles of KM IAKM 60302 – Document and Records Management IAKM 60303 – Effective KM for Organizations IAKM 60304 – Research Methods for KM

From the table above it can be seen that some overlap between the concentrations that are proposed to be combined was already built into the structure. Below the new structure shows the movement of the Information Technologies course (IAKM 60005 changed to IAKM 60105 to reflect its new placement in the curriculum structure) into the tier of required courses within the UXD concentration. The addition of the Health Information Management (HIM) concentration also shows connection with the Knowledge Management (KM) concentration through sharing of two required courses.

Proposed Concentration Required Courses	User Experience Design	Knowledge Management (KM)	Health Information Management (HIM)
	IAKM 60101 – Information Architecture IAKM 60102 – Information and Visual Design IAKM 60103 – Researching the User Experience IAKM 60104 – Usability I IAKM 60105 – Information Technologies	IAKM 60301 – Foundational Principles of KM IAKM 60302 – Document and Records Management IAKM 60303 – Effective KM for Organizations IAKM 60304 – Research Methods for KM ECON 62015 -- Economics of Information	IAKM 60301 -- Foundational Principles of KM IAKM 60304 – Research Methods for KM IAKM 60401 – Health Information Management IAKM 60402 – Legal Issues in Health Information Management IAKM 60403 – Health Information Systems

The courses that previously existed as required courses for the IU concentration, but are not represented in that tier for the new concentration called User Experience Design (IAKM 60202 – Usability II, IAKM 60203 – User and Task Analysis) will be moved to the electives list within that concentration. Their course numbers will be changed to correspond with the course numbering scheme for that concentration.

(b) Increase of electives from four (4) courses to six (6) courses to fulfill the 42 credit hour requirement.

Because of the reduced core and despite a increased required course in the concentrations, students are enabled to take more specialized training in their own area of concentration or from any of the other concentrations (assuming the prerequisites are satisfied for that elective course) or for other appropriate courses elsewhere in the university, e.g., from the participating departments and schools.

(c) Increase flexibility of options within the electives to accommodate increased overlap between the disciplines as seen in practice.

In the current configuration students had little flexibility in taking courses in the other concentrations. Because there are intersections among these three concentrations (e.g., health information management is also concerned with user experience design, such as creating efficient and effective interfaces for entering content into health records systems), students could or should take courses in the other concentrations or elsewhere in the university (e.g., from the participating departments and schools) that would enhance their career path, to build a program of study unique to their specific needs and in collaboration with advisors.

Rationale:

In addition to the description of the changes directly above, the rationale for combining IA and IU into UXD addresses many of these issues. In addition:

There are reduction reasons. The reasons for reducing the number of core courses (above) also provide a rationale for reallocation of courses.

It makes more efficient use of limited resources. IAKM is a small faculty that offers diverse concentrations. The addition of the HIM concentration will stretch it even further, even with the addition of faculty lines to accommodate the new concentration. Reallocating core courses into the concentrations where they are especially applicable is a more efficient use of limited faculty time.

It improves IAKM's capacity to cover emerging topics, concepts, and technologies. The proposed structure increases the number of elective courses. This will make it easier to develop new classes that cover important and emerging topics. For example, in the proposed UXD stream, important topics include information visualization, designing for mobile devices, and designing social software. The current structure makes it difficult to include this material.

It corrects the existing asymmetry of the current configuration. The core courses are not equally relevant to students in either the current or proposed concentrations. For instance, the Economics of Information course is significantly more relevant to the KM

concentration than to the IA and IU concentrations. This creates an asymmetry in the core course offerings. Some courses are more relevant to the IA and IU concentrations, others to the KM concentration. There is overlap, but it is not as significant as was previously assumed. Reducing the number of core courses will correct this asymmetry.

Intended Effect: Concentrations provide a more extensive and flexible set of competencies.

Action 5: Revision of course numbers and prerequisites to accommodate the improved structure of the program.

All course prerequisites from the core and required tier of courses will be removed.

(1) Prerequisites for elective courses will be revised based on curriculum structure.

(2) The following courses will have their numbers changed to reflect their changing position in the new curriculum structure:

- (a) 60201 to 60104 (to move from IU to UXDE concentration numbering)
- (b) 60202 to 60114 (to move from required tier in IU to UXD electives and correspond with its prerequisite number 60104)
- (c) 60203 to 60113 (to move from required tier in IU to UXD electives and correspond with its prerequisite number 60103)
- (d) 60005 to 60105 (to move from core to required tier and match UXD numbering)

Summary of Course Additions and Changes:

The addition of a new concentration requires new courses in that content area must be added to the curriculum. We are requesting the following numbers:

IAKM 60401 – Health Information Management
IAKM 60402 – Legal Issues in Health Information Management
IAKM 60403 – Health Information Systems
IAKM 60410 – Health Records Management

The following are courses that have been taught and require prerequisite and number changes to accommodate the new program structure:

Course	Change in prereq	Change in number	Change in title
IAKM 60001			IAKM in Context
IAKM 60002			Knowledge Organization Structures, Systems, and Services
IAKM 60005 – Information Technologies		IAKM 60105	
IAKM 60101 – Information Architecture	No prerequisites		
IAKM 60102 – Information and Visual Design	No prerequisites		
IAKM 60103 – Research Methods for Information Architecture	No prerequisites		Researching the User Experience
IAKM 60110 – Content Management Systems	IAKM 60002, IAKM 60105		
IAKM 60112 – Advanced Information Architecture	IAKM 60101		
IAKM 60201 – Usability I	No prerequisites	IAKM 60104	
IAKM 60202 – Usability II	IAKM 60104	IAKM 60114	
IAKM 60203 – User and Task Analysis	IAKM, 60101, IAKM 60103	IAKM 60113	
IAKM 60301 – Foundational Principles of Knowledge Management	No prerequisites		
IAKM 60302 – Document, Records, and Content Management for the Enterprise	No prerequisites		Document and Records Management
IAKM 60303 – Effective Knowledge Management for Organizations	No prerequisites		
IAKM 60304 – Research Methods for KM	No prerequisites		

All students are required to take IAKM 61081 Capstone Experience or IAKM 61098 Master's Project or a Thesis (IAKM 61199: Thesis I (6) and IAKM 61299: Thesis II (1-2) (if appropriate)).

Intended Effect: With the changes in course numbering and electives and prerequisites, the offerings will be more coherent and structurally cohesive. The creation of a combined concentration will make more efficient use of resources and more flexibility in job options for students.

Proposed New Curriculum

Information Architecture and Knowledge Management Curriculum

IAKM Core
(6 credits required of all students)

IAKM 60001
IAKM in Context
IAKM 60002
Knowledge Organization Structures, Systems, and Services

Health Information Management

Required (15 credits)

IAKM 60301
Foundational Principles of Knowledge Management
IAKM 60304
Research Methods for Knowledge Management
IAKM 60401
Health Information Management
IAKM 60402
Legal Issues in Health Information
IAKM 60403
Health Information Systems

Electives (18 credits)

IAKM 60410 Health Records Management
IAKM 61095 Selected Topics (courses under development): Healthcare vocabularies and clinical terminologies, Data mining,, Consumer health informatics, Telehealth, E-health information and management, Health insurance portability and accountability act, Leadership in health management systems, Financial management for health professionals, Data analysis with healthcare applications

User Experience Design

Required (15 credits)

IAKM 60101
Information Architecture
IAKM 60102
Information and Visual Design
IAKM 60103
Researching the User Experience
IAKM 60104 (60201)
Usability I
IAKM 60105 (60005)
Information Technologies

Electives (18 credits)

IAKM 60110
Content Management Systems
IAKM 60111
Online Branding
IAKM 60112
Advanced Information Architecture
IAKM 61095 Selected Topics (courses under development)

Knowledge Management

Required (15 credits)

IAKM 60301
Foundational Principles of Knowledge Management
IAKM 60302
Documents and Records Management
IAKM 60303
Effective Knowledge Management in Organizations
IAKM 60304
Research Methods for Knowledge Management
ECON 62015
Economics of Information

Electives (18 credits)

IAKM 60105 (60005)
Information Technologies
IAKM 60310 Intellectual Capital Management
IAKM 60311 Business Process Management
IAKM 60312 Business Intelligence-Competitive Intelligence;
IAKM 60313 Strategic Knowledge Management - Virtual Communities
IAKM 61095 Selected Topics (courses under development)

Culminating Experience
All Students
IAKM61081 Capstone Experience
or
IAKM 60198 Master's Project (3 credits) or
IAKM 61199-61299 Thesis (6 credits)

61098

For a graphical overview of the current curriculum, see Appendix B. For a different summary of the proposed changes, see Appendix D for advisory sheets for students in each of the concentrations.

Conformity of action with mission of sponsoring unit:

IAKM is an interdisciplinary program, with oversight from six participating schools or departments, Graduate School of Management, Library and Information Science, Computer Science, Communication Studies, Journalism and Mass Communication and Visual Communication Design, and it is administered by the School of Library and Information Science. It offered three concentrations, Information Architecture, Information Use and Knowledge Management and is proposing to change the concentrations to Health Information Management, User Experience Design and Knowledge Management. The latter two concentrations are not being changed but simply reconfigured. Given that the current and previous concentrations focused on knowledge and information management, the addition of Health Information Management is a natural extension to what it now offers.

Rationale for action:

(1) The KM and UXD concentrations will be more competitive with similar degrees, because of the flexibility and robustness of its offerings. The action is strengthening the existing components in the program

(2) The HIM concentration, because of the demands of the Master's degree as a terminal degree for the accrediting professional association, AHIMA, will attract many working professionals to the program, especially as the degree is expected to be offered all online. The rationale section above about the creation of the HIM concentration details the extensive demand for such a Master's degree.

Effect on current programs, offerings, students and staff:

It is clear that this proposed revision will enhance the current degree, by providing more and better courses for the students, a more efficient, effective flexible curriculum, and a new concentration. We are in the process of hiring a Goodyear Professor of Knowledge Management, to fill and enhance a faculty line vacancy in knowledge management last year. We have the commitment from the university to hire two new faculty, one tenure track and one non-tenure track who will focus on the Health Information Management concentration. The three new faculty can teach 15 additional courses including courses that would not otherwise be available. This will substantially cover core, required and elective courses in all of the concentrations, with the ability to offer more electives. We also have hired adjunct faculty to teach many of the online courses in the KM concentration, subsidy being provided by Patricia Book, VP of Regional Development. The IAKM program is already producing substantial subsidy with its enrollment of 70

students, and as it grows, it will generate considerably more subsidy.
In terms of other issues about its effect on current programs, offerings, students and staff, the current program will be improved with more specific and detailed content and with more offerings and an additional concentration. Use of staff will be optimized, partly because of the elimination of one concentration and support for the KM and HIM concentrations.

Scope of action:

The primary focus of the program is to serve students within the state of Ohio, but our online KM program has attracted students from many other states. With a better program and additional concentration, it will serve all students better, for they will be better trained for current and emerging jobs in the information professions.

Fiscal and staffing impact of action:

Since IAKM was approved in 2000, sustainability has been improved by the addition of three full-time tenure-track faculty and strong continuous support from the School of Library and Information Science. This support is expected to continue. The university has authorized two additional faculty members, one tenured and one NTT, to support the HIM initiative. Given the demand for these professionals and for user experience and knowledge management professionals, this investment is likely to pay off quite rapidly. In sum, the changes proposed should increase the attractiveness and efficiency of the program and increase its revenue-generating potential. Related entrepreneurial initiatives that are planned should also help provide support for the program.

Evidence of need and sustainability:

The evidence of need for the existing concentration (KM) and the combined combination (UXD) is demonstrated by climbing enrollments in these two areas. With the KM concentration online, we are attracting students from all over the United States. We are collaborating with professional societies, like the Special Libraries Association, especially with its only 2-years-old division of KM, already attracting 800 members, to engage in partnerships with them, so that our programs are marketed through them. In terms of the UXD concentration, the IAKM Program Coordinator, has logged well over 50 inquiries for this concentration, but they would like the concentration to be offered online, and we are marshalling resources to do so. In conversations with leaders and members of professional societies, such as the Information Architecture Institute and the Interaction Design Association, and in talks with UXD advisory councils members, leaders in these professions, there are many queries about when the concentration will be put online. There is a need for working professionals to get a quality degree online. Finally, in terms of the Health Information Management concentration, the rationale at the beginning detailed clearly the need for this program. As we continue to build enrollments, the program will become self-sustainable and quickly profitable.

Alternative and Consequences:

The only alternative is not to approve the changes. If the new concentration is not approved, the university will lose a great opportunity to increase enrollments and provide a quality education for health information management professionals. If the two concentrations (IA and IU) are not combined into UXD and the changes in the core, required and elective courses are not approved, we would be depriving students of a stronger, more robust educational experience. These fields are growing rapidly and dynamically, and the IAKM degree program must keep up with changes to remain current and competitive.

Specific Recommendation and Justification:

To approve of the changes, for the reasons mentioned above in the rationales for action: a more competitive offering and a more robust degree and increased options with a health information management concentration.

Timetable and Actions Required:

Fall 2008: Approval of the proposal by the College Curriculum Committee and EPC
Fall 2009: Revised Program will appear in the Kent State University Graduate Schools Catalog

Appendix A
*Advisory Council for the KM Certificate and Degree**

Leonard Asprey	Practical Information Management Solutions	Sydney, NSW, Australia
Denise Bedford	The World Bank	Washington, DC
Carl Frappaolo	AIIM	Boston MA
Robert Frey	Successful Proposal Strategies, LLC	Washington DC
Stan Garfield	PricewaterhouseCoopers	New York, NY
Giora Hadar	FAA	Washington DC
Patrick Lambe	Straits Knowledge	Singapore
Jim Lee	APQC	Dallas TX
Brand Nieman	EPA	Washington DC
William Robinson	Aileron	Dayton OH
Ulla de Stricker	deStricker Associates	Toronto, ON, Canada

*All of these have agreed to serve. 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.

*Advisory Council for the User Experience Design Concentration**

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
Peter Merholz	Adaptive Path	San Francisco CA
Jesse James Garrett	Adaptive Path	San Francisco CA
Peter Bogaards	BogieLand	RM Bussum, Netherlands
Keith Instone	IBM	Maumee OH
Eric Reiss	FatDUX	Copenhagen Denmark
Margaret Hanley	BBC	London, UK
Jared Spool	User Interface Engineering	Cambridge, MA

*Advisory Council for the Health Information Management Concentration**

Top Management		
Barbara Donaho	Chair, Former Chief Executive Officer, Chief Nursing Officer, and Health System Trustee	Stow, OH
Steve Colecchi	FACHE, President and Chief Executive Officer, Robinson Memorial Hospital	Ravenna, OH

Mark Ansboury	COO, Northeast Ohio Regional Health Information Organization and One Community HealthNet Partnership	Cleveland, OH
Health Information Managers		
Eleanor Joseph	Ad Hoc Director and Consultant to the Board on Education, Northeast Ohio Health Information Management Association	Cleveland, OH
Susan Belley	Coding Manager, Health Data Services, Cleveland Clinic	Cleveland, OH
Amanda Solarij	HIM Manager, Medina General Hospital, Membership Director, Eastern Ohio Health Information Management Association	Medina, OH
Jim White	Corporate Director, Health Information Services, University Hospitals Health System	Cleveland, OH
Information Technology		
Greg Kall	System Vice President, CIO, Summa Health System	Akron, OH
Joan McFaul	Project Director, Epic, The MetroHealth System	Cleveland, OH
Lynne King	Electronic Health Record Project Director, University Hospitals Health System, Cleveland. President, Northern Ohio Healthcare Information and Management Systems Society	Cleveland, OH

James Carroll	Vice President/CIO, Mercy Medical Center, Canton. Chair, CIO Council, Akron Regional Hospital Association, and Board Member, Northeast Ohio Regional Health Information Organization	Canton, OH
Biomedical Informatics		
Nancy Roderer	Associate Professor, Johns Hopkins University. Director of Welch Medical Library and Division of Health Sciences Informatics	Baltimore, MD
Alyce Rauchenstein	Certified Health Education Specialist, Board Certified in Quality Management and Improvement	
Janise Richards	Director, Public Health Informatics Fellowship Program, Centers for Disease Control and Prevention	Atlanta, GA
Peiling Xu	Project Manager, Pfizer Global Research & Development	St. Louis, MO
Nursing Informatics		
Jack E. Warfield	Director of Informatics. Clinical and Business Integration, Patient Services. Cincinnati Children's Hospital Medical Center	Cincinnati, OH
Peggy Doheny	Professor, College of Nursing, Kent State University	Kent, OH

Carol Sedlak	Professor, College of Nursing, Kent State University	Kent, OH
Patricia C. Dykes	Corporate Manager Nursing Informatics & Research, Partners Health Care	Wellesley, MA
Information Technology Solutions Vendors		
Sue Krauss	Project Director, Eclipsis Corporation	Cleveland, OH
Heather Rapp	Strategist, Cerner Corporation	
Jim Wright	Vice President, Business Development, Clinical Information Solutions, MedPlus, Mason	Brooklyn, MI

*All of these have agreed to serve. 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.

Appendix B

2008 Information Architecture and Knowledge Management Curriculum

IAKM Core
(15 credits required of all students)

IAKM 60001
Information Architecture and Knowledge Management I
IAKM 60002
Information Architecture and Knowledge Management I
IAKM 60005
Information Technologies
IAKM 60006
Strategic Information Management
ECON 62015
Economics of Information

Information Architecture Concentration

Required (12 credits)

IAKM 60101
Information Architecture
IAKM 60102
Information and Visual Design
IAKM 60103
Research Methods for Information Architecture
IAKM 60201
Usability I

Electives (12 credits)

IAKM 60110
Content Management Systems
IAKM 60111
Online Branding
IAKM 60112
Advanced Information Architecture
IAKM 61095 Selected Topics (courses under development)

Information Use Concentration

Required (12 credits)

IAKM 60201
Usability I (Research Methods)
IAKM 60202
Usability II
IAKM 60203
User and Task Analysis
IAKM 60101
Information Architecture

Electives (12 credits)

IAKM 61095 Selected Topics (courses under development): Writing for Non-Linear Media; Usability Testing: Best Practices and Lessons Learned; Production and Academic Testing

Knowledge Management Concentration

Required (12 credits)

IAKM 60301
Foundational Principles of Knowledge Management
IAKM 60302
Documents, Records and Content Management
IAKM 60303
Effective Knowledge Management in Organizations
IAKM 60304
Research Methods for Knowledge Management

Electives (12 credits)

IAKM 60310 Intellectual Capital Management
IAKM 60311 Business Process Management
IAKM 60312 Business Intelligence-Competitive Intelligence;
IAKM 60313 Strategic Knowledge Management - Virtual Communities
IAKM 61095 Selected Topics (courses under development)

Culminating Experience
All Students
IAKM61081 Capstone Experience
or
IAKM60198 Master's Project (3 credits) or
IAKM 61199-61299 Thesis (6 credits)

61098

Appendix D: 2009 UXD, KM, HIM Advising Sheets

IAKM

Information Architecture
and Knowledge Management
User Experience Design

Minimum 42 Credit Hours
(admitted Fall 2009 and after)

Name _____

There are four steps to completing the Master of Science in IAKM:
1. Complete the **program core** (2 courses);
2. Completing your **major concentration required courses** (5 courses), which you should complete as much as possible before moving on to;
3. Completing your **elective courses** (6 courses), any of which you may elect to take in another concentration
4. Complete your **capstone, master's project or thesis** as your final degree requirement.

Course descriptions can be found on the IAKM website at **http://iakm.kent.edu.**

Program Core - 2 courses (6 credit hours)

_____	IAKM	60001	IAKM In Context	3
_____	IAKM	60002	Knowledge Organization Structures, Systems, and Services	3

User Experience Design Required - 5 courses (15 credit hours) - REQUIRED for UX Majors

_____	IAKM	60101	Information Architecture	3
_____	IAKM	60102	Information and Visual Design	3
_____	IAKM	60103	Researching the User Experience	3
_____	IAKM	60104	Usability I	3
_____	IAKM	60105	Information Technologies	3

User Experience Design Electives - 6 courses (18 credit hours) Also list any workshops, Alternate Courses, or Out of Sequence courses taken. **You may choose to take courses from the other concentrations.** Please see the IAKM Course list for a list of approved courses.

_____	BAD	64042	Management Information Systems	3
_____	BAD	64081	Data Communications and Networking in Business	3
_____	BAD	64082	Database Management Systems	3
_____	BAD	64083	Information Security	3
_____	COMM	65661	Communication in an Information Society	3
_____	COMM	65662	Mass Media Effects	3
_____	COMM	65665	Personal and Mediated Communication	3
_____	COMM	65670	Interpersonal Communication	3
_____	CS	57105*	Web Design and Programming I	3
_____	CS	57106*	Web Design and Programming II	3
_____	IAKM	60110*	Content Management Systems	3
_____	IAKM	60111	Online Branding	3
_____	IAKM	60112*	Advanced Information Architecture	3
_____	IAKM	60113*	User and Task Analysis	3
_____	IAKM	60114*	Usability II	3
_____	IAKM	60691	Seminar: TBA	3

***Course requires prerequisite or permission, contact IAKM Office at 330-672-6840 for details.**
Each course must be applied towards only one degree requirement.
To see an advisor, please call the IAKM department at 330-672-6840.

11/20/2008

_____	IAKM	60692*	Practicum	2-3
_____	IAKM	60792*	Internship	1-3
_____	IAKM	61095	Selected Topics in IAKM	1-3
_____	IAKM	61096*	Individual Investigation	3
_____	JMC	50004*	Computer Assisted Reporting	3
_____	JMC	50012*	Online Journalism	3
_____	JMC	50015*	Media Management	3
_____	JMC	56001*	Information Graphics	3
_____	JMC	60002*	Legal Problems in Mass Communication	3
_____	JMC	60003*	Seminar: Ethics of Mass Communication	3
_____	JMC	60009*	Seminar: Social Role of the Mass Media	3
_____	LIS	60613*	Information Uses and Services	3
_____	LIS	60640*	Library Automation	3
_____	LIS	60641*	Information Storage and Retrieval Systems	3
_____	LIS	60642	Implementation of Information Storage and Retrieval Systems	3
_____	LIS	60643*	Online Information Systems	3
_____	LIS	60644	Information Science	3
_____	LIS	60645	Database Systems	3
_____	LIS	60646	User Interfaces for Information Retrieval Systems	3
_____	LIS	60647	Network and Software Resources for Information Systems	3
_____	LIS	60648*	Electronic Publishing on the Web	3
_____	LIS	60649*	Indexing and Abstracting	3
_____	LIS	60650*	Information Policy	3
_____	LIS	60651	Digital Image Collection Management	3
_____	LIS	60666*	Ethical Concerns of Library and Information Professionals	3
_____	VCD	53007	Information Graphics	3
_____				

Thesis / Project / Capstone Hours (3 - 6 credit hours)

_____	IAKM	61081	Capstone Experience	3
_____	IAKM	61098	Master's Project	3
_____	IAKM	61199	Thesis I	6
_____	IAKM	61299	Thesis II	var.

In order to receive permission to enroll in either the capstone experience master's project or thesis, you must first have your project or thesis proposal approved. See the ***Master's Project Handbook*** or ***Guidelines for Prepraration of Theses*** available on the IAKM site **(http://iakm.kent.edu)** for more detailed information.

***Course requires prerequisite or permission, contact IAKM Office at 330-672-5840 for details.**
Each course must be applied towards only one degree requirement.
To see an advisor, please call the IAKM department at 330-672-5840.

11/20/2008

IAKM

Information Architecture and Knowledge Management
Knowledge Management

42 - 45 Credit Hours
(admitted Fall 2009 and after)

Name _____

There are four steps to completing the Master of Science in IAKM:
1. Complete the **program core** (2 courses);
2. Completing your **major concentration required courses** (5 courses), which you should complete as much as possible before moving on to;
3. Completing your **elective courses** (6 courses), any of which you may elect to take in another concentration
4. Complete your capstone, **master's project or thesis** as your final degree requirement.

Course descriptions can be found on the IAKM website at **http://iakm.kent.edu.**

Program Core - 2 courses (6 credit hours)

_____	IAKM	60001	IAKM in Context	3
_____	IAKM	60002	Knowledge Organization Structures, Systems, and Services	3

Knowledge Management Required - 5 courses (15 credit hours) - REQUIRED for KM Majors

_____	ECON	62015	Economics of Information	3
_____	IAKM	60301	Foundational Principles of Knowledge Management	3
_____	IAKM	60302	Document and Records Management	3
_____	IAKM	60303	Effective Knowledge Management in Organizations	3
_____	IAKM	60304	Research Methods for Knowledge Management	3

Knowledge Management Electives - 6 courses (18 credit hours) Also list any workshops, Alternate Courses, or Out of Sequence courses taken. **You may choose to take electives from the other concentrations.** Please see the IAKM Course list for a list of approved courses.

_____	BAD	64042	Management Information Systems	3
_____	BAD	64081	Data Communications and Networking in Business	3
_____	BAD	64082	Database Management Systems	3
_____	BAD	64083	Information Security	3
_____	COMM	65851	Organizational Communication	3
_____	ECON	62015	Economics of Information	3
_____	IAKM	60310*	Intellectual Capital, Assets and Valuation	3
_____	IAKM	60311*	Business Process Management	3
_____	IAKM	60312*	Business Intelligence - Competitive Intelligence	3
_____	IAKM	60313*	Strategic Knowledge Management: Virtual Communities	3
_____	IAKM	60691	Seminar: TBA	3
_____	IAKM	60692*	Practicum	2-3
_____	IAKM	60792*	Internship	1-3
_____	IAKM	61095	Special Topics	3
_____	IAKM	61095	Selected Topics in IAKM	1-3
_____	IAKM	61096*	Individual Investigation	3

***Course requires prerequisite or permission, contact IAKM Office at 330-672-6840 for details.**
Each course must be applied towards only one degree requirement.
To see an advisor, please call the IAKM department at 330-672-6840.

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_____	LIS	60610 Library Management	3
_____	LIS	60649* Indexing and Abstracting	3
_____	LIS	60650* Information Policy	3
_____	LIS	60651 Digital Image Collection Management	3
_____		_____	

Thesis / Project / Capstone Hours (3 - 6 credit hours)

_____	IAKM	61081 Capstone Experience	3
_____	IAKM	61098 Master's Project	3
_____	IAKM	61199 Thesis I	6
_____	IAKM	61299 Thesis II	var.

In order to receive permission to enroll in either the capstone experience, master's project or thesis, you must first have your project or thesis proposal approved. See the ***Master's Project Handbook*** or ***Guidelines for Prepraration of Theses*** available on the IAKM site **(http://iakm.kent.edu)** for more detailed information.

***Course requires prerequisite or permission, contact IAKM Office at 330-672-5840 for details.**
Each course must be applied towards only one degree requirement.
To see an advisor, please call the IAKM department at 330-672-5840.

11/20/2008

IAKM

Information Architecture and Knowledge Management
Health Information Management

42 - 45 Credit Hours
(admitted Fall 2009 and after)

Name _____

There are four steps to completing the Master of Science in IAKM:
1. Complete the **program core (2 courses);**
2. Completing your **major concentration required courses (5 courses),** which you should complete as much as possible before moving on to;
3. Completing your **elective courses (6 courses),** any of which you may elect to take in another concentration
4. Complete your **capstone, master's project or thesis** as your final degree requirement.

Course descriptions can be found on the IAKM website at **http://iakm.kent.edu.**

Program Core - 2 courses (6 credit hours)				
_____	IAKM	60001	IAKM In Context	3
_____	IAKM	60002	Knowledge Organization Structures, Systems, and Services	3

Health Information Management Required - 5 courses (15 credit hours) - REQUIRED for HIM Majors				
_____	IAKM	60301	Foundational Principles of Knowledge Management	3
_____	IAKM	60304	Research Methods for Knowledge Management	3
_____	IAKM	60401	Health Information Management	3
_____	IAKM	60402	Legal Issues in Health Information Management	3
_____	IAKM	60403	Health Information Systems	3

Health Information Management Electives - 6 courses (18 credit hours) Also list any workshops, Alternate Courses, or Out of Sequence courses taken. **You may choose to take courses from the other concentrations.** Please see the IAKM Course list for a list of approved courses

_____	ECON	62015	Economics of Information	3
_____	IAKM	60101*	Information Architecture	3
_____	IAKM	60104	Usability I	3
_____	IAKM	60105	Information Technologies	3
_____	IAKM	60302	Document and Records Management for the Enterprise	3
_____	IAKM	60303	Effective Knowledge Management in Organizations	3
_____	IAKM	60310*	Intellectual Capital, Assets and Valuation	3
_____	IAKM	60311*	Business Process Management	3
_____	IAKM	60312*	Business Intelligence - Competitive Intelligence	3
_____	IAKM	60313*	Strategic Knowledge Management: Virtual Communities	3
_____	IAKM	60410	Health Records Management	3
_____	IAKM	60691	Seminar: TBA	3
_____	IAKM	60692*	Practicum	2-3
_____	IAKM	60792*	Internship	1-3
_____	IAKM	61095	Data Analysis with Healthcare Applications	1-3
_____	IAKM	61095	Clinical Decision Support	1-3

***Course requires prerequisite or permission, contact IAKM Office at 330-672-5840 for details.**
Each course must be applied towards only one degree requirement.
To see an advisor, please call the IAKM department at 330-672-5840.

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_____	IAKM	61095	Selected Topics in IAKM	1-3
_____	IAKM	61095	Leadership in Health Information Systems	1-3
_____	IAKM	61095	Consumer Health Informatics	1-3
_____	IAKM	61095	Health Policy and Information Management	1-3
_____	IAKM	61095	Health Insurance Portability and Accountability Act	1-3
_____	IAKM	61095	E-Health Innovation and Information Management	1-3
_____	IAKM	61095	Telehealth	1-3
_____	IAKM	61095	Healthcare Vocabularies and Clinical Terminologies	1-3
_____	IAKM	61095	Data Mining	1-3
_____	IAKM	61095	Financial Management for Health Professionals	1-3
_____	IAKM	61096*	Individual Investigation	3
_____	LIS	60637	Metadata Architectures and Implementation	3
_____	LIS	60641*	Information Storage and Retrieval Systems	3
_____	LIS	60642	Implementation of Information Storage and Retrieval Systems	3
_____	LIS	60645	Database Systems	3
_____	LIS	60648*	Electronic Publishing on the Web	3

Thesis / Project / Capstone Hours (3 - 6 credit hours)

_____	IAKM	61081	Capstone Experience	3
_____	IAKM	61098	Master's Project	3
_____	IAKM	61199	Thesis I	6
_____	IAKM	61299	Thesis II	var.

In order to receive permission to enroll in either the capstone experience master's project or thesis, you must first have your project or thesis proposal approved. See the ***Master's Project Handbook*** or ***Guidelines for Prepraration of Theses*** available on t

***Course requires prerequisite or permission, contact IAKM Office at 330-672-5840 for details.**
Each course must be applied towards only one degree requirement.
To see an advisor, please call the IAKM department at 330-672-5840.

11/20/2008

2008 Information Architecture and Knowledge Management Curriculum

IAKM Core
(15 credits required of all students)

IAKM 60001
Information Architecture and Knowledge Management I
IAKM 60002
Information Architecture and Knowledge Management II
IAKM 60005
Information Technologies
IAKM 60006
Strategic Information Management
ECON 62015
Economics of Information

Information Architecture Concentration

Required (12 credits)

IAKM 60101
Information Architecture
IAKM 60102
Information and Visual Design
IAKM 60103
Research Methods for Information Architecture
IAKM 60201
Usability I

Electives (12 credits)

IAKM 60110
Content Management Systems
IAKM 60111
Online Branding
IAKM 60112
Advanced Information Architecture
IAKM 61095 Selected Topics (courses under development)

Information Use Concentration

Required (12 credits)

IAKM 60201
Usability I (Research Methods)
IAKM 60202
Usability II
IAKM 60203
User and Task Analysis
IAKM 60101
Information Architecture

Electives (12 credits)

IAKM 61095 Selected Topics (courses under development): Writing for Non-Linear Media; Usability Testing: Best Practices and Lessons Learned; Production and Academic Testing

Knowledge Management Concentration

Required (12 credits)

IAKM 60301
Foundational Principles of Knowledge Management
IAKM 60302
Documents, Records and Content Management
IAKM 60303
Effective Knowledge Management in Organizations
IAKM 60304
Research Methods for Knowledge Management

Electives (12 credits)

IAKM 60310 Intellectual Capital Management
IAKM 60311 Business Process Management
IAKM 60312 Business Intelligence-Competitive Intelligence;
IAKM 60313 Strategic Knowledge Management - Virtual Communities
IAKM 61095 Selected Topics (courses under development)

Culminating Experience
All Students
IAKM61081 Capstone Experience
or
IAKM 60198 Master's Project (3 credits) or
IAKM 61199-61299 Thesis (6 credits)

61098

2009 Information Architecture and Knowledge Management Curriculum

IAKM Core

(6 credits required of all students)

IAKM 60001
IAKM in Context
IAKM 60002
Knowledge Organization Structures, Systems, and Services

Health Information Management

Required (15 credits)

IAKM 60301
Foundational Principles of Knowledge Management
IAKM 60304
Research Methods for Knowledge Management
IAKM 60401
Health Information Management
IAKM 60402
Legal Issues in Health Information
IAKM 60403
Health Information Systems

Electives (18 credits)

IAKM 60410 Health Records Management
IAKM 61095 Selected Topics (courses under development): Healthcare vocabularies and clinical terminologies, Data mining,, Consumer health informatics, Telehealth, E-health information and management, Health insurance portability and accountability act, Leadership in health management systems, Financial management for health professionals, Data analysis with healthcare applications

User Experience Design

Required (15 credits)

IAKM 60101
Information Architecture
IAKM 60102
Information and Visual Design
IAKM 60103
Researching the User Experience
IAKM 60104 (60201)
Usability I
IAKM 60105 (60005)
Information Technologies

Electives (18 credits)

IAKM 60110
Content Management Systems
IAKM 60111
Online Branding
IAKM 60112
Advanced Information Architecture
IAKM 61095 Selected Topics (courses under development)

Knowledge Management

Required (15 credits)

IAKM 60301
Foundational Principles of Knowledge Management
IAKM 60302
Documents and Records Management
IAKM 60303
Effective Knowledge Management in Organizations
IAKM 60304
Research Methods for Knowledge Management
ECON 62015
Economics of Information

Electives (18 credits)

IAKM 60105 (60005)
Information Technologies
IAKM 60310 Intellectual Capital Management
IAKM 60311 Business Process Management
IAKM 60312 Business Intelligence-Competitive Intelligence;
IAKM 60313 Strategic Knowledge Management - Virtual Communities
IAKM 61095 Selected Topics (courses under development)

Culminating Experience

All Students
IAKM61081 Capstone Experience
or
IAKM 60198 Master's Project (3 credits) or
IAKM 61199-61299 Thesis (6 credits)

61098

INFORMATION ARCHITECTURE AND KNOWLEDGE MANAGEMENT

Thomas J. Froehlich, Director
316 Library
330-672-5840
tfroehli@kent.edu
http://iakm.kent.edu

Master of Science

The Master of Science degree in Information Architecture and Knowledge Management (IAKM) is an interdisciplinary degree that provides opportunities for students interested in graduate studies and research in the broad range of information-related disciplines and professions. The program rests on a set of core courses that provide a broad and solid foundation for specialized work in these three concentrations.

- ~~Information Architecture~~
- ~~Information Use~~
- ~~Knowledge Management~~
- Health Information Management
- Knowledge Management
- User Experience Design

Through these concentrations the program offers focus and flexibility for students to fashion a course of studies that suits their interests and career objectives. This flexibility is essential to the nature of the program because of the transdisciplinary character of information, the emerging and evolving roles for information professionals, and the rapid and dynamic growth of information technologies, products, systems, services and networks. The major faculties contributing to the degree are the

- School of Communication Studies
- Department of Computer Science
- School of Journalism and Mass Communication
- School of Library and Information Science
- Graduate School of Management
- School of Visual Communication Design

While ~~Information Architecture and Knowledge Management (IAKM)~~ information architecture and knowledge management have emerged as fields of study and career concentrations, their use in the degree title is intended to designate significant points on a spectrum of current and emerging information and knowledge professions and to draw upon and balance the strengths of the participating disciplines.

~~Information architecture is the art and science of organizing information and interfaces to help information seekers solve their information needs efficiently and effectively, primarily within networked and Web-based environments.~~

As a new career path surfaces, IAKM works to develop curriculum to meet its demands. The current options for study in IAKM reflect the current needs in the professional landscape with concentrations in Health Information Management (HIM), Knowledge Management (KM), and User Experience Design (UXD). Health information management sets standards for electronic health records, facilitates the rapid evolution from paper-based to electronic records and the integration of hospital, patient and physcian systems. Knowledge management is a discipline that turns an organization's intellectual assets, including its recorded information, its memory, and the expertise of its employees into greater productivity and increased competitiveness. User Experience Design involves the use of information architecture and interaction design to create a user experience that helps information seekers solve their information needs efficiently and effectively, primarily in Web-based environments, but also through emerging technologies. For more detailed information on ~~information architecture, information use, and knowledge management~~ health information management, knowledge management, and user experience design in IAKM, visit the Website at http://iakm.kent.edu.

All students are required to take ~~a five course, 15-credit-hour core. This core~~ a two course, 6-credit hour core that will provide students with an overview of the information-related professions, ~~and of information and information technology research. It furnishes competencies in the following areas: information literacy; intellectual technologies, such as knowledge organization, packaging and transformation; information technologies, knowledge of information users, uses and needs; knowledge of information-intensive contexts, such as in business and government; and knowledge of information processes such as strategic planning and knowledge of information economics. It emphasizes the collaboration of intellectual technologies and computer-based technologies and the importance of the user perspective and professional standards.~~ their challenges and competencies and of intellectual technologies, such as knowledge organization systems and services. It will also highlight the collaboration of intellectual technologies with information technologies, the importance of the user perspective and professional standards.

The Master of Science degree is offered in three concentrations.

- ~~Information Architecture~~
- ~~Information Use~~
- ~~Knowledge Management~~
- Health Information Management
- Knowledge Management
- User Experience Design

~~Information Architecture~~

~~Information Architecture is approached from two perspectives: a broad approach and a narrow approach. In the broad approach, all information systems, whether an organizational brochure, a conference presentation or an online public access catalog involve information architecture. Given a particular information-user population, there are many information structures that could be deployed to provide efficient and easy access to information or information sources. For such an information-seeking space, the information architect designs and implements a specific system and interface, based on organizational requirements and aesthetic and usability considerations in ways similar to the ways an architect deploys a building in physical space concentrating on aesthetic, functional and usability or user-experience goals. In the narrow approach, the focus is on world-wide web interfaces, the dominant form of access to information systems. Both approaches involve the use of graphic, multimedia, labeling, information and/or navigation design to facilitate access to content, whether finding information to resolve an information need and/or to facilitate task completion, such as finding it easy to select and buy an item at an e-commerce site. Both also may entail the use of intellectual technologies, such as indexing and content organization, needs analysis, usability studies, the use of metadata and programming, to make an information interface or source easy to locate, comprehend, navigate and use.~~

Health Information Management

Health Information Management (HIM) is a strategically important profession. It has evolved from data management to information and knowledge management. HIM professionals are valued as individuals who support clinical decision-making as well as research and administration. The roles of HIM professionals are considerable: standards setting for electronic records; educators for patients, providers and administrators about health records issues; consumer advocates for patients; systems and data experts; advocates for records quality and standards compliance; information specialists who provide health information for those who need it; and data analysts for research, auditing, quality assessment, risk and costs assessment They are concerned with the : the collection, storage, coding, processing, analysis, interpretation, application, privacy and sharing of health information as well as the transformation of health records from paper to electronic forms, and the integration of administration, patient and physician systems so as to conform to professional standards and federal and state regulations, such as HIPAA.

~~Information Use~~

~~Like information architecture information use can be approached from two perspectives: a broad approach and a narrow approach.~~

~~In the broad approach, information ergonomics is central. It is adapting the information system or sources to fit the environment of users and information needs so as to achieve goals of maximum access, usability, efficiency and effectiveness. This concentration entails four areas:~~

- ~~Users - their needs and experience.~~
- ~~communication processes and strategies within and across organizations and systems.~~
- ~~information content creation, development and deployment.~~

~~• the interoperability of information systems for the sharing of knowledge.~~

~~In the narrow approach, it is concerned with usability, particularly usability testing, of the effectiveness and efficiency of web interfaces.~~

Knowledge Management

The concentration in ~~knowledge management~~ Knowledge Management (KM) is intended for students with interest in knowledge management activities in organizations. Knowledge management is a discipline that takes a comprehensive, systematic approach to the information assets of an organization by identifying, capturing, collecting, organizing, indexing, storing, integrating, retrieving and sharing them. Such assets include intellectual capital, employee expertise, business and competitive intelligence, and organizational memory. It strives to make the collective knowledge, information and experiences of the organization available to individual employees or organizational groups for their use and to motivate them to contribute their knowledge to the collective assets. It seeks to create or identify communities of practice or interest, especially to identify lesson learned and best practices.

User Experience Design

User Experience Design (UXD) embraces a variety of components: information architecture, interaction design, visual design and usability studies. Information architecture provides insight on such issues as the organization of information, navigation and labeling systems and project management for web sites. Interaction design focuses on the facilitation of the dialog and engagement of the user with an information or communication technology system or interface. Visual design provides expertise on the organization and deployment of graphics and other visual components for efficient and effective communication. Usability studies analyzes users and their needs and assesses the actual effectiveness of specific systems and interfaces. UXD orchestrates these components for a cohesive, coherent user experience in an information environment that has become increasingly richer and more sophisticated, with new forms of technologies (e.g., mobile devices) and with new interaction capabilities (e.g., multi-touch interfaces).

The degree is administered through the School of Library and Information Science. Students can apply through the Office of the Master of Science Program in Information Architecture and Knowledge Management or online at ~~http://iakm.kent.edu~~ the university portal, http://www.kent.edu/admissions/apply/, or at the IAKM site, http://iakm.kent.edu.

ADMISSION

In addition to the regular application requirements of the university, admission to the Master of Science program in IAKM requires the following:

- a minimum undergraduate grade point average of 3.0 (A=4.0).
- ~~satisfactory scores on the Graduate Record Examination and/or appropriate professional experience (the Graduate Record Examination is recommended because admission is selective and strong scores from the Graduate Record Examination may improve one's standing in the selection process).~~
- ~~computer literacy;~~
- three letters of recommendation from those in a position to evaluate academic performance and graduate potential.
- a resume.
- a statement of purpose about how the program will realize the applicant's career and/or research goals.

~~With respect to computer literacy, an~~ An applicant's record and experience will be assessed with respect to computer literacy. If the level of literacy does not appear adequate to the demands of the core course of study, the applicant's advisor will suggest workshops, courses or other appropriate methods to remedy significant deficiencies. Credits for workshops or courses for satisfying such background requirements will not apply to the degree. ~~A background knowledge of statistics and economics is highly desirable.~~

PROGRAM REQUIREMENTS

A minimum of 42 credit hours in accordance with the program plan is required for the degree. A five-course, 15-credit core is required of all students.

Core Courses:	Hours
IAKM 60001	3
IAKM 60002	3
~~IAKM 60005~~	~~3~~
~~IAKM 60006~~	~~3~~

~~ECON 62015.....3~~

Students will be expected to take ~~four~~ five required courses in the area of their concentration and ~~four~~ six elective courses whether in their own area of concentration or from any of the other concentrations (assuming the prerequisites are satisfied for specific elective course) or from other appropriate courses in the university, for a total of ~~24~~ 33 credits. These elective courses may include courses from related disciplines, but they should be chosen so as to form a coherent course of study and must be approved by the Program Director. Students are encouraged to complete the core as much as and as soon as possible before working on their concentration. To complete the Master of Science, students must also submit one of these:

- a Thesis (6 credits)
- a Master's Project (3 credits)
- Capstone ~~e~~ Experience (3 credits)

Students expecting to pursue doctoral study or research should choose the Thesis option. Students seeking professional employment should take the Master's Project or Capstone Experience. Students are expected to develop a course of study in conjunction with their advisor that will realize their career objectives.

~~CONCENTRATION IN INFORMATION ARCHITECTURE~~

~~Required Courses:~~

~~Course: Hours~~
~~IAKM 60101.....3~~
~~IAKM 60102.....3~~
~~IAKM 60103.....3~~
~~IAKM 60201.....3~~

~~Elective Courses:~~

~~Course: Hours~~
~~IAKM 60110.....3~~
~~IAKM 60111.....3~~
~~IAKM 60112.....3~~
~~IAKM 60691.....1-3~~
~~IAKM 61095.....1-3~~

~~Approved Courses from Participating Disciplines: BAD, COMM, CS, JMC, LIS, VCD~~

~~CONCENTRATION IN INFORMATION USE~~

~~Required Courses:~~

~~Course: Hours~~
~~IAKM 60201.....3~~
~~IAKM 60202.....3~~
~~IAKM 60203.....3~~
~~IAKM 60101.....3~~

~~Elective Courses:~~

~~Course: Hours~~
~~IAKM 60691.....1-3~~
~~IAKM 61095.....1-3~~
~~Approved Courses from Participating Disciplines: BAD, COMM, CS, JMC, LIS, VCD~~

CONCENTRATION IN HEALTH INFORMATION MANAGEMENT

Required Courses:

Course:	Hours
IAKM 60301	3
IAKM 60304	3
IAKM 60401	3
IAKM 60402	3
IAKM 60403	3

Elective Courses:

Course:	Hours
IAKM 60410	3
IAKM 60691	1-3
IAKM 61095	1-3

Courses from other concentrations or approved courses from participating disciplines: BAD, COMM, CS, JMC, LIS, VCD

CONCENTRATION IN KNOWLEDGE MANAGEMENT

Required Courses:

Course:	Hours
IAKM 60301	3
IAKM 60302	3
IAKM 60303	3
IAKM 60304	3
ECON 62015	3

Elective Courses:

Course:	Hours
IAKM 60105	3
IAKM 60310	3
IAKM 60311	3
IAKM 60312	3
IAKM 60313	3
IAKM 60691	1-3
IAKM 61095	1-3

~~Approved Courses from Participating Disciplines:~~ Courses from other concentrations or approved courses from participating disciplines: BAD, COMM, CS, JMC, LIS, VCD

CONCENTRATION IN USER EXPERIENCE DESIGN

Required Courses:

Course:	Hours
IAKM 60101	3
IAKM 60102	3
IAKM 60103	3
IAKM 60104	3
IAKM 60105	3

Elective Courses:

Course:	Hours
IAKM 60110	3

IAKM 60111 3
IAKM 60112 3
IAKM 60113 3
IAKM 60114 3
IAKM 60691 1-3
IAKM 61095 1-3

Courses from other concentrations or approved courses from participating disciplines: BAD, COMM, CS, JMC, LIS, VCD

Based on the student's education and/or experience, and with appropriate and adequate evidence, he/she may petition to substitute one or more of the core courses with electives. Courses equivalent to the core may be submitted with the approval of the program director and the student's advisor. Cognate and elective courses in related departments must be selected and approved by the Program Director and the student's advisor.

Multiple Degrees Option

Students can concurrently pursue the Master of Arts in Journalism and Mass Communication and Master of Science in Information Architecture and Knowledge Management or a Master of Library and Information Science and a Master of Science in Information Architecture and Knowledge Management. Students apply to both the master's program in Information Architecture and Knowledge Management and to the School of Journalism and Mass Communication or to the School of Library and Information Science. Each program or school 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, although, based on the combination of the concentrations taken in each degree, the actual number will range from 12 to 28.

Many job opportunities in Library and Information Science require a Master of Library and Information Science degree from an accredited school of library and information science. The Master of Library and Information Science enjoys such accreditation from the American Library Association (ALA). However, students may find that their IAKM skills could be applied in a library or information center. For them to secure jobs more easily in such settings, an ALA-accredited degree is almost always demanded. In addition, courses in the IAKM program will provide enhanced employment options and a more diverse education that will allow them to pursue jobs beyond the traditional settings for students in Library and Information Science.

Similarly, students working on a master's degree in Journalism and Mass Communication may also wish to seek traditional careers for majors in Journalism and Mass Communication, such as newspaper reporters, editors or media managers. Having a master's degree in this area would provide clear credentials for these jobs. Having the multiple degrees will provide additional and enhanced skills and additional employment opportunities.

Certificate in Knowledge Management

The certificate in Knowledge Management provides essential knowledge and skills about knowledge management to interested information professionals, delivered primarily in online mode. It is designed for information professionals who, whether by time or distance or job commitments, cannot come to the Kent campus for on-site instruction. Admission requirements are the same as for the full degree. Students must complete 18 credits for the certificate program, typically ~~five~~ six 3-credit courses, three of which are required including IAKM 61096 Individual Investigation or IAKM 61081 Capstone Experience.

Required Courses: (9 hours)

Course:	**Hours**
IAKM 60301	3
IAKM 60302	3
IAKM 61096 or 61081	3

Certificate in ~~Information Architecture~~ User Experience Design

The certificate in ~~Information Architecture~~ User Experience Design provides competencies and knowledge in ~~the area of Information Architecture. Admission requirements are the same as for the full degree~~ information architecture, interaction design, usability, and other areas relevant to designing information-rich user experiences. Admission requirements are the same as for the full degree.

Students must complete 18 credits for the certificate program, typically ~~five~~ six 3-credit courses, three of which are required including IAKM 61096 Individual Investigation or IAKM 61081 Capstone Experience.

Required Courses: (9 hours)

Course:	**Hours**
IAKM 60101	3
IAKM 60102	3
IAKM 61096 or 61081	3

Students working on either certificate are permitted to enroll in the full program and can use the courses taken to apply to the Master's degree. Students electing to enter the full degree should use the Master's Project, Thesis, or Capstone Experience options to fulfill the third requirement, the individual investigation, rather than the individual investigation which may be useful for those earning the certificate only.

November 17, 2008

Dean Yank Heisler, College of Business Administration
Dean Timothy Moerland, College of Arts and Sciences
Dean Dan Mahoney, College and Graduate School of Education, Health and Human Services
Dean Laura Dzurec, College of Nursing

Dear Deans:

As you all know, part of President Lefton's "Excellence Agenda for 2008 and Beyond" is to accomplish the goal of completing "the planning processes for an accredited School of Public Health and a related master's degree program in health informatics." Provost Frank has given the responsibility for the health informatics initiative to the School of Library and Information Science (SLIS) and asked that the program be fast-tracked and ready for delivery in Fall 2009. To assist the School, Provost Frank hired Professor Michael Bice. Dr. Bice possesses extensive expertise in Health Information Management and is familiar with the market demand for health information professionals regionally and nationally.

In response to the President's expectations, the SLIS faculty, in consultation with Michael Bice and a variety of HIM practitioners and educators, has proposed a "Health Information Management (HIM)" concentration as part of the master's program in Information Architecture and Knowledge Management (IAKM). This proposal has been approved by the SLIS FAC and subsequent approval is soon expected by the College Curriculum Committee of CCI and its Dean. A graphical representation of the new concentration within IAKM is attached. The proposal can be found at: http://faculty-l.slis.kent.edu/~tfroehli/online/km.changes.html.

As we anticipate submission of the concentration to EPC, we are asking for non-encroachment statements from the deans of Nursing, Business, Education, and Arts and Sciences. The concentration is based on and is an enrichment of the pre-existing knowledge management (KM) education already provided though the master's program in IAKM. The focus will remain on KM, with emphases on electronic records management and organizational ontologies -- already expertise taught within the KM concentration in IAKM. The program will not focus on issues in education, nursing, or cognitive sciences. It will concentrate only in the area of knowledge and metadata management in health administration. In addition, the program does not create a new degree. It creates only a concentration within a pre-existing degree that extends and complements the other existing concentrations in IAKM including Information

Architecture and Web Usability Studies. It is quite possible, however, that future collaborative inter-disciplinary efforts would provide academic opportunities for a variety of other disciplines as the program develops.

Because of University deadlines, the proposal must be submitted to the EPC at its December meeting, and I would be grateful for a memo regarding non-encroachment from you as soon as possible, but at least before the end of November.

Thanks for your help.

Sincerely,

Dean, College of Communication
and Information

cc: Provost Bob Frank

RE: Non-encroachment Statements for HIM

Heisler, Yank

Sent: Wednesday, November 19, 2008 2:58 PM
To: GAUDINO, JAMES; Moerland, Timothy; Mahony, Daniel; DZUREC, LAURA; FRANK, ROBERT G
Cc: Rubin, Richard; FROEHLICH, THOMAS

Jim- On behalf of the College of Business, I offer our support to your direction.

From: BUSH, ELIZABETH **On Behalf Of** GAUDINO, JAMES
Sent: Monday, November 17, 2008 4:36 PM
To: Moerland, Timothy; Mahony, Daniel; DZUREC, LAURA; Heisler, Yank; FRANK, ROBERT G
Cc: Rubin, Richard; FROEHLICH, THOMAS
Subject: Non-encroachment Statements for HIM

Dear Deans:

Please find attached a memo from Dean Gaudino regarding the HIM non-encroachment statement that he is requesting from you. As stated in the memo, he would like to have your response by the end of November.

Your cooperation in this matter is appreciated.

Beth Bush, Administrative Assistant
College of Communication and Information
131 Moulton Hall
Kent State University
Direct Phone: 330.672.7599
Main Phone: 330.672.2950
Fax: 330.672.2952

KENT STATE
UNIVERSITY

To: James Gaudino
Dean, College of Communications & Information

From: Daniel F. Mahony
Dean, College of Education, Health, and Human Services

Date: November 20, 2008

Re: Non-encroachment Statement for HIM

I believe that there will be no encroachment of the proposed program with programs in the College of Education, Health, and Human Services. We will be happy to work with the faculty in this program and are sure that there will be opportunities for collaboration.

College and Graduate School of Education, Health, and Human Services
Office of the Dean
408 White Hall • P.O. Box 5190 • Kent, Ohio 44242-0001
330-672-2202 • Fax: 330-672-3407 • http://www.chhs.kent.edu

Re: Non-encroachment Statements for HIM

OLDS, SCOTT R.

Sent: Wednesday, November 19, 2008 5:09 PM
To: Rubin, Richard; Mahony, Daniel
Cc: FROEHLICH, THOMAS; ZENG, MARCIA; GAUDINO, JAMES; FRANK, ROBERT G

All,

Rick Rubin has accurately stated what occurred with the courses in question. I see no reason to raise the issue of encroachment and support the HIM program development as proposed. Please contact me should there be a need for follow-up.

-Scott

Dr. R. Scott Olds
Professor, Health Promotion
316 White Hall
Kent State University
Kent, Ohio 44242
rolds@kent.edu
330/672-0679
330/842-0400 (cell)
330/672-3063 (fax)

University of Florida
352-265-0111 x85857

From: Richard Rubin <rrubin1@kent.edu>
Date: Wed, 19 Nov 2008 17:04:24 -0500
To: "Mahony, Daniel" <dmahony@kent.edu>
Cc: Thomas Froehlich <tfroehli@kent.edu>, "ZENG, MARCIA" <mzeng@kent.edu>, "R. Olds" <rolds@kent.edu>, "GAUDINO, JAMES" <jgaudino@kent.edu>, "FRANK, ROBERT G" <rgfrank@kent.edu>
Subject: RE: Non-encroachment Statements for HIM

Hi Dan,

I will forward your note to the two indiviiduals primarily involved in the HIM development, so that they can forward a BDS and talk about the approach. We are not approaching this from a teaching perspective, but from an information management perspective.

I must note in addition, that the HED course, "Health Informatics" was originally titled differently and was **cross-listed with SLIS** as a Health information course, and was jointly offered. We still offer our course LIS 60620 entitled Health Information Resources. Therefore, the claim of encroachment is not appropriate. I should also note that, historically, the changes in the HED course were done without consultation with SLIS even though it was cross-listed with us. When I discovered this I spoke with Scott Olds who taught this course and he realized that consultation should have occurred. After our discussion I agreed not to raise any issues. I am forwarding this note to Scott as well, so that he can comment. Gvien that SLIS did not raise an issue when the HED course was revised (the area of informatics is shared by our disciplines although the approach may differ), and given that the original course was cross listed and that we already have a similarl course in SLIS, I sincerely hope that you will permit consideration of this course without a claim of encroachment.

If you have any additional questions, I will be happy to answer them.

Rick.

From: Mahony, Daniel
Sent: Wednesday, November 19, 2008 4:35 PM
To: Rubin, Richard
Subject: FW: Non-encroachment Statements for HIM

Rick –

From: GAUDINO, JAMES
Sent: Tuesday, December 02, 2008 9:17 AM
To: Rubin, Richard; BUSH, ELIZABETH
Subject: FW: Non-encroachment Statements for HIM

fyi
------ Forwarded Message
From: "Moerland, Timothy" <tmoerlan@kent.edu>
Date: Mon, 1 Dec 2008 21:20:58 -0500
To: "GAUDINO, JAMES" <jgaudino@kent.edu>
Cc: "HALEY, MARY" <mhaley@kent.edu>
Conversation: Non-encroachment Statements for HIM
Subject: RE: Non-encroachment Statements for HIM

Jim,

The College of Arts and Sciences supports the development of the Health Information Management Concentration within the Information Architecture and Knowledge Management Masters Program. Encroachment should not be an issue.

We note that a number of courses are 'under development' in the Special Topics heading, and we feel that there are opportunities for collaboration with existing Arts and Sciences programs. These programs would include Computer Science, Sociology, Political Science, Public Administration and Psychology to name a few. The College of Arts and Sciences looks forward to working with the College of Communications and Information as these opportunities develop.

TM

From: BUSH, ELIZABETH **On Behalf Of** GAUDINO, JAMES
Sent: Monday, November 17, 2008 4:36 PM
To: Moerland, Timothy; Mahony, Daniel; DZUREC, LAURA; Heisler, Yank; FRANK, ROBERT G
Cc: Rubin, Richard; FROEHLICH, THOMAS
Subject: Non-encroachment Statements for HIM

Dear Deans:

Please find attached a memo from Dean Gaudino regarding the HIM non-encroachment statement that he is requesting from you. As stated in the memo, he would like to have your response by the end of November.

Your cooperation in this matter is appreciated.

RE: Non-encroachment Statements for HIM

DZUREC, LAURA

Sent: Tuesday, November 18, 2008 12:53 PM
To: GAUDINO, JAMES; Moerland, Timothy; Mahony, Daniel; Heisler, Yank; FRANK, ROBERT G
Cc: Rubin, Richard; FROEHLICH, THOMAS

I believe that there will be no encroachment of the proposed program with programs in nursing. We look forward to opportunities to work together on research and other scholarly projects.

Laura Dzurec

Laura Cox Dzurec, PhD, APRN-BC
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

From: BUSH, ELIZABETH **On Behalf Of** GAUDINO, JAMES
Sent: Monday, November 17, 2008 4:36 PM
To: Moerland, Timothy; Mahony, Daniel; DZUREC, LAURA; Heisler, Yank; FRANK, ROBERT G
Cc: Rubin, Richard; FROEHLICH, THOMAS
Subject: Non-encroachment Statements for HIM

Dear Deans:

Please find attached a memo from Dean Gaudino regarding the HIM non-encroachment statement that he is requesting from you. As stated in the memo, he would like to have your response by the end of November.

Your cooperation in this matter is appreciated.

Beth Bush, Administrative Assistant
College of Communication and Information
131 Moulton Hall
Kent State University
Direct Phone: 330.672.7599
Main Phone: 330.672.2950
Fax: 330.672.2952

RE: Approval of changes in the IAKM program

WEBER, MARK

Sent: Thursday, November 20, 2008 11:15 AM
To: FROEHLICH, THOMAS

Looks ok to me...Mark

From: FROEHLICH, THOMAS
Sent: Wednesday, November 19, 2008 12:14 PM
To: WEBER, MARK
Subject: Approval of changes in the IAKM program

As I mentioned earlier, IAKM is undergoing program revisions (again!). Such revisions are to be reviewed by the Library for its impact on resources or any other considerations. The proposal and attending materials can be found at:

http://faculty-l.slis.kent.edu/~tfroehli/online/iakm.changes.html

The quickest access to the changes can be seen at:

http://faculty-l.slis.kent.edu/~tfroehli/online/IAKM.change.graphical.comparison.pdf

If I do not hear from you, I will assume that these changes are ok with university libraries.

Thank you for your consideration.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 4-Dec-08 Curriculum Bulletin _____

Effective Date Fall 2009 Approved by EPC _____

Department

College EH - Education, Health and Human Services

Degree BSE - Bachelor of Science in Education; BS.

Program Name Program Code

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

Proposal Revise Program Policy

Description of proposal:

Change current policy on background checks for student teaching and culminating internships in teacher education to include field experiences.

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):

This policy impacts all initial (first license) teacher education programs at the undergraduate level.

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

ECED, FMPS, WFAM, BTDV, PSND, TSOA, CHEM, ESCI, LFSC, PHY, ECON, GEOG, HIST, POL, SOC, DFED, EI, GLAS, GMLA, GMS, GMSS, GSSL, GSSS, MLDM, MDIN, LART, LAMT, LASC, MATH, MTSC, MTSS, PHSC, SCNC, SST, SSLA, SSSC, TIED, VMKT, SHED, SHED HPE, PEP HPE, PEP TCER,ECET, ASL, ARTE, DANC, FR, GER, LAT, MUED, RUSS, SPAN, TESL, TECH.:

REQUIRED ENDORSEMENTS

_____ ___/___/___

Department Chair / School Director / Campus Dean

Joanne Urban 12/19/08

College Dean

_____ ___/___/___

Executive Dean of Regional Campuses / Dean of Graduate Studies

_____ ___/___/___

Senior Vice President for Academic Affairs and Provost

Transmittal Memo

To: EPC
From: Joanne Arhar, Associate Dean, EHHS
Re: Course and Policy Revisions in Teacher Education
Date: December 12, 2008

Summary Statement: Policy Revision to Criminal Background Checks for Student Teaching and Culminating Experiences in Teacher Education. Proposed policy to add background checks to field experiences as well as student teaching and culminating experiences. Revise all course descriptions that include field experience/student teaching/culminating experience to include statement about criminal background check requirment.

Curriculum/Consultative Bodies that have approved this proposal:

Teacher Education Programs (see email endorsements from ECED, FMPS, WFAM, BTDV, PSND, TSOA, CHEM, ESCI, LFSC, PHY, ECON, GEOG, HIST, POL, SOC, DFED, EI, GLAS, GMLA, GMS, GMSS, GSSL, GSSS, MLDM, MDIN, LART, LAMT, LASC, MATH, MTSC, MTSS, PHSC, SCNC, SST, SSLA, SSSC, TIED, VMKT, SHED; SHED HPE, PEP HPE, PEP TCER, ECET, ASL, ARTE, DANC, FR, GER, LAT, MUED, RUSS, SPAN, TESL, TECH)

EHHS Undergraduate Council

Proposal Summary

Title: Revise criminal background check policy for student teaching/culminating internships in teacher education to include the requirement for criminal background checks for all field experiences

Subject Specification: Revise criminal background check policy for student teaching and culminating internships in teacher education in Bachelor of Science in Education: ECED, FMPS, WFAM, BTDV, PSND, TSOA, CHEM, ESCI, LFSC, PHY, ECON, GEOG, HIST, POL, SOC, DFED, EI, GLAS, GMLA, GMS, GMSS, GSSL, GSSS, MLDM, MDIN, LART, LAMT, LASC, MATH, MTSC, MTSS, PHSC, SCNC, SST, SSLA, SSSC, TIED, and VMKT; Bachelor of Science: SHED; SHED HPE, PEP HPE; and PEP TCER; and Associate of Arts: ECET. The following Education majors/minors located in Colleges outside of EHHS will have separate proposals: ASL, ARTE, DANC, FR, GER, LAT, MUED, RUSS, SPAN, TESL, TECH.

Background Information: Effective Fall 2008, students in teacher education programs are required to have a criminal background check completed prior to student teaching/culminating internship. 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. During the past year, more and more school districts are also requiring background checks for students participating in field experiences. Although the legislation does not specifically require background checks for student teachers and field experience students, the Ohio Department of Education is recommending that teacher education programs require them. Teacher education program coordinators in EHHS, the College of Technology, The College of the Arts, and The College of Arts and Sciences have recommended requiring background checks for all students participating in field experiences to ensure that every student is ready to participate in a field experience regardless of whether or not a particular school district to which the field experience student is assigned requires it. There has been some confusion this past year when in the same program, some students were required by their host school to have a background check and others were not. The cost of the background checks is $55 and since it is good for one year, students may have to repeat the check three times in their program. If it is still valid, the final check may also be used for 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 students), and in checklists for advanced study/student teaching and letters to prospective student teachers.

Alternatives or Consequences: An alternative that was considered is to require criminal background checks only for students who are placed in schools requiring criminal background checks. Since schools may make a last minute decisions to require background checks, thus eliminating that school as a placement site for students without the background checks, we thought that a consistent policy would ensure that all students be eligible to work in all schools. Placements are becoming more and more difficult to secure so finding alternate placements at the last minute is nearly impossible to do.

Specific Recommendation and Justification:

Revise the current criminal background check policy which affects students in student teaching/culminating experience to include all field experiences in schools and agencies. Changes are italicized in red:

For ***field experience,*** 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 candidates to complete Bureau of Criminal Investigation and Identification (BCII) and Federal Bureau of Investigation (FBI) background check and submit the results to authorized personnel at their assigned "school/agency" before the ***beginning of the field experience or 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 ***field experience/***
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 Web site 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.

Note that faculty/staff are not responsible for collecting and maintaining background check information from students. This decision was made in consultation with KSU legal counsel since it is ultimately the responsibility of the school/district/agency to determine whether or not a KSU student may participate in field experience/student teaching/culminating internship.

This proposal has been approved by the all teacher education programs.

OLD CATALOGUE COPY/BACKGROUND CHECKS

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 advisors 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 teaching. Please refer to program course requirement sheets for specific GPA and other program requirements. For clarification, see faculty advisors and/or advisors 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 Vacca Office of Student Services. 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. **Delete from this page and add new section below section on Additional Requirments for Selctive Programs and Personal-Professional Characteristics.**
~~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~~

College of Education, Health, and Human Services
(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.~~

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 Vacca Office of Student Services. These include the test of Principles of Learning and Teaching and appropriate specialty area test(s). Mini-mum cutoff 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, Vacca Office of Student Services. Registration must be com-pleted five weeks prior to the test date. Information about testing requirements, test dates, fees and locations can be obtained from the Vacca 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 linked with the Vacca Office of Student Services Web site: www.ehhs.kent.edu/OSS/. Additional guides for some tests can be purchased through Educational Testing Services.

Provided satisfactory scores have been achieved on the Praxis II

NEW CATALOGUE COPY/BACKGROUND CHECKS

College of Education, Health, and Human Services

Additional Requirements for Selective Programs
To manage enrollment and deliver high-quality programs, the faculty will select the most qualified applicants for admission based upon evaluation of standardized test scores, academic success (cumulative GPA) at Kent State and other specific program criteria. The following programs are considered selective:

Early Childhood Education

Middle Childhood Education

Adolescence/Young Adult Education

Gifted Education Intervention Specialist

Please refer to Page 310 for additional evaluation criteria associated with the Early Childhood program, Page 337 for additional criteria associated with the Middle Childhood program, and Page 305 for additional criteria associated with the adolescence to young adult programs. Information is available through the program area, Regional Campuses and on the Vacca 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.

Add section labeled: Background Checks for Field Experience/Student Teaching/Culminating Internships

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 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 pro-cedures. 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

NEW CATALOGUE COPY/BACKGROUND CHECKS

Background Checks for Field Experience, Student Teaching, and Culminating Internship

For ***field experience,*** 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 candidates to complete Bureau of Criminal Investigation and Identification (BCII) and Federal Bureau of Investigation (FBI) background check and submit the results to authorized personnel at their assigned "school/agency" before the ***beginning of the field experience or 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 ***field experience/***
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 Web site 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
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 23-Dec-08 Curriculum Bulletin _____

Effective Date Fall 2009 Approved by EPC _____

Department

College EH - Education, Health and Human Services

Degree graduate programs

Program Name Program Code

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

Proposal Revise Program Policy

Description of proposal:

Change current policy on background checks for student teaching and culminating internships in teacher education to include field experiences.

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):

This policy impacts all initial (first license) teacher education programs at the graduate level.

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

CHDS, CTTE, C&I, ECED, EDAD, ELS, HED, ITEC, MCED, SEED, SP&A, SPED &SPSY

REQUIRED ENDORSEMENTS

_____ ___/___/___

Department Chair / School Director / Campus Dean

_____ 1/6/09

College Dean

_____ ___/___/___

Executive Dean of Regional Campuses / Dean of Graduate Studies

_____ ___/___/___

Senior Vice President for Academic Affairs and Provost

COLLEGE AND GRADUATE SCHOOL OF EDUCATION, HEALTH, AND HUMAN SERVICES
Office of Administrative Affairs and Graduate Education
409 White Hall
Phone: 330-672-0552
Fax: 330-672-2285
E-mail : nbarbour@kent.edu

DATE: January 5, 2008

TO: Therese Tillett, Director
Curriculum Services

FROM: Nancy Barbour, Associate Dean
Administrative Affairs and Graduate Education

SUBJECT: Course and Policy Revisions in Teacher Education

Summary Statement: Policy Revision to Criminal Background Checks for Student Teaching and Culminating Experiences in Teacher Education. Proposed policy to add background checks to field experiences as well as student teaching and culminating experiences. Revise all course descriptions that include field experience/student teaching/culminating experience to include statement about criminal background check requirement.

Curriculum/Consultative Bodies that have approved this proposal:

Teacher Education Programs (see email endorsements from CHDS, C&I, CTTE, ECED, EDAD, ELS, HED, ITEC, MCED, SEED, & SPSY)

Proposal Summary

Title: Revise criminal background check policy for student teaching/culminating internships in teacher education to include the requirement for criminal background checks for all field experiences

Subject Specification: Revise criminal background check policy for student teaching and culminating internships in teacher education in Master of Arts in Teaching, Master of Education, Educational Specialist, and Master of Science: CHDS, CTTE, C&I, ECED, EDAD, ELS, HED, ITEC, MCED, SEED, SP&A, and SPSY.

Background Information: Effective Fall 2008, students in teacher education programs are required to have a criminal background check completed prior to student teaching/culminating internship. 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. During the past year, more and more school districts are also requiring background checks for students participating in field experiences. Although the legislation does not specifically require background checks for student teachers and field experience students, the Ohio Department of Education is recommending that teacher education programs require them. Teacher education program coordinators in EHHS, the College of Technology, the College of the Arts, and The College of Arts and Sciences have recommended requiring background checks for all students participating in field experiences to ensure that every student is ready to participate in a field experience regardless of whether or not a particular school district to which the field experience student is assigned requires it. There has been some confusion this past year when in the same program, some students were required by their host school to have a background check and others were not. The cost of the background check is $55 and since it is good for one year, students may have to repeat the check three times in their program. If it is still valid, the final check may also be used for licensure application which also requires both the BCII and FBI checks. Students will be advised of this policy by their faculty advisors, course instructors, graduate catalog, and in checklists for student teaching and letters to prospective student teachers.

Alternatives or Consequences: An alternative that was considered is to require criminal background checks only for students who are placed in schools requiring criminal background checks. Since schools may make a last minute decision to require background checks, thus eliminating that school as a placement site for students without the background checks, we thought that a consistent policy would ensure that all students be eligible to work in all schools. Placements are becoming more and more difficult to secure so finding alternate placements at the last minute is nearly impossible to do.

Specific Recommendation and Justification: Revise the current criminal background check policy which affects students in student teaching/culminating experience to include all field experiences in schools and agencies. Changes are italicized:

For *field experience,* student teaching and any culminating internship that requires candidates to be placed within a school or agency ("school/agency") setting, the college requires candidates to complete Bureau of Criminal Investigation and Identification (BCII) and Federal Bureau of Investigation (FBI) background check and submit the results to authorized personnel at their assigned "school/agency" before the *beginning of the field experience or 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 *field experience/*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 Web site (http://ode.state.oh.us) for more information about background check requirements for educations in Ohio. Contact the Office of Professional Conduct at the ODE for specific information about the results of the background check.

Note that faculty/staff are not responsible for collecting and maintaining background check information from students. This decision was made in consultation with KSU Legal Counsel since it is ultimately the responsibility of the school/district/agency to determine whether or not a KSU student may participate in field experience/student teaching/culminating internship.

This proposal has been reviewed by all teacher education programs listed.

CURRENT CATALOG

APPLICATION DEADLINES

The doctoral program in Counseling and Human Development Services in the College of Education, Health, and Human Services selects students one time during the year. The deadline for completion of all application materials for Counseling and Human Development Services is February 1.

The school psychology doctoral program selects students several times per year. The application deadlines are:

- January 10
- June 15
- 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.

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 these background checks:

- Bureau of Criminal Investigation and Identification (BCII)
- Federal Bureau of Investigation and Identification (FBI)

The results should be submitted to authorized personnel at their assigned "school/agency" before the first day of the semester in which the student teaching/internship will take place. The authorized "school/agency" personnel determines whether a candidate may participate in fieldwork in that setting.

The BCII and FBI background checks are valid 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, 304 White Hall.

Visit the Ohio Department of Education Web site at http://ode.state.oh.us for more information about background check requirements for Ohio educators.

For specific information about the results of the background check, contact the Office of Professional Conduct at the Ohio Department of Education.

NEW CATALOG COPY/BACKGROUND CHECKS

For field experience, student teaching and any culminating internship that requires candidates to be placed within a school or agency ("school/agency") setting, the college requires candidates to complete Bureau of Criminal Investigation and Identification (BCII) and Federal Bureau of Investigation (FBI) background check and submit the results to authorized personnel at their assigned "school/agency" before the beginning of the field experience or 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 field experience/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 Web site (http://ode.state.oh.us) for more information about background check requirements for educations in Ohio. Contact the Office of Professional Conduct at the ODE for specific information about the results of the background check.

Proposal Summary

Title: Large Scale Change to course descriptions that include field experience, student teaching, and culminating internships to include criminal background check requirement.

Subject Specification:

1. Revise course descriptions for the following courses with field experiences to include background check requirement:

   CHDS: 6/78036, 78092, 77692, 88292; CTTE: 56092, 66292, 66392, 76092; C&I: 6/77092, 6/77392; ECED:60162, 6/70166, 60192, 6/7792, 80292; EDAD: 6/76492; ELS: 55051, 55053, 55058, 55059, 65392, 65692, 65792; HED: 5/74096, 5/78092; ITEC: 6/77492; MCED: 50002, 50003, 52358, 6/70092; SEED: 6/82192; SP&A: 70792; SPSY: 6/77692, 6/77792, 6/77892, 6/77914, 6/77936, 6/77972, 6/77973, 77992, 80192, 87992 (detailed list attached)

2. Revise course descriptions for the following student teaching/culminating internship courses to include background check requirement:

   CTTE: 56031; MCED 52358; SP&A: 64528 (detailed list attached)

Background Information: Effective Fall 2008, students in teacher education programs are required to have a criminal background check completed prior to student teaching/culminating internship. 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. During the past year, more and more school districts are also requiring background checks for students participating in field experiences. Although the legislation does not specifically require background checks for student teachers and field experience students, the Ohio Department of Education is recommending that teacher education programs require them. Teacher education program coordinators in the College of Education, Health, and Human Services have recommended requiring background checks for all students participating in field experiences to ensure that every student is ready to participate in a field experience regardless of whether or not a particular school district to which the field experience student is assigned requires it. There has been some confusion this past year when in the same program, some students were required by their host school to have a background check and others were not. The cost of the background check is $55 and since it is good for one year, students may have to repeat the check three times in their program. If it is still valid, the final check may also be used for licensure application which also requires both the BCII and FBI checks. Students will be advised of this policy by their faculty advisors, course instructors, graduate catalog, and in checklists for student teaching and letters to prospective student teachers and in Flashfast.

Alternatives or Consequences: An alternative that was considered is to require criminal background checks only for students who are placed in schools requiring criminal background checks. Since schools may make a last minute decision to require background checks, thus

eliminating that school as a placement site for students without the background check, we thought that a consistent policy would ensure that all students be eligible to work in all schools. Placements are becoming more and more difficult to secure so finding alternate placements at the last minute is nearly impossible to do.

Specific Recommendation and Justification:

1. Revise the course description for courses with field experience to include the following statement: Students are required to complete a Bureau of Criminal Investigation and Identification (BCII) and Federal Bureau of Investigation (FBI) background check and submit the results to authorized personnel at their assigned "school/agency" before beginning the field experience.

2. Revise the course descriptions for student teaching and culminating internships to include the following statement: Students are required to complete a Bureau of Criminal Investigation and Identification (BCII) background check 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.

Note that faculty/staff are not responsible for collecting and maintaining background check information from students. This decision was made in consultation with KSU legal counsel since it is ultimately the responsibility of the school/district/agency to determine whether or not a KSU student may participate in field experience/student teaching/culminating internship.

Note that Department/School schedulers will make a notation about the requirement in the Section Long Text so that students can access this information while registering for a course with a field experience/student teaching/culminating internship.

This proposal has been reviewed by all teacher education programs listed.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 26-Nov-08 Curriculum Bulletin _____

Effective Date Fall 2009 Approved by EPC _____

Department	SCHOOL OF EXERCISE LEISURE
College	EH - Education, Health and Human Services
Degree	BA - Bachelor of ~~Arts~~ Science
Program Name	**EXERCISE SCIENCE** Program Code EXSI
Concentration(s)	EXERCISE PHYSIOLOGY (EXPH) AND EXERCISE SPECIALIST (EXSP) Concentration(s) Code(s)
Proposal	Establish Program

Description of proposal:

THE NEW PROGRAM WILL BE CALLED "EXERCISE SCIENCE MAJOR" WITHIN THE SCHOOL OF EXERCISE LEISURE AND SPORT. THE EXERCISE SCIENCE MAJOR (IS A CONCENTRATION WITH TWO OPTIONS AND THEREBY) IS A MODIFICATION OF THE PHYSICAL EDUCATION PROFESSIONAL MAJOR.

Does proposed revision change program's total credit hours? ☐ Yes ☒ No

Current total credit hours: 121 Proposed total credit hours 121

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 NEW MAJOR WILL CHANGETHE PREFIX TO SEVERAL COURSES IN THE ATHLETIC TRAINING MAJOR (ATTR), HEALTH AND PHYSICAL EDUCATION, PHYSICAL EDUCATION TEACHER EDUCATION, HUMAN MOVEMENT SCIENCES, INTEGRATED HEALTH STUDIES THAT CAN BE MODIFIED WHEN THEY ARE REVIEWED.

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

SCHOOL OF EXERCISE, LESIURE AND SPORT
FAMILY AND CONSUMER STUDIES (NUTRITION, GERONTOLOGY)

REQUIRED ENDORSEMENTS

Wayne W Munson 12/4/08
Department Chair / School Director / Campus Dean

___/___/___
College Dean

___/___/___
Executive Dean of Regional Campuses / Dean of Graduate Studies

___/___/___
Senior Vice President for Academic Affairs and Provost

KENT STATE
UNIVERSITY

TRANSMITTAL MEMO

TO: EPC
FROM: Joanne Arhar, Assoc. Dean, EHHS
RE: Curriculum Proposals for EHHS
DATE: January 7, 2009

SELS

Creation of an Exercise Science Major with two Concentrations: a) Exercise Physiology or, b) Exercise Specialist. This proposal modifies the existing Physical Education Professional Major by removing the Exercise Science Concentration.

The above proposal was approved at the departmental/school curriculum committees and at the EHHS Undergraduate Council on September 19, 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

PROPOSAL FOR NEW DEGREE PROGRAM
BACHELOR OF SCIENCE IN EXERCISE SCIENCE

Nature of Request

Kent State University and the School of Exercise. Leisure and Sport (SELS), in the College of Education Health and Human Services seeks approval for a Bachelor of Science degree major in Exercise Science, located on Kent Campus. We currently offer a major in Physical Education with four concentrations, on of which is Exercise Science. We propose to modify the curriculum of the concentration and create a separate major.

Objectives for the Proposed Program

The major in Exercise Science is designed to prepare individuals for the Health Care Industry who demonstrate a working knowledge of the competencies required in the professional work situation and apply acquired skills in the role of the professional practitioner within the chosen discipline.

The equipment and space that comprises the Exercise Physiology Laboratory at Kent State University which includes approximately 2100 square feet of teaching and research laboratory space offers the student state of the art tools for assessing a variety of exercise related variables. This advanced equipment designed for teaching and research in exercise testing, environmental and general physiology, behavioral medicine and exercise therapy for special populations (i.e. patients with Parkinson's disease). The environmental testing portion of the laboratory is equipped with an environmental chamber (Neslab, Corp), a cold-water immersion tank and a computer microprocessor for the integration of mean skin temperature and rectal temperatures. The body composition portion of the laboratory is equipped with an underwater weighing tank to measure body density and a Hologic ® Dual Emission X Ray Aborptiometry (DEXA, that is housed in University Health Center). The laboratory also contains skinfold calipers and 3 balance beam scales (to assess body mass) and a stadiometer (for the determination of height). The laboratory also contains 2 metabolic carts (Parvomedics, Sandy Utah) and 1 Sensormedics metabolic cart (Quogue, New York) for the determination of energy expenditure via indirect open circuit spirometry. In addition,

the laboratory contains 4 Monark cycle ergometers, 1 electrically braked cycle ergometer (Lode®), 1 Monark anaerobic cycle ergometer, 3 treadmills, a Quinton 12 Lead ECG (that can integrate into 1 Quinton treadmill), 4 Schwinn Airdyne ergometers, a Cybex weight circuit and a Biodex for the determination of muscle strength and muscle endurance.

The Exercise Physiology Laboratory also contains a separate blood lab for the determination of various blood markers (i.e., centrifuges, a -80°F freezer, hood, etc). Lastly, the exercise physiology laboratory contains a space for pediatric exercise testing and cognitive test batteries (i.e., psychomotor vigilance testing). These various areas of the lab form the various components of the Exercise Physiology Laboratory and are used for experimental testing, teaching and research collaborations both with the KSU campus and with other smaller programs nearby.

Changes to the core Curriculum

Below is the coursework that has been added to the current concentration in Exercise that help the individual become a professional practitioner within the discipline.

Add: Introduction to Exercise Science (new course)

Delete: Introduction to Physical Education and Sport

Rationale: Since our programs of study focuses less on the institution of sport then that of Physical Education our students will be better served by learning about the history of Exercise Science and the evolution of the research, technology and organizations that were vital in the establishment of the field of Exercise Science.

Add: Introduction to Gerontology (Existing course in FCS, Gerontology)

Delete: Sport in Society

Rationale: Exercise science focuses on the physiological impact physical activity has on the human body. While at times exercise as it relates to athletic performance is addressed our program areas do not specifically focus on sport or that institution's place in society. Because of this, the currently required Sport in Society course does not meet the knowledge skills or abilities for either of our concentrations. Conversely, because our population is aging there is an increased need to have a better understanding of the

aging process and how to work with the older adult. (NOTE: this course compliments Exercise Programming for the Older Adult a requirement in the Exercise Specialist option).

Add: Nutrition Related to Health (Existing course in FCS, Nutrition)

Delete: History and Philosophy of Sport

Rationale: As discussed above, the institution of sport is not the focus of the field of exercise science. Therefore, this course does not meet the knowledge skills or abilities for either of our concentrations. Many of our graduates will work with clients in various settings (personal training, corporate fitness, strength and conditioning, etc.) in an effort to improve their fitness. An increased understanding of Nutrition and how it relates to wellness and health is a vital tool for an individual to be successful in this capacity.

Changes to the Exercise Specialist Concentration

(To better meet the Knowledge Skills and Abilities (KSA's) needed for the ACSM Certification Exams):

The following Courses have been added:

• Pathology and Pharmacology for Allied Health (existing course in SELS, ATTR Athletic Training)

* Exercise Leadership for the Older Adult (Was an elective In SELS now is a requirement, Fall 2008)

* Electrocardiography for Exercise Physiology (New Course in SELS, Fall 2008)

Rationale

These three courses will enhance the knowledge, skills and abilities for the individual seeking employment in a cardiac rehabilitation setting. Pathology and pharmacology for allied health: Will enable the student to understand how medications impact the body.

Exercise Leadership for the Older Adult:

Will build upon the Internship experience whereby the student is required to have 600 hrs in the field of practical experience and enable the student to have hands on experience working with the older adult.

Electrocardiography for Exercise Physiology:

Will enable the student to work in the Cardiac Rehabilitation setting and be able to "read" an ECG a much-needed skill that is a requirement for conducting an Internship at the Cleveland Clinic Foundation (and needed for the Exercise Scientist Certification).

Delete Movement Experiences (One credit Physical Education Courses):

Development and Analysis of Swimming

Fitness Walking

Add: Fitness Assessments Section:

• Lifetime Fitness

• Exercise and Weight Control

• Exercise Leadership (New Course in SELS Fall 2008)

Rationale: These courses are practical courses to teach the student about how to lead an exercise class in a variety of setting and provide the student with a basic approach to fitness and weight control.

In summary, these proposed changes are to better enable Kent State University to meet the standards for the Exercise Science major within our two distinct concentrations. Despite the need for change our current program at KSU is noteworthy as we have greater resources to provide to the student than a number of area institutions. Our faculty has obtained extramural funding from National Aeronautics and Space Association (NASA), the Department of Defense (DoD), Orbital Research Inc., Gatorade Sports Science Institute and InfoScitex (Waltham, MA) to help align our research focus in the area of STEM, moving our laboratory, focus in part toward the Third Frontier. In doing so, we are the only Institution in the area (Northeast Ohio) that is able to provide the student will a more applied or "hands on" research experience and to thereby be more competitive in the job market and/or subsequent graduate study. Our program is distinct as it offers two concentrations and is comprehensive in both the Exercise Specialist Concentration equipping the individual to pursue a career in the health care setting and in the Exercise Physiology Concentration, equipping the individual to seek postgraduate study in a variety of Medical Fields (Note Figure 1). Other programs

combine the two very distinct areas and thereby provide less comprehensive education in a given area. This may result in students lacking the sciences needed to pursue certain types of graduate work or a lack of sufficient clinical ("hands on") experiences. In one such degree program sports management is a part of the course work and should be a separate major. Further, 75% of our faculty are also endorsed by the American College of Sports Medicine as either a Health Fitness Specialist, or Certified Personal Trainer and 50% of our faculty have earned the unique distinction as Fellow of the American College of Sports Medicine (ACSM), a distinction that one gains only after years of quality service or research to ACSM.

Rationale and Need for the Program

Currently, the Exercise Science Concentration is one of many in the Physical Education Major (i.e., Human Movement Studies and Physical Education Teacher Education, Physical Education and Health and Physical Education). The need to formalize the degree is multifaceted. First and foremost, the core of required courses, for both the Exercise Specialist and Exercise Physiologist Options, has been changed slightly (note below) to better meet the needs of the individual that would seek either: A) a subsequent graduate degree in exercise science or another health care profession (i.e., physical therapy, medical school) via the Exercise Physiology Option or, B) a professional certification as an American College of Sports Medicine (ACSM) Certified Health Fitness Specialist (HFS) via the Exercise Specialist Option. The Exercise Specialist Option is currently endorsed by the ACSM however, by 2010, this Option needs to meet the standards of the Commission on Accreditation of Allied Health Education Programs (CAAHEP). The coursework that has been added to the core along with the Exercise Specialist option would better fit the students' needs to pass one of the two ACSM certification exams currently offered through our program (certified personal trainer and health fitness specialist) as well as higher level ACSM certifications we hope to eventually offer (the ACSM Exercise Specialist® and the ACSM Registered Certified Exercise Physiologist® workshops and exams).

Market Analysis

In the State of Ohio among the top highest paying jobs, 91 require post secondary training. Jobs requiring at least some formal training after high school will be growing at a faster rate than average rate, 13.5% compared to the statewide projected average of 7.3% (The Ohio Department of Job and Family Services, Occupational Trends, Ohio's Hot Jobs, Job Outlook to 2014, Columbus, OH).

Service and professional occupations particularly in the field of health, business and education dominate the lists of occupations gaining the most employment or growing the fastest The data below represents the fastest growing jobs in Health Care Professions as reported by The Ohio Department of Job and Family Services, Occupational Trends, Ohio's Hot Jobs, Job Outlook to 2014, Columbus, OH. (Attached as Appendix D)

Further, when conducting a job search within a 100-mile radius of Kent State University via the website www.ohioworkforceinformer using keywords such as wellness, or cardiac rehabilitation 500 or 100 jobs appear jobs immediately appear in these areas, respectively.

Additionally, health care is a growing field in the state. The Ohio Department of Family Services 2008 data reports that from 2000 to 2007 the need for jobs has increased 17.7%.

Program benefits for students, the institution and the region or state include faculty experience. Faculty members within Exercise Science at KSU have taught across the state of Ohio for ACSM. At KSU, we attract students from a wide range of universities throughout the state from as far as Ohio State University (OSU) as we offer the ACSM workshops here that are not offered in Columbus. Therefore, there is a critical need to offer these workshops that, in the future, will only be offered at schools that are accredited. As we continue to grow and offer the ACSM workshops we will be supplying our workforce with more individuals in the clinical areas of exercise physiology (termed the "Exercise Specialist" to work in the areas of Cardiac Rehabilitation/Wellness/Fitness/Pulmonary Rehabilitation/Corporate Fitness) of which there is a clear need based on the data reported above from ohioworkforceinformer.com; or, serving as a foundation for our graduate program n Exercise Physiology, Biology, or other graduate study in the area of medicine. In a time when we are

an aging population to better serve the state of Ohio and the "graying" of America our field is growing and will continue to do so. For example, in 2000, 35 million Americans were age 65 and older—a 12 percent increase from 1990. Almost half of these 35 million were older than 75 (US Census). With the aging population there is a need to educate our students to work with the older adult to enhance their understanding of the physiology of aging and exercise. In the age when we are becoming more technologically driven, the changes to our degree programs will enhance the quality of the graduates coming from KSU and set us apart from the other schools, but, enable others at the same time to make a smooth transition into our new major. The changes in the coursework reflect the increasing understanding of the need to have professionals in the field of wellness and who are capable of explaining and encouraging individuals across the lifespan the need to be exercise to enhance their quality of life.

There are approximately 500,000 individuals employed as public health workers at all levels of government in the United States. Very few of these professionals have formal public health training or even share a common academic base (C. William Keck and F Douglas Scrutchfield "principles of Public Health Practice", 2003). Therefore, there is an increasing need to educate these health care professionals and, as part of that education, certify such individuals.

According to the Health Policy Institute of Ohio, Ohio mirrors the national health care dilemma, with high costs of health care, widespread lack of insurance, insufficient investment in primary care and chronic illness management, burgeoning technology, and significant disparities-geographic, ethnic, racial, economic-in access to health care. ("Mapping health spending and insurance coverage in Ohio" Health Policy Institute of Ohio, 2007). Therefore, there is a clear problem in the delivery of our service and this is also reflected in the high prevalence of obesity as we are currently ranked 43rd in the nation which as we know, is due to an imbalance between energy expenditure and energy intake, and is a huge risk factor of cardiovascular disease, chronic disease and greatly alters our activities of daily living. This problem is one that not only the physical therapist works with but the exercise physiologist

works with as well. As stated by the Portage County Health Commissioner, Duwayne Porter, "The heath department affects everybody, everyday. In Portage County alone there are not enough health care providers despite the fact that the baby boomers are now growing in number and becoming older, there is an urgency to provide health care to a segment of the population that is living longer with chronic diseases due to advancements in technology and medication and medical interventions.

Letters of support for establishing this major are attached as Appendix C.

Figure 1: Schematic of the Exercise Science Major with the two Concentrations and the professional areas/specializations that the students will seek after commencement:

Exercise Science Major

Concentration 1. Exercise Physiology Concentration

Physical Therapy
Occupational Therapy
Physical Therapy Assistant
Medical School (MD)
Osteopathic School (DO)
Occupational Therapy
Chiropractor
Masters Degree and then PhD in Exercise Physiology

Concentration 2. Exercise Specialist

Clinical Exercise Physiology
Cardiac Rehabilitation
Wellness Centers (YMCA's and JCC's)
Pulmonary Rehabilitation
ACSM: Certified Personal Trainer®
ACSM: Health Fitness Specialist®
MA in Exercise Physiology
Corporate Fitness

Accreditation

The Exercise Science Major and its two distinct concentrations require both increased visibility and eventual accreditation through Commission on Accreditation of Allied Health Education Programs, i.e., CAAHEP. The establishment of Exercise Science as a stand-alone major will increase the programs visibility which, along with the new Exercise Science core and the modification to one of the two options will improve the programs chances of eventual accreditation. These changes will also provide students with courses more focused on the

knowledge, skills and abilities put forth by the ACSM for Exercise Science majors. We feel that this will enhance the student's ability to pursue various jobs and graduate programs in the health care arenas. The laboratory/practical courses that we have added offer new "hands on" experiences for the student in a major that is practical in approach as well as gaining skills to work in the health care setting. If our program does not seek and obtain CAAHEP accreditation then we will no loner be capable of offering the workshops and the exams that serve our University as well as other colleges within a 50-mile radius. We were selected by the American College of Sports Medicine to offer these workshops as we are the strongest Institution wit the capabilities and facilities to do so.

Additional Needs Met by the Program

One example of an institution that will be better served by an increased number of college graduates qualified to work in the allied health filed is the Cleveland Clinic. The Cleveland Clinic, located in Cleveland, Ohio, is a not-for-profit multispecialty academic medical center that integrates clinical and hospital care with research and education. Each year, people come to Cleveland Clinic for care from across the country and around the world. Founded in 1921, Cleveland Clinic is a nonprofit teaching hospital. Today, 1,700 physicians and scientists practice in and conduct research in more than 120 medical specialties and annually provide for more than 2.9 million patient visits, 54,000 hospital admissions and 69,000 surgical procedures. Our students that pursue the clinical exercise physiology (exercise specialist option) or the exercise physiology concentrations have sought and obtained employment at the Cleveland Clinic since we have the most comprehensive program in the region. One area of the Clinic best served by Exercise Physiologists has been the Cleveland Clinic Heart Center Stress Lab, which performs over 12,000 stress tests each year. A wide array of patients, including healthy preventive testing to more complicated cases involving many types of cardiac and pulmonary diseases are assessed each day at this center (CCF, 2008). The need for trained exercise physiologists to assist with these tests is great and will increase as the number and scope of these evaluations and the health care industry

continues to grow (approximately 17% from 2000 to 2007, Ohio Department of Family Services, 2008).

Evidence of Student Interest in the Program

Below are data reflecting 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.

The number of students enrolled in the two separate Exercise Science options in the fall of 2000 to the fall of 2007.

SUBMAJOR	2000F	2001F	2002F	2003F	2004F	2005F	2006F	2007F
Exercise Specialist	49	37	58	58	69	70	98	125
Exercise Physiology	65	77	83	81	74	93	120	128
Grand Total	114	114	141	139	143	163	218	253

Note: Fall 2008 data was available at the time of this proposal however, as the abbreviations for the concentrations in the transition to the “banner” data base did not account for all data, therefore it is incomplete and omitted.

The table above illustrates a 222% increase in student enrollment in the Exercise Science concentrations over a seven-year period.

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 are as follows:

1. University of Akron: “Sports Science and Wellness Education” (undergraduate program only) ~ 50 students, 1 full time tenure track faculty
2. Cleveland State University “Exercise Fitness Specialist” and “Sports Manager” (undergraduate program and masters degree) ~ 50 students; faculty 2 full time tenure track faculty)
3. Youngstown State University “Exercise Science-Pre Physical Therapy” and “Exercise Science” undergraduate and masters degree program 5 faculty, 100 students.

4. Mt. Union College (undergraduate program only 1 Full time faculty 1 NTT)
5. Baldwin Wallace “Exercise Science” (undergraduate program only) 2 Full Time faculty, 40 students.

These programs differ from the one proposed because a) Kent State University offers the only doctoral program in North East Ohio, and b) KSU continues to closely collaborate with faculty in exercise science from Cleveland State, Akron University (Akron University’s program is within a division termed “Sport Science and Wellness Education”), Youngstown (which has a major termed Exercise Science), and Mt Union College. All of these institutions have former exercise science doctoral students from KSU as either program coordinators or faculty in there respective area (Mt Union College: Ronald Mendel, Akron University: Ronald Otterstetter, Akron University (Nutrition) Lonnie Lowry; Youngstown University: Nicole Mullins; Cleveland State: Katherine Little). Since KSU is the largest program in the region and has a terminal degree program in Exercise Physiology as well as the most faculty and research resources we have forged natural research and teaching collaborations with all of the aforementioned schools. Our previously outlined laboratory facilities including, but not limited to, treadmills, metabolic carts, a 12 lead ECG, ergometers an environmental chamber, an underwater weighing tank, and dual emission x-ray absorptiometry (off site at the University Health Center) exceed the resources at the other regional universities therefore allowing for both teaching and research opportunities that would otherwise be unavailable to our colleagues at these schools. Further, we have attracted many successful transfer students from these schools due our two distinct concentration areas and our ACSM endorsement.

Specific examples of collaboration that involve the Scholarship of Application/Research

Kent State University has partnered with the University of Akron in the mentoring both undergraduate and graduate students. We have mentored students from the University of Akron by allowing the students to work with our faculty and to work in our laboratory facilities. In doing so we have engaged them in the Scholarship of Application/Discovery. The research that w have conducted thus far has involved caffeine supplementation and exercise

performance. Further, we have jointly presented the research data at our annual research meeting.

In addition, faculty at Kent State University have secured extramural funding with Cleveland State University and Orbital Research, Inc (along with the lead scientist being a KSU alumni, Aaron Rood). Dr. Kenneth Sparks and our laboratory have collaborated on research protocols, the area of STEM (with Orbital Research Inc and NASA) as well as the advisement of his students that may endeavor to pursue a more research-oriented degree at KSU.

KSU and the Exercise Science major and its faculty thrive on collaborations. In working with other schools around NE Ohio and beyond we will enrich the student's educational experience at KSU. The newly formed exercise science major will enhance our visibility so as to enable other institutions beyond NE Ohio to work with us in a collaborative manner.

Academic Planning

In response to several reports related to the need for higher education programs in the area and in response to employers who have asked for a program that accommodates and develops skills/knowledge needed for success in the variety of healthcare work settings the development of this Major in Exercise Science was created to meet these needs. The Exercise Science faculty after consulting with various similar programs (across the United States) developed a major with two concentrations to identify a focus for the curriculum. Research of the literature was conducted to identify the focused curriculum resulting in a list of skills, knowledge gained and abilities. The Exercise Science faculty developed the curriculum after consulting with ACSM, other Department Chairs and Program Coordinators in Exercise Science as to the learning outcomes. Throughout the process, communication and consultation with other colleges, departments, and ACSM have been an ongoing process.

New majors must be aligned with the college mission which is to create and advance knowledge as it educates professionals who enhance health and well-being and enable learning across the

The following university bodies were used as consultants or advisory committees in development of the proposed program (append copies of reports from such consultants or advisory committees).

Faculty Advisory Committee	Spring 2008
College Curriculum Committee	Fall 2008
Educational Policy Committee (EPC) Review	Fall 2008
Faculty Senate	Fall 2008

In preparing the proposal for the new major with the two new concentrations, we compared our current curriculum with that of other "research intensive institutions" across the country. These institutions have already completed this process. The Exercise Science faculty proceeded to alter slightly our program concentrations to better fit the need of the pre-med student (Exercise Physiology) and to assure that we would gain accreditation with CAAHEP (Exercise Specialist Concentration). The School Chair, the Associate Dean and the Dean of Education Health and Human Services as well as colleagues across campus (Family and Consumer Studies, Gerontology, Nutrition, Athletic Training) were consulted as well.

Academic Control

The School of Exercise Leisure and Sport in the College of Education, Health, and Human Services is the academic home for the Exercise Science major. Responsibility for the academic content and the approval for the faculty to teach the courses will continue within the academic department/schools whose courses are included in the curriculum. The Board of Regents grants KSU-main campus the authority to offer this major.

We have also begun work on an articulation agreement with Cuyahoga Community College (after our major has been established, Note Appendix B) to better serve the needs of the students of NE Ohio. Additionally, we have begun to work on articulation agreements with Cuyahoga Community College (CCC: Sport and Exercise Studies Program), Lorain County Community (LCC: "Group Exercise Instructor") and KSU-Stark. With CCC's Sport and Exercise Studies Program, we have evaluated their syllabi for preliminary approval to

move forward with an articulation agreement. They offer similar courses but due to their limited resources cannot cover the courses in great detail or in the same the depth. The student learns about how to perform a given test (i.e., an exercise test on a treadmill), while never actually conducting one in the laboratory. Twenty-four students enrolled at the program at CCC in 2008 with a part time faculty of four instructors. Upon completion of their two years at CCC these students will move seamlessly into the Exercise Specialist concentration. While students from these institutions already enroll in Exercise Science at KSU future articulation agreements similar to the one mentioned here coupled with the increased visibility the creation of a new major would likely further increase our transfer student numbers. In addition to providing a viable option for students graduating from community colleges, several of our students, both current and former (Jackie Iwanski, Katie Pierce, David Bellar), have been employed by them part time to help support the needs of their programs.

Curriculum

A program description, including each option and concentration, as it would appear in a catalog is provided below.

Catalog Copy of the Requirement Sheet for the
Exercise Sciences Major
(Fall 2009)

Liberal Education Requirements (LER)	37-38
I. Composition	6
ENG 10001 and ENG 10002.	
II. Math and Critical Reasoning	4
Students pursuing the Exercise Sciences Concentration must take MATH 11011-College Algebra (4)	
III. Humanities and Fine Arts	9
At Least one course must be selected from the Humanities in Arts and Sciences section, and at least one course must be selected from Fine Arts section.	
IV. Social Sciences	6
Courses must be selected from two curricular areas. Students pursuing the Exercise Sciences Concentration must take PSYC 11762.	
V. Basic Sciences	6 or 10
At least on laboratory course must be selected. Students pursuing the Exercise Sciences Concentration must select one group below depending on Program Option chosen 6-10 hours):	

Exercise Specialist: CHEM 10050 (3), 10052 (2), and 10053 (1).
OR

Exercise Physiology: CHEM 10060 (4), 10061 (4), 10062 (1), and 10063 (1),

VI. Additional 3-6
Select three (Exercise Physiology) to six (Exercise Specialists) Hours of courses in Categories II-V above. Select no more than one course from any category.

VII. University Orientation, US 10097 1

VIII. Diversity Requirement
All students must complete a two-course Diversity Requirement as described on page __ of this Catalog. One course must come from the LER requirement (with a global focus); the second course could be PEP 25059, Sport in Society (a domestic focus).

IX. Writing Intensive Requirement
At least one course must be taken from the Writing Intensive course list in the catalog; a student must earn a "C" or higher in the Writing Intensive course. PEP 35010, Motor Behavior and PEP 35065, History and Philosophy meet this requirement.

X. Foundation Core 20

X	EXSC	15010, Intro to Exercise Science	2
	EXSC	25057, Human Anatomy and Physiology I	3
	EXSC	35054, Biomechanics	3
	GERO	14029, Intro to Gerontology	3
	NUTR	23511, Science of Human Nutrition	3
	PEP	25033, Lifespan Motor Development	3
	PEP	35010, Psychological Dimensions	3

Exercise Sciences Concentration

XI. Fitness Assessments 6

EXSC	10035, Lifetime Fitness	2
EXSC	12424, Exercise & Weight Control	1
EXSC	35022, Exercise Leadership	3

XII. Options

Exercise Physiology Option 27

	ATTR	25036, Principles of Athletic Training	3
	CHEM	20481, Basic Organic Chemistry I	4
	CHEM	30284, Intro Biological Chemistry	4
	EXSC	25058, Human Anatomy and Physiology II	3
	EXSC	45080, Physiology of Exercise	3
X	EXSC	45091, Senior Seminar	1
X	EXSC	45096, Individual Investigation in ES	3
	NUTR	33512, Nutrition	3
	PEP	25068, Measurement and Evaluation	3

Exercise Specialist Option 43

ATTR	25036, Principles of Athletic Training	3
ATTR	45039, Therapeutic Rehabilitation	4
ATTR	45040, Pathology and Pharmacology	3
CHEM	20284, Physiological Chemistry	4
EXSC	25058, Human Anatomy and Physiology II	3
EXSC	35075, Exercise Programming	3
EXSC	40612, Exercise Leadership for the Older Adult	3
EXSC	45065, Exercise Testing	3
EXSC	45070, EKG's for Ex Phys	3

	EXSC	45080, Exercise Physiology	3
X	EXSC	45490, Internship Seminar	1
	EXSC	45492, Internship in Phys Fit/Cardiac Rehab	4
	NUTR	33512, Nutrition	3
	PEP	25068, Measurement and Evaluation	3

XIII. Guided Electives 23-28

16-17 hours for Exercise Specialists (0 upper division courses) and 30-31 hours for Exercise Physiology (13 upper division courses).

Total Hours

A minor and/or are selected to meet the students' personal interests as well as to enhance their professional preparation. Students interested in research careers in exercise physiology should consult with their advisor about enhancing their sciences preparation. If a minor is included, total coursework may exceed the minimum 121 credit hours required for graduation.

Below are 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)

X Introduction to Exercise Science, EXSC 15010, 2 credit hours

Course Description: An introduction to the discipline of exercise science including the history of the field, current position stands of the American College of Sports Medicine, the responsibilities of the Exercise Physiologist and the current trends in Exercise Science.

Human Anatomy & Physiology I, EXSC 25057, 3 credit hours

Course Description: Comprehensive examination of anatomy and physiology related to the organization of the body and basic cell and tissue types. Specific structure and function of the muscular, skeletal, cardiovascular, nervous and respiratory systems are addressed. Prerequisite: none.

Biomechanics, EXSC 35054, 3 credit hours

Course Description: Anatomical and mechanical bases of human movement. Emphasis is placed on tools and techniques for motion analysis, mechanical concepts, forces and performance analysis. Lecture and laboratory. Prerequisite: PEP 25051

Introduction to Gerontology, GERO 14029, 3 credit hours

Course Description: An interdisciplinary approach to the aging process. Experiences with older members of the community are included. Prerequisite: None. This course may be used to satisfy the Liberal Education Requirements (LER) and diversity requirement.

Science of Human Nutrition, NUTR 23511, 3 credit hours

Course Description: Basic concepts and principles in the science of human nutrition, energy balance and weight control, individual nutrient needs, diet selection, nutrition related metabolism and physiological functions, nutritional diseases and current human nutrition controversies. Prerequisite: None. This course may be used to satisfy the Liberal Education Requirements (LER).

Lifespan Motor Development, PEP 25033, 3 credit hours

Course Description: Introduction to motor development across the lifespan. Special emphasis on description of motor development changes and factors influencing change. Prerequisite: PSYC 11762.

Psychological Dimensions of Motor Behavior, PEP 35010, 3 credit hours

Course Description: Psychological factors in exercise, physical activity and sport, emphasizing motor control, learning and performance. Laboratory included. Prerequisites: Junior standing and PEP 25068. This course may be used to satisfy the writing-intensive requirement with approval of major department.

Lifetime Fitness, EXSC 10035, 2 credit hours

Course Description: The role of exercise in enhancing physical fitness. Lectures on principles of planning scientifically sound exercise programs. Laboratory experiences in personal fitness evaluation and exercise routines. Prerequisite: none.

Exercise and Weight Control, EXSC 12424, 1 credit hour

Course Description: Instruction in and practice of exercises based upon proper food selection for the purpose of weight control. Prerequisite: none.

Exercise Leadership, EXSC 35022, 3 credit hours

Course Description: Designed to provide the students with a knowledge base in exercise leadership. Topic areas and competencies using a variety of techniques in leading and demonstrating safe and effective methods of applying the fundamental principles of exercise science. The exercise leader will demonstrate all forms of group exercise, flexibility and balance training. Prerequisite: PEP 25057.

Principles of Athletic Training, PEP 25036, 3 credit hours

Course Description: Principles of the profession, including injury prevention, basic sports trauma, injury management and specific sports conditions. Practical competency in emergency care and first aid; athletic taping, wrapping and bracing; and equipment fitting. Prerequisite: none.

Basic Organic Chemistry I, CHEM 20481, 4 credit hours

Course Description: Survey of the structure, preparation and reactions (including mechanisms) of organic compounds, emphasizing the chemistry of biologically important functional groups. Prerequisite: CHEM 10061 or 10961.

Introductory Biological Chemistry, CHEM 30284, 4 credit hours

Course Description: Chemistry and metabolism of biochemically important compounds; nature of enzyme action; metabolic regulation and bioenergetics. Prerequisite: CHEM 20481 or 30481.

Human Anatomy Physiology II, EXSC 25058, 3 credit hours

Course Description: Comprehensive examination of anatomy and physiology related to the human body under rest and exercise conditions. Specific structure and function of the metabolic, endocrine, lymphatic, digestive, urinary and reproductive systems are addressed.

Advanced coverage of neurological, cardiovascular and respiratory systems are also addressed. Prerequisite: EXSC 25057.

Physiology of Exercise, EXSC 45080, 3 credit hours

Course Description: Response of the human to acute and chronic exercise with emphasis on the underlying physiological mechanisms. Prerequisites: EXSC 25057 and 25058 and special approval. Corequisite: BSCI 30030.

X Senior Seminar in Exercise Science, EXSC 45091, 1 credit hour

Course Description: The course provides an overview of the research responsibilities available for the exercise science major. The Institutional Review Board, Research Methodology, and the risks and benefits of research in the area of Exercise Science will be discussed in detail. This class currently exists under the title of Senior Seminar (PEP 45491). With the creation of the new Exercise Science major we will only be altering the title to make it clearer for Exercise Science students which section of seminar they need to take.

X Individual Investigation in Exercise Science, EXSC 45096, 3 credit hours

Course Description: Independent study completed under the supervision of a faculty member. Written approval of supervising faculty member and school director prior to registration. Repeatable to 6 credit hours. IP permissible. This class currently exists under the title of Individual Investigation (PEP 45096). With the creation of the new Exercise Science major we will only be altering the title to make it clearer for Exercise Science students which section of Individual Investigation they need to take.

Nutrition, NUTR 33512, 3 credit hours

Course Description: Functions, sources and interactions of essential nutrients. Nutritional needs of family members, methods of meeting these needs, sources of reliable nutrition information. Prerequisites: CHEM 10060 and 10061 and 20481; or CHEM 10050 and 10052; or CHEM 10054.

Measurement and Evaluation in Fitness and Sport, PEP 25068, 3 credit hours

Course Description: Measurement and statistics applied to physical education and exercise/sport sciences; laboratory experiences in statistics, test construction and administration, and evaluation. Prerequisite: none.

Principles of Athletic Training, ATTR 25036, 3 credit hours

See Course Description Above

Therapeutic Rehabilitation, ATTR 45039, 4 credit hours

Course Description: The study and clinical application of rehabilitation techniques including strategies for proper exercise selection based on anatomical and physiological considerations, program administration and guidelines for program progression. Prerequisites: ATTR 25036 and PEP 25051

Pathology and Pharmacology for Allied Health Care Providers, ATTR 45040, 3 credit hours

Course Description: Investigation of specific pathological conditions presented by professionals including physicians and pharmacists. Will discuss common pathologies, associated pharmacological treatment and physiologic affects for various afflictions. Prerequisites: senior standing and special approval.

Physiological Chemistry, CHEM 20284, 4 credit hours

Course Description: Chemistry and metabolism of carbohydrates, lipids, nucleic acids and proteins; regulation of metabolism, nature of enzyme action, clinical aspects of biochemistry. Prerequisite: CHEM 10052 or 10054 or 20481.

Human Anatomy and Physiology II, EXSC 25058, 3 credit hours

See Course Description Above

Exercise Programming, EXSC 35075, 3 credit hours

Course Description: Problems and issues in developing exercise programs in institutional and commercial settings. Prerequisites: PEB 20035 and BSCI 20020.

Exercise Leadership for the Older Adult, EXSC 40612, 3 credit hours

Course Description: Designed to provide students with a knowledge base in exercise leadership in the older adult population, including special populations. Students participate in the leading, supervision and evaluation of participants within the exercise program. They also assist in the collection of functional fitness data. Prerequisite: PEP 35022.

Exercise Testing, EXSC 45065, 3 credit hours

Course Description: Lecture and laboratory experiences dealing with the administration and interpretation of exercise tests. Prerequisites: PEP 35075 and EXSC 45080.

Electrocardiography for the Exercise Physiologist, EXSC 45070, 3 credit hours

Course Description: Designed to provide students with the knowledge base in electrocardiography. Students work on interpreting the 12-lead electrocardiogram with clinical case studies to enhance the knowledge base of the exercise specialist. Prerequisites: EXSC 25057 and special approval. Corequisite: EXSC 25058.

Physiology of Exercise, EXSC 45080, 3 credit hours

Course Description: Response of the human to acute and chronic exercise with emphasis on the underlying physiological mechanisms. Prerequisites: EXSC 25057 and 25058 and special approval. Corequisite: BSCI 30030.

X Internship Seminar in Exercise Science, EXSC 45490, 1 credit

Course Description: An overview of the internship possibilities that are available for the exercise science major. The American College of Sports Medicine (ACSM) certification workshops and the scope of practice for the Exercise Specialist will be discussed in detail.

Internship in Physical Fitness/Cardiac Rehabilitation, EXSC 45492, 2 – 8 credit hours

Course Description: (Repeatable for a total of 8 hours) Supervised experience providing practical experience in administration and operation of programs in physical fitness, health enhancement and/r cardiac rehabilitation. S/U grading; IP grade permissible. Sixty clock hours per credit hour. Prerequisites: EXSC 45490 and senior standing and special approval.

Nutrition, NUTR 33512, 3 credit hours

See Course Description Above

Measurement and Evaluation in Fitness and Sport, PEP 25068, 3 credit hours

See Course Description Above

Evaluation Of The Proposed Program Following Implementation

Processes associated with the University's AQIP process will be utilized. Faculty and curriculum committees will be involved in the ongoing process of evaluation. Specific learner achievement will be assessed in the following ways:

- Demonstrate a working knowledge of the competencies required in a professional work situation via successfully passing the American College of Sports Medicine Certification Exams.
- Apply acquired skills in the role of the practitioner within the chosen health care field
- Plan subsequent graduate study i.e., career advancement strategy that utilizes the knowledge and skills obtained through the earning program.

Other specialized accreditation

The Exercise Specialist Option which is the endorsed by ACSM (accreditation will soon be sought) will lead to the individual enrolling in the ACSM Health Fitness Specialist

workshop, offered at KSU, (due to the quality the size, of our program as well as the geographical location) and then allowing the student to take the ACSM exam on our campus to obtain their certification. No other program in the area offers this workshop as we are permitted to do at a reduced cost to the student with our ACSM Endorsement. This endorsement and the subsequent accreditation are essential for the Exercise Science program to offer these certifications, and perhaps expand to additional ones, in the future.

Facilities and Support Services

The Exercise Science Laboratory at Kent State University includes approximately 2100 square feet of teaching and research laboratory space. Within that space is a variety of advanced equipment designed for exercise testing and teaching. The environmental testing portion of the laboratory is equipped with an environmental chamber (Neslab, Corp), a cold-water immersion tank and a computer microprocessor for the integration of mean skin temperature and rectal temperatures. The body composition portion of the laboratory is equipped with an underwater weighing tank to measure body density and a Hologic ® Dual Emission X Ray Abortiometry (DEXA, that is housed in University Health Center). The laboratory also contains skinfold calipers and 3 balance beam scales (to assess body mass) and a stadiometer (for the determination of height). The laboratory also contains 2 metabolic carts (Parvomedics, Sandy Utah) and 1 Sensormedics metabolic cart (Quogue, New York) for the determination of energy expenditure via indirect open circuit spiometry. In addition, the laboratory contains 4 Monark cycle ergometers, 1 electrically braked cycle ergometer (Lode®), 1 Monark anaerobic cycle ergometer, 3 treadmills, a Quinton 12 Lead ECG (that can integrate into 1 Quinton treadmill), 4 Schwin Airdyne ergometers, a Cybex weight circuit and a Biodex for the determination of muscle strength and muscle endurance.

The Exercise Physiology Laboratory also contains a separate blood lab for the determination of various blood markers (i.e., centrifuges, a -80°F freezer, hood, etc). Lastly, the exercise physiology laboratory contains a space for pediatric exercise testing and cognitive test batteries (i.e., psychomotor vigilance testing). These various areas of the lab form the various components of the Exercise Physiology Laboratory and are used for experimental testing,

teaching and research collaborations both with the KSU campus and with other smaller programs nearby.

Facilities will not be impacted beyond the laboratories capabilities. As enrollments potentially increase there may be a need to expand the number of sections of the various courses. Additionally, we do not anticipate the need for additional facilities, faculty modifications and/or additional support for the proposed program at this time.

Exercise Science faculty is currently composed of four tenure track faculty and one part time faculty. If enrollment continues to grow we will have to increase the sections of certain courses or potentially hire one more tenure track faculty members.

Existing Library Support

The current Exercise Science major is met by the current library standards, professional societies and or accrediting agencies that will evaluate the program. Furthermore, since a large amount of the relevant research literature is available via OhioLInk and online the resources at the library are sufficient for the program.

Financial Resources

Projected FTE Enrollments for Exercise Science Major attached below. There is no additional funding needed for the Exercise Science major. Current full time faculty loads and the continued utilization of part-time faculty to supplement the program will cover the needs of the major. The pending curricular changes will afford the Exercise Science major the opportunity to seek accreditation. The initial costs for CAAHEP accreditation are approximately $1000.00. Reoccurring costs will be the costs associated with accreditation visits (approximately every 3-4 years).

Kent State University
New Program - Undergraduate
ASSUMPTIONS

The assumptions used in developing the business plan are an integral component of the business plan. The assumptions should provide validity to the marketing, operational, and financial projections. Therefore, this exhibit should be used to list all assumptions used in developing the plan. Attach all relevant documentation concerning market research data, all revenue and expense line items and related growth rates. The assumption line items listed below are not all-inclusive, but should be used as a guide to create a complete list of assumptions.

Description	Yr. 0	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5	
GENERAL ASSUMPTIONS							
1) Tuition will be priced at the current undergraduate amount.							
2) SSI is calculated based on a two rolling average with a one year lag.							
REVENUES							
Tuition - Initial (UG)	N/a	318	318	318	318	318	Tuition = $4,215 - $717 (fees)/11 cr. hrs.
Tuition Increases (UG)	N/a	0.0%	0.0%	0.0%	0.0%	0.0%	
SSI Increases (UG)	N/a	0.0%	0.0%	0.0%	0.0%	0.0%	
Enrollment Initial - Students (UG)	N/a	50	60	72	86	104	
Enrollment Increase - Student % (UG)	N/a	0	20.0%	20.0%	20.0%	20.0%	
Enrollment - FTE (UG)	N/a	55	97	141	187	223	
Enrollment Increase - FTE (UG)	N/a	N/a	42	44	47	36	
Other - Initial	N/a	0					
Other Increases	N/a	0.0%	0.0%	0.0%	0.0%	0.0%	
EXPENSES							
Staff salary percentage increase.	N/a	3.0%	3.0%	3.0%	3.0%	3.0%	
Faculty salary percentage increase.	N/a	3.0%	3.0%	3.0%	3.0%	3.0%	
Summer Program	N/a	0	0	0	0	0	
Student salary percentage increase.	N/a	3.0%	3.0%	3.0%	3.0%	3.0%	
Non Payroll Increase.	N/a	0.0%	0.0%	0.0%	0.0%	0.0%	
Insurance, Retirement, Fee Wavier, Other	35.2%	35.2%	35.2%	35.2%	35.2%	35.2%	
Inflation for Current Expenses	N/a	2.0%	2.0%	2.0%	2.0%	2.0%	
Maintenance & Repairs	N/a	0.0%	0.0%	0.0%	0.0%	0.0%	
Utilities	N/a	0.0%	0.0%	0.0%	0.0%	0.0%	
Student Aid	N/a	0.0%	0.0%	0.0%	0.0%	0.0%	
University Service Charge	N/a	9.0%	0.0%	0.0%	0.0%	0.0%	
Senate Bill 140	N/a	0.0%	0.0%	0.0%	0.0%	0.0%	
Miscelaneous/Consultants	N/a	0.0%	0.0%	0.0%	0.0%	0.0%	
Bad Debt	N/a	0.0%	0.0%	0.0%	0.0%	0.0%	
DL Vendor Revenue Share Percentage	N/a	0.0%	0.0%	0.0%	0.0%	0.0%	
Equipment/Start-up	0	0	0	0	0	0	
Academic Affairs Overhead		N	N	N	N	N	
Administrative Overhead		N	N	N	N	N	
HURDLE RATE (Obtain from Treasury Department)	10.0%						
LOAN INT. RATE (Obtain from Treasury Department)	5.0%						
LOAN TERM (Obtain from Treasury Department)	10						
NEW FACULTY & STAFF							
Faculty Position - TT	0	0	0	0	0	0	
Faculty Position - NTT	0	0	0	0	0	0	
Faculty Position - NTT	0	0	0	0	0	0	
Faculty Position - Adjunct	0	0	0	0	0	0	
Total Faculty Positions	0	0	0	0	0	0	
Staff	0	0	0	0	0	0	
Staff	0	0	0	0	0	0	
Admin/Prof Staff Positions	0	0	0	0	0	0	
Total Admin/Prof Staff Positions	0	0	0	0	0	0	
Hourly Staff Positions	0	0	0	0	0	0	
Hourly Staff Positions	0	0	0	0	0	0	
Hourly Staff Positions	0	0	0	0	0	0	
Total Hourly Staff Positions	0	0	0	0	0	0	
Graduate Assistant - Masters	0	0	0	0	0	0	
Graduate Assistant - PhD	0	0	0	0	0	0	
Students	0	0	0	0	0	0	
Total Students	0	0	0	0	0	0	

Kent State University
New Program - Undergraduate
Project Profit & Loss/Cash Flow Statement

all figures listed in '000' increments

	Yr. 0	*Yr. 1*	*Yr. 2*	*Yr. 3*	*Yr. 4*	*Yr. 5*
Estimated Revenue						
Tuition and Fees	$ -	$ 118	$ 289	$ 511	$ 763	$ 905
State Share in Instruction (SSI)	0	0	25	111	255	435
Other Income	0	0	0	0	0	0
Total Net Revenue *(Exhibit C)*	**$ -**	**$ 118**	**$ 314**	**$ 622**	**$ 1,017**	**$ 1,340**
Estimated Annual Expenses						
Salaries, Wages and Employee Benefits *(Exhibit C)*	$ -	$ -	$ -	$ -	$ -	$ -
Supplies and Other Expenses *(Exhibit C)*	0	1	-	-	-	-
Equipment/Start-up Expenses *(Exhibit C)*	0	0	0	0	0	0
Overhead Expense *(Exhibit C)*	0	0	0	0	0	0
Total Expense	**$ -**	**$ 1**	**$ -**	**$ -**	**$ -**	**$ -**
Net Income (Deficit)	**$ -**	**$ 117**	**$ 314**	**$ 622**	**$ 1,017**	**$ 1,340**
Cumulative Net Income (Deficit)	*$ -*	*$ 117*	*$ 431*	*$ 1,052*	*$ 2,070*	*$ 3,410*
Construction Cost (Exhibit G):	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*
Leasehold Improvements (Exhibit A):	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*
Annual Cash Flow:	*$ -*	*$ 117*	*$ 314*	*$ 622*	*$ 1,017*	*$ 1,340*
Cumulative Cash Flow:	*$ -*	*$ 117*	*$ 431*	*$ 1,052*	*$ 2,070*	*$ 3,410*
NPV (@10% of Annual Cash Flow):	**$ 2,360**					

NOTE:

Kent State University
New Program - Undergraduate
Financial Summary

	Yr. 0 Plan	Yr. 1 Plan	Yr. 2 Plan	Yr. 3 Plan	Yr. 4 Plan	Yr. 5 Plan
Revenues:						
Student Fees	0	117,660	288,744	511,217	762,742	905,356
SSI	0	0	25,145	110,564	254,752	434,844
Other	0	0	0	0	0	0
Total Revenues	0	117,660	313,889	621,781	1,017,494	1,340,201
Personal Service:						
Contract-Admin/Prof	0	0	0	0	0	0
Hourly	0	0	0	0	0	0
Faculty	0	0	0	0	0	0
Summer Program	0	0	0	0	0	0
Students	0	0	0	0	0	0
Total Personal Service	0	0	0	0	0	0
Staff Benefits:						
Insurance, Retirement, Fee Wavier, Other	0	0	0	0	0	0
Total Staff Benefits	0	0	0	0	0	0
Current Expenses:						
Travel	0	0	0	0	0	0
Entertainment	0	0	0	0	0	0
Supplies	0	0	0	0	0	0
Duplic&Printing	0	0	0	0	0	0
Telephone	0	0	0	0	0	0
Postage	0	0	0	0	0	0
Other Info&Commun	0	0	0	0	0	0
Maint&Repairs	0	0	0	0	0	0
Rentals	0	0	0	0	0	0
Utilities	0	0	0	0	0	0
DL Vendor Revenue Share	0	0	0	0	0	0
Student Aid	0	0	0	0	0	0
Senate Bill 140	0	0	0	0	0	0
Miscellaneous	0	1,000	0	0	0	0
University Service Charge	0	0	0	0	0	0
Bad Debt	0	0	0	0	0	0
Total Current Expenses	0	1,000	0	0	0	0
Equipment/Start-up	0	0	0	0	0	0
Total Expenditures	0	1,000	0	0	0	0
Academic Affairs Overhead	0	0	0	0	0	0
Administrative Overhead	0	0	0	0	0	0
Total Overhead	0	0	0	0	0	0
ADJ Expenditures	0	1,000	0	0	0	0
Excess(Deficiency) of Revenue over Expenditures	0	116,660	313,889	621,781	1,017,494	1,340,201

APPENDIX A:

EXPLANATION OF EXERCISE SCIENCE MAJOR

KENT STATE UNIVERSITY, COLLEGE OF EDUCATION, HEALTH, AND HUMAN SERVICES

MAJOR Exercise Sciences 121 hours
Exercise Physiology & Exercise Specialist PEP ESEP & ESES CY10

Name: _____ Catalog Year: _____

S.S.#: _____ Date: _____

Please note: This requirement sheet will become void unless 12 hours of credit at Kent State University have been earned in a two-year period. Preserve this sheet. It is your only assured official statement of degree requirements.

General Course Work (37-38 Exer. Spec. or 38-39 Exer. Phys. hours)

US 10097 First Year Experience FLASH Point... 1

Composition

ENG 11011 College Writing I 3
ENG 21011 College Writing II 3

Mathematics & Critical Reasoning

MAT H 11009 Modeling Algebra (4) ***OR***
11010 Algebra for Calculus (3) 3-4

Social Sciences

PSYC 11762 General Psychology 3
Choose ONE from LER Social Sciences (See Reverse)(no Psyc)
_____ 3

Humanities and Fine Arts *(See Reverse)*

Select 3 from LER Humanities & Fine Arts. One must be from Arts & Sciences and one must be a fine arts course.
(A&S) _____ 3
_____ 3
(*Fine Arts*) _____ 3

Diversity requirements met? ☐ **Global** ☐ **Domestic**

Basic Sciences (6 or 10 hours)

Take appropriate CHEM courses based on Option chosen (see below)

Exercise Physiology: (10 hours)

CHEM	10060	General Chemistry I	4
CHEM	10062	General Chemistry I Lab	1
CHEM	10061	General Chemistry II	4
CHEM	10063	General Chemistry II Lab	1

OR

Exercise Specialist: (6 hours)

CHEM	10050	Fundamentals of Chemistry	3
CHEM	10052	Intro to Organic Chemistry	2
CHEM	10053	Inorganic & Organic Lab *(Spr only)*	1

Additional ..... 3 or 6

Choose ONE or TWO from LER in Categories II-V. Select no more than one course from any Category.

Exercise Physiology: (other LER included in Basic Sciences)
Choose ONE _____ (3)

OR

Exercise Specialist: _____ (3)
Choose TWO _____ (3)

Major Course Work (53 Exer. Phys. or 68 Exer. Spec. Hours)

A minimum 2.25 GPA or better is required in all major coursework

Core Requirements (20 hours)

~~PEP 150 Intro to PE, Fitness & Sport ..... 2~~
EXSC ~~15XXX~~ Intro to Exercise Science 2
PEP 25033 Lifespan Motor Development 3
EXSC 25057 Human Anatomy & Physiology I 3
GERO 14029 Intro to Gerontology 3
~~PEP 25059 Sport in Society *(domestic diversity)* ..... 3~~
NUTR 23511 Nutrition Related to Health 3
w PEP 35010 Psych Dimensions (prereq. 25068) 3
EXSC 35054 Biomechanics (prereq. 25057) 3
~~w PEP 35065 History & Philosophy of Sport ..... 3~~

CONCENTRATION: Exercise Physiology (27 hours) (ESEP)

ATTR	25036	Principles of Athletic Training	3
CHEM	20481	Basic Organic Chemistry I (CHEM 10061)	4
CHEM	30284	Intro to Biological Chemistry (prereq. 20481)	4
NUTR	33512	Nutrition (prereq. CHEM 20481)	3
EXSC	25058	Human Anatomy & Physiology II (25057)	3
PEP	25068	Measurement & Evaluation	3
EXSC	45080	Physiology of Exercise	3
EXSC	45091	Senior Seminar (Fall Only)	1
EXSC	45096	Individual Investigation in ES	3

Fitness Assessment (6 hours)

~~PEP 15018 Develop. & Analysis of Swimming ..... 1~~
PEB 10035 Lifetime Fitness 2
PEB 12424 Exercise & Weight Control 1
EXSC 35022 Exercise Leadership 3

CONCENTRATION: Exercise Specialist (42 hours) (ESES)

ATTR	25036	Principles of Athletic Training	3
ATTR	45039	Therapeutic Rehabilitation	3
ATTR	45040	Path and Pharm for Allied Health	3
CHEM	20284	Physiological Chemistry (CHEM 10052)	4
NUTR	33512	Nutrition (prereq. CHEM 20481)	3
EXSC	25058	Human Anatomy & Physiology II (25057)	3
PEP	25068	Measurement & Evaluation	3
EXSC	35075	Exercise Programming *(Spring only)*(10035)	3
EXSC	40612	Exercise Leadership for the Older Adult	3
EXSC	45065	Exercise Testing *(Fall only)*(35075&45080)	3
EXSC	45070	Electrocardiography for Ex. Phys.	3
EXSC	45080	Physiology of Exercise (prereq. 25058)	3
EXSC	45490	Internship Seminar (Spring Only)	1
EXSC	45492	Internship Phys Fit/Cardiac Rehab (45490)	4

Electives-16-17 hours for Exer. Spec. (0 upper division hours) or 30-31 for Exer. Phys. (13 upper division hours)

See faculty advisor

_____ ..... ___ _____ ..... ___ _____ ..... ___
_____ ..... ___ _____ ..... ___ _____ ..... ___
_____ ..... ___ _____ ..... ___ _____ ..... ___

Total Hours Completed _____

I have reviewed the requirement sheet and professional requirements with an advisor

Student Signature _____

Advisor's Signature _____

www.ehhs.kent.edu/oss

Please refer to page 2 for program notes.

Core	_____
Movement Exper.	_____
Option _____	_____
General Electives	_____
Total for Degree	_____

Program Plan for EXERCISE SCIENCES/EXERCISE PHYSIOLOGY CONCENTRATION (CY 2010)

FALL	CH	SPRING	CH
Freshman Year			
US 10097	1	LER Elec. (Additional)	3
EXSC XXX Intro to Ex Sci	2	EXSC 10035 Lifetime Fitness	2
ENG 11011 College Writing I	3	LER PSYC 11762 (Soc Sci)	3
LER CHEM 10060	4	LER CHEM 10061	4
LER CHEM 10062 - Lab	1	LER CHEM 10063 – Lab	1
LER Math 11009 or 11010	3-4	LER Elec. (Hum/FA)	3
Total	14-15	Total	16
Sophomore Year			
EXSC 25057 Human Anat & Phys. I	3	EXSC 25058 Anat/Phys. II	3
PEP 25033 Lifespan Motor Develop.	3	PEP 25068 Measure & Eval	3
EXSC 12424 Exercise & Wt Control	1	GERO 14029 Intr Gero (Div)	3
CHEM 20481 Basic Organic	2	PEP 15018 Swim & Aqua Skills	1
ENG 21011 College Writing II	3	ELECTIVE	3
		LER Elect (Soc Sci)	3
Total	15	Total	16
Junior Year			
PEP 35010 Psych Dem of MB (WI)	3		
EXSC 35054 Biomechanics	3	CHEM 30284 Intro to Bio Chem	4
ATTR 25026 Principles of AT	3	LER Elec. (Hum/FA)	3
NUTR 23511 Nutr Health	3	EXSC 35022 (Ex Lead).	3
LER Elec. (Hum/FA)	3	ELECTIVE (Upper division)	3
EXSC 45091 Sr Sem(Fall Only)	1	ELECTIVE	3
Total	16	Total	16
Senior Year			
		EXSC 45096 Indiv Invest	3
ELECTIVE	3		
		EXSC 45080* Exercise Phys	3
NUTR 33512 Nutrition	3	ELECTIVE (Upper division)	3
ELECTIVE	3	ELECTIVE (Upper division)	3
ELECTIVE (Upper division)	1	ELECTIVE (Upper division)	3
ELECTIVE (Upper division)	3		
Total	13-14	Total	15

TOTAL HOURS 121

*Prerequisites for PEP 45080: nine hours of CHEM, BSCI 20020 (5) and BSCI 30030 (4).

Must attend to 39 hour requirement for Upper Division coursework. Need 12 in electives.

Program Plan for EXERCISE SCIENCES/EXERCISE SPECIALIST CONCENTRATION (CY 2010)

FALL	CH	SPRING	CH
Freshman Year			
US 10097	1	LER Elec. (Additional)	3
EXSC 15010 Intro to Ex Sci	2	EXSC 10035 Lifetime Fitness	2
ENG 11011 College Writing I	3	LER PSYC 11762 (Soc Sci)	3
		LER CHEM 10050 (Basic Sci)	3
LER Elect (Soc Sci)	3	LER Elec. (Hum/FA)	3
LER Math 11009 or 11010	3-4	PEB Swimming .	1
Total	14-15	Total	15
Sophomore Year			
EXSC 25057 Hum Anat & Phys I	3	EXSC 25057 Hum Anat & Phys II	3
PEP 25033 Life Motor Develop.	3	GERO 14029 Intro Gero (Dom)	3
EXSC12424 Exer & Wt. Control	1	PEP 25068 Measurement & Eval	3
ENG 21011 College Writing II	3		
LER CHEM 10052 (Basic Sci)	2		
		NUTR 23511 Nutr Health	3
ELECTIVE	3	CHEM 10053 Inorg. & Org. Lab	1
		LER Elect (Additional)	3
Total	15	Total	16
Junior Year			
EXSC 35010 Psych Dem of MB (WI)	3	EXSC 35075 Exer Program	3
EXSC 35054 Biomechanics	3	EXSC 45490 (Intern. Sem.)	1
ATTR 25026 Principles of AT	3		
		EXSC 35022 Ex Lead	3
CHEM 20284 Phys Chem	4	EXSC 40612 Sr Exer	3
LER Elec. (Hum/FA)	3	EXSC 45070 ECG's	3
		ELECTIVE	3
Total	16	Total	16
Senior Year			
LER Elec. (Hum/FA)	3		
		EXSC 45492 Intern in Fit & Card Re	4
EXSC 45065 Exercise Testing	3	EXSC 45080* Exercise Physiology	3
NUTR 33512 Nutrition	3	ELECTIVE	3
ATTR 45039 Thera Rehab	3	ELECTIVE (Upper Division)	3
ATTR 45040 Path and Pharm	3	ELECTIVE	1-2
Total	15	Total	14-15

TOTAL HOURS 121

*Prerequisites for PEP 45080: nine hours of CHEM,BSCI 20020 (5) and BSCI 30030 (4).

Must attend to 39 hour requirement for Upper Division coursework.

Program Plan for EXERCISE SCIENCES/EXERCISE PHYSIOLOGY OPTION (CY 2008)

FALL	CH	SPRING	CH
Freshman Year			
US 10097	1	LER Elec. (Additional)	3
PEP 15010 Intro to PE, Fitness	2	PEB 10035 Lifetime Fitness	2
ENG 11011 College Writing I	3	LER PSYC 11762 (Soc Sci)	3
LER CHEM 10060	4	LER CHEM 10061	4
LER CHEM 10062 - Lab	1	LER CHEM 10063 – Lab	1
LER Math 11009 (4) or 11010 (3)	3-4	LER Elec. (Hum/FA)	3
Total	14-15	Total	16
Sophomore Year			
PEP 25057 Human Anat & Phys. I	3	PEP 25058 Human Anat & Phys. II	3
PEP 25033 Lifespan Motor Develop.	3	PEP 25068 Measurement & Eval	3
PEB 12424 Exercise & Wt Control	1	PEP 25059 Sport & Society (Dom Div)	3
CHEM 20481 Basic Organic Chem	4	PEP 15018 Swimming	1
ENG 21011 College Writing II	3	PEP 35020 Exercise Leadership	3
		LER Elect (Soc Sci)	3
Total	14	Total	16
Junior Year			
PEP 35010 Psych Dem of MB (WI)	3	CHEM 30284 Intro to Biological Chem	4
PEP 35054 Biomechanics	3	LER Elec. (Hum/FA)	3
ATTR 25036 Principles of AT	3	ELECTIVE	3
ELECTIVE	3	ELECTIVE	3
LER Elec. (Hum/FA)	3	ELECTIVE	3
PEP 45091 Senior Seminar (Fall Only)	1		
Total	16	Total	16
Senior Year			
PEP 35065 History & Philosophy (WI)	3	PEP 45096 Individual Investigation	3
		PEP 45080 Exercise Physiology	3
NUTR 33512 Nutrition	3	ELECTIVE (Upper division)	3
ELECTIVE (3 hrs. if MATH 11009 taken)	3-4	ELECTIVE (Upper division)	3
ELECTIVE (Upper division)	1	ELECTIVE (Upper division)	3
ELECTIVE (Upper division)	3		
Total	13-14	Total	15

TOTAL HOURS 121

Must attend to 39 hour requirement for Upper Division coursework. Need 13 in electives.

Program Plan for EXERCISE SCIENCES/EXERCISE SPECIALIST OPTION (CY 2008)

FALL	CH	SPRING	CH
Freshman Year			
US 10097	1	LER Elec. (Additional)	3
PEP 15010 Intro to PE, Fitness	2	PEB 10035 Lifetime Fitness	2
ENG 11011 College Writing I	3	LER PSYC 11762 (Soc Sci)	3
LER Elect (Soc Sci)	3	LER CHEM 10050 (Basic Sci)	3
LER Math 11009 (4) or 11010 (3)	3-4	LER Elec. (Hum/FA)	3
		PEP 15018 Swimming	1
Total	12-13	Total	15
Sophomore Year			
PEP 25057 Human Anat & Phys I	3	PEP 25057 Human Anat & Phys II	3
PEP 25033 Lifespan Motor Develop.	3	PEP 25059 Sport & Society (Dom Div)	3
PEB 12424 Exercise & Wt. Control	1	PEP 25068 Measurement & Eval	3
ENG 21011 College Writing II	3		
LER CHEM 10052 (Basic Sci)	2	PEP 35020 Exercise Leadership	3
ELECTIVE	3	CHEM 10053 Inorg. & Org. Lab	1
		LER Elect (Additional)	3
Total	15	Total	16
Junior Year			
PEP 35010 Psych Dem of MB (WI)	3	PEP 35075 Exercise Programming	3
PEP 35054 Biomechanics	3	*PEP 45490 (Intern. Sem. - Sp. only)	1
ATTR 25026 Principles of AT	3	LER Elec. (Hum/FA)	3
CHEM 20284 Physiological Chem	4	PEP 40612 Exer. Leader. Older Adult	3
LER Elec. (Hum/FA)	3	PEP 45070 ECG for Exer. Phys.	3
		ELECTIVE	3
Total	16	Total	16
Senior Year			
PEP 35065 History & Philosophy (WI)	3	PEP 45492 Intern in Fit & Card Re	4
PEP 45065 Exercise Testing	3	PEP 45080 Exercise Physiology	3
NUTR 33512 Nutrition	3	ELECTIVE	3
ATTR 45039 Thera. Rehab.	3	ELECTIVE	3
ATTR 45040 Path. and Pharm.	3	ELECTIVE (2 hours if MATH 11009 taken)	2-3
Total	15	Total	15-16

TOTAL HOURS 121

<u>*Note:</u> PEP 45490 Internship Seminar MUST be taken before students can enroll in PEP 45492 Internship in Fit. & Cardiac Rehab.

Program Plan for EXERCISE SCIENCES/EXERCISE PHYSIOLOGY OPTION (CY 2008)

FALL	CH	SPRING	CH
Freshman Year			
US 10097	1	LER Elec. (Additional)	3
PEP 15010 Intro to PE, Fitness	2	PEB 10035 Lifetime Fitness	2
ENG 11011 College Writing I	3	LER PSYC 11762 (Soc Sci)	3
LER CHEM 10060	4	LER CHEM 10061	4
LER CHEM 10062 - Lab	1	LER CHEM 10063 – Lab	1
LER Math 11009 (4) or 11010 (3)	3-4	LER Elec. (Hum/FA)	3
Total	14-15	Total	16
Sophomore Year			
PEP 25057 Human Anat & Phys. I	3	PEP 25058 Human Anat & Phys. II	3
PEP 25033 Lifespan Motor Develop.	3	PEP 25068 Measurement & Eval	3
PEB 12424 Exercise & Wt Control	1	PEP 25059 Sport & Society (Dom Div)	3
CHEM 20481 Basic Organic Chem	4	PEP 35020 Exercise Leadership	3
ENG 21011 College Writing II	3	LER Elect (Soc Sci)	3
Total	14	Total	15
Junior Year			
PEP 35010 Psych Dem of MB (WI)	3	CHEM 30284 Intro to Biological Chem	4
PEP 35054 Biomechanics	3	LER Elec. (Hum/FA)	3
ATTR 25036 Principles of AT	3	ELECTIVE	3
ELECTIVE	3	ELECTIVE	3
LER Elec. (Hum/FA)	3	ELECTIVE	3
PEP 45091 Senior Seminar (Fall Only)	1		
Total	16	Total	16
Senior Year			
PEP 35065 History & Philosophy (WI)	3	PEP 45096 Individual Investigation	3
		PEP 45080 Exercise Physiology	3
NUTR 33512 Nutrition	3	ELECTIVE (Upper division)	3
ELECTIVE (3 hrs. if MATH 11009 taken)	3-4	ELECTIVE (Upper division)	3
ELECTIVE (Upper division)	2	ELECTIVE (Upper division)	3
ELECTIVE (Upper division)	3		
Total	14-15	Total	15

TOTAL HOURS 121

Must attend to 39 hour requirement for Upper Division coursework. Need 13 in electives.

Program Plan for EXERCISE SCIENCES/EXERCISE SPECIALIST OPTION (CY 2008)

FALL	CH	SPRING	CH
Freshman Year			
US 10097	1	LER Elec. (Additional)	3
PEP 15010 Intro to PE, Fitness	2	PEB 10035 Lifetime Fitness	2
ENG 11011 College Writing I	3	LER PSYC 11762 (Soc Sci)	3
LER Elect (Soc Sci)	3	LER CHEM 10050 (Basic Sci)	3
LER Math 11009 (4) or 11010 (3)	3-4	LER Elec. (Hum/FA)	3
Total	12-13	Total	14
Sophomore Year			
PEP 25057 Human Anat & Phys I	3	PEP 25057 Human Anat & Phys II	3
PEP 25033 Lifespan Motor Develop.	3	PEP 25059 Sport & Society (Dom Div)	3
PEB 12424 Exercise & Wt. Control	1	PEP 25068 Measurement & Eval	3
ENG 21011 College Writing II	3	PEP 35020 Exercise Leadership	3
LER CHEM 10052 (Basic Sci)	2	CHEM 10053 Inorg. & Org. Lab	1
ELECTIVE	3	LER Elect (Additional)	3
Total	15	Total	16
Junior Year			
PEP 35010 Psych Dem of MB (WI)	3	PEP 35075 Exercise Programming	3
PEP 35054 Biomechanics	3	*PEP 45490 (Intern. Sem. - Sp. only)	1
ATTR 25026 Principles of AT	3	LER Elec. (Hum/FA)	3
CHEM 20284 Physiological Chem	4	PEP 40612 Exer. Leader. Older Adult	3
LER Elec. (Hum/FA)	3	PEP 45070 ECG for Exer. Phys.	3
		ELECTIVE	3
Total	16	Total	16
Senior Year			
PEP 35065 History & Philosophy (WI)	3	PEP 45492 Intern in Fit & Card Re	4
PEP 45065 Exercise Testing	3	PEP 45080 Exercise Physiology	3
NUTR 33512 Nutrition	3	ELECTIVE	3
ATTR 45039 Thera. Rehab.	3	ELECTIVE	3
ATTR 45040 Path. and Pharm.	3	ELECTIVE (2 hours if MATH 11009 taken)	3
Total	15	Total	16

TOTAL HOURS 121

<u>*Note:</u> PEP 45490 Internship Seminar MUST be taken before students can enroll in PEP 45492 Internship in Fit. & Cardiac Rehab.

APPENDIX B:

CUYAHOGA COMMUNITY COLLEGE AND KSU

Hello Dr. Ellen Glickman,

My name is Dr. Holly Clemens. I am an Associate Professor of PE and Health at Cuyahoga Community College. I am e-mailing you to see if we can have some type of future collaboration with your university and Cuyahoga Community College. We are in the process of completing a two-year Associate of Applied Science degree program in Sport Management and Exercise Studies. We will have two tracks including Sport Management and Exercise Science. We will also be including preparation for the ACSM Personal Trainer certificaiton, perhaps Health Fitness Instructor certification, and NSCA Certified Personal Trainer certification (along with other certifications, such as Group Fitness Instructor, etc.).

We have been in contact with other universities on future collaboration and are getting welcome responses. Even though our program is a two-year final degree program, we are definitely inviting students to further enhance their education by completing an undergraduate degree program. We have designed our curriculum to meet KSAs of the American College of Sports Medicine so that our courses would transfer to programs at four-year universities, such as the Exercise Science and Human Movement programs at Kent State.

I would definitely like to see if this collaboration is possible with Tri-C and Kent State. Please contact me when you have time or let me know who if there are other faculty or administrators I should contact within your department. I would be more than glad to share our proposed curriculum and planning thus far. Our advisory board is meeting on April 26 to complete the progam mapping and outcomes.

Sincerely,
Holly Clemens, Ph.D.
Associate Professor-PE/Health
Cuyahoga Community College
216-987-5070
holly.clemens@tri-c.edu

APPENDIX C:

LETTERS OF SUPPORT

Cleveland Clinic
Sports Health

November 17, 2008

Heather Nettle, MA
Coordinator, Exercise Physiology Services
Exercise Physiologist
Cleveland Clinic
Sports Health and Orthopaedic Rehabilitation
9500 Euclid Avenue
Cleveland, Ohio 44195
(216) 444-2096
Nettleh@ccf.org

To Whom It May Concern:

I am writing on behalf of Ellen Glickman, Ph.D., Professor of Exercise Science School of Exercise, Leisure, and Sport. It has been brought to my attention that Kent State University is considering making an official undergraduate Exercise Science major. In my position as Coordinator, Exercise Physiology Services, part of my responsibilities include the review of job candidates and their qualifications as it pertains to Exercise Science. In a review of thirty applicants, I will likely have almost exclusively Exercise Science undergraduate degreed candidates. It is rare for me to come across individuals who have an undergraduate degree in something such as physical education, and if they do, the degree is often misleading. The field of Exercise Science and Physical Education really are two very separate disciplines. An individual who has a degree in Physical Education really does not have the qualifications or knowledge to provide the clinical care required in an exercise science or physiology position. It is for that reason alone, some excellent candidates may not receive the adequate consideration they deserve for positions. It is unlikely anyone in a position to hire Exercise Science candidates would do a thorough review of the program's curriculum in an initial screening of applicants. For this reason alone there are likely Kent State University graduates who have been overlooked for positions they are qualified.

I am a former alum of the Exercise Physiology graduate program, and acquired a Master's of Arts degree in Exercise Physiology. Had my official degree been a Master's of Education in Physical Education with a concentration in Exercise Physiology, I would not have been considered for the position I hold today.

In my professional opinion, the changes in coursework will enhance the Exercise Science and better prepare KSU graduates for professional positions as well. The professional direction for exercise physiologists will be changing over the next decade. As the geriatric population continues to grow, and healthcare changes to a more wellness based focus, exercise science majors can now look

forward to careers that include weight control and geriatric fitness and wellness programs. The field of Exercise Physiology is becoming increasingly diverse due to advancements in medical technology and medications available. Further, the field and scope of practice is growing every day, and educational programs need to adapt in order to produce students who are comfortable and knowledgeable in the newest trends and scopes of practice in the healthcare environment.

I am excited KSU is looking to enhance prospective members of the Exercise Science and Physiology community. Changes to the curriculum such as these can help recruit and retain some of the best and brightest in the field, and best plan for the future changes in Exercise Science. Please feel free to contact me with any questions you may have regarding this manner.

Sincerely,

Heather Nettle, MA
Coordinator, Exercise Physiology Services
Cleveland Clinic
Sports Health and Orthopaedic Rehabilitation

DEPARTMENT OF THE ARMY
U.S. ARMY RESEARCH INSTITUTE OF ENVIRONMENTAL MEDICINE
KANSAS STREET, BUILDING 42
NATICK MA 01760-5007

REPLY TO
ATTENTION OF

November 17, 2008

Thermal and Mountain Medicine

Dear Sir/Madam:

I wish to express my full support for the changes that Dr. Ellen Glickman is implementing at Kent State University. I have known Dr. Glickman for 6 years as both my professor and a colleague. I have always been impressed with her professionalism and knowledge. Dr Glickman has been a full professor at Kent State for 10 years. I strongly believe that these implementations will strengthen the Exercise Physiology program at Kent State University.

Sincerely,

Rob Demes

KENT STATE
UNIVERSITY

To Whom It May Concern:

Kent State University has a strong exercise science program. We are the only program in Northeast Ohio that grants a PhD in this field and many of our graduates are professors at neighboring institutions (University of Akron, Cleveland State, and Mount Union). The problem is that our current major is called "physical education." This not only reduces the visibility of our program in the fitness and health care fields but also likely contributes to less of our graduates being hired.

Nearly all other Ohio institutions have defined exercise science majors and certain employers are looking for students with this degree. Take, for example, the University of Akron. Their major is called "sport science and wellness" which clearly delineates the scope of their program. Our current major is poorly defined to those in the health care field and a change needs to be made.

Program visibility is crucial in acquiring and maintaining students. With the current push towards preventative medicine and reduced health care cost, exercise science is at the forefront of the allied health professions. Many students are interested in strength and conditioning, nutritional supplements, and clinical research with the elderly. Although our lab has recently excelled in all of these areas, potential students cannot find our program because it is embedded within PE. Since both the fitness and clinical settings are becoming increasingly competitive, a person with a degree in exercise science has an edge on a person with a degree in physical education.

I am currently in the PhD program at Kent State after completing both the bachelor's and masters programs here in physical education/exercise science. As an undergrad, I took several courses that did not prepare me to go out and get a job in the health and fitness field. Drs. Glickman and Barkley have proposed revamping the current curriculum, removing courses that have not helped our students and adding courses like Gerontology and Nutrition Related to Health which are highly recommended by physical and occupational therapy schools.

School of Exercise, Leisure and Sport
P.O. Box 5190 • Kent, Ohio 44242-0001
(330) 672-2012 • Fax: (330) 672-4106 • http://www.kent.edu

On a personal note, I will be entering medical school next year. After taking all of the biology, chemistry, physics, and calculus classes as an undergrad, I find it frustrating to defend my academic background to admissions personnel. My training is in physiology research and I do not consider myself a physical educator. Since our program teaches "exercise science," we should be designated as such by removing unneeded courses, adding courses that will help our students, and changing to become our own major.

Sincerely,

Matthew D. Muller

Matthew D. Muller, M.A.

APPENDIX D:

OHIO JOB AND FAMILY SERVICES OCCUPATIONAL TRENDS 2006- 2016

Occupational trends are only one aspect of career choice and education planning. Other factors to consider include wages, job satisfaction, general unemployment patterns, method of obtaining the required education or training, and working conditions. Use the following sources for additional information:

The Ohio Job Outlook includes industry and occupational employment projections for the State of Ohio.

http://OhioLMI.com/proj/OhioJobOutlook.htm

The Occupational Outlook Handbook offers national information about required training and education, earnings, job prospects, what workers do on the job and working conditions.

http://www.bls.gov/oco/

Local **One-Stop Offices** can offer assistance with career decisions.

http://jfs.ohio.gov/workforce/jobseekers/onestopmap.stm

Ohio

Ted Strickland, Governor

Jan Allen, Acting Director
Ohio Department of Job and Family Services
Office of Workforce Development
Bureau Labor Market Information
P.O. Box 1618
Columbus, Ohio 43216-1618
Phone (614) 752-9494

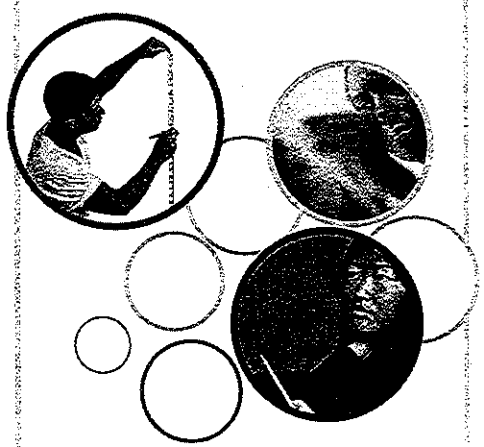
(12/2008)

Equal Opportunity Employer and Service Provider

Ohio | Department of Job and Family Services

To Strengthen Ohio's Families with Solutions to Temporary Challenges

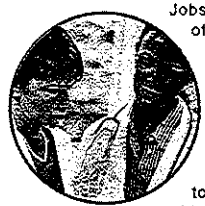
Career Opportunities



Occupation Trends 2006–2016

Occupational Trends
2006–2016

Identifying occupations with favorable job prospects is important when making career decisions. Several factors need to be considered. The two most important are the employment growth rate and total job openings.



Jobs with fast growth rates generally offer good job opportunities. However, large occupations with slow or moderate job growth often provide more job openings than small, fast-growing occupations. For example, occupational therapist assistants are expected to grow by 31 percent with 109 job openings a year, while cashiers are expected to grow by only 13 percent, but will provide 6,600 openings per year. Therefore, it is important to look at both the rates of growth and total annual openings to determine future job prospects.

The fastest growing occupations, based on rate of employment growth, offer good employment opportunities and conditions favorable for wage advances. More than 60 percent of fast-growing occupations require at least a bachelor's degree. The projected employment growth rates of these occupations are impressive compared to the 5.0 percent projected growth for all occupations combined. However, remember that annual openings may be few.

Service and professional occupations, particularly in the fields of health, business, and education, dominate the list of occupations gaining the most employment or growing the fastest.

Jobs will be available at all education levels. Not surprisingly, among the 100 highest paying jobs, 92 require at least post-secondary training. Jobs requiring at least some formal training after high school will grow at a faster than average rate—10.7 percent compared to the statewide projected average of 5.0 percent.

Total annual openings result from new job growth and replacement job openings due to transfers, deaths, or retirements. Many occupations with the most annual openings have high employment and high replacement needs and tend to be lower skilled. However, more than one in four of these jobs will require training after high school.

Most job openings in the majority of occupations result from the need to replace workers who leave the labor force or transfer to another occupation. Therefore, even declining occupations provide opportunities for employment, although job prospects are generally not as favorable as in growing occupations. Examples of declining occupations in Ohio that will have substantial replacement needs include cashiers; stock clerks and order filers; team assemblers; and general and operations managers.

Evaluate Interests

Students should evaluate their interests, skills and aptitudes when choosing careers. However, another factor to consider is the number of job opportunities that are likely to be available upon graduation. In addition to the expected number of annual openings, the number of students entering a career field affects how easy or difficult it may be to find a job.

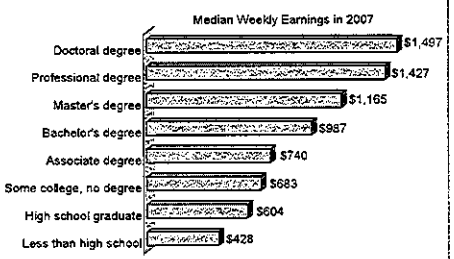
Education and Training

For one in seven occupations, high school is the usual education attained. The fastest growing occupations are those with workers with at least some college education.

On the whole, workers with higher levels of education have more options in the job market and better prospects for obtaining higher paying jobs than those with less education.

Education Pays

Education and training can benefit workers in their careers. Typically, the more education, the higher the weekly earnings.



Earnings are for full-time wage and salary workers, ages 25 and over, in the United States.

Source: U. S. Bureau of Labor Statistics

Occupations in Ohio with High-Employment Prospects

The occupations listed below offer an average median wage of $14.85 an hour and are projected to have at least 700 openings per year.

	Average Annual Openings 2006–2016	Average Wage May 2007
Moderate-Term On-the-Job Training		
Customer Service Representatives	3,958	$15.00
Truck Drivers, Heavy & Tractor-Trailer	2,001	$18.25
Bookkeeping, Accounting & Auditing Clerks	1,795	$15.15
Construction Laborers	537	$17.77
Long-Term On-the-Job Training		
Carpenters	929	$18.37
Fire Fighters	903	$19.08
Police & Sheriff's Patrol Officers	854	$22.55
Electricians	798	$22.81
Work Experience in a Related Occupation		
Sales Reps., Wholesale & Mfg., ex. Tech./Sci. Products	1,876	$30.12
Executive Secretaries & Administrative Assistants	1,545	$18.67
First-Line Supervisors & Mgrs. of Retail Sales Workers	1,334	$18.39
First-Line Supervisors & Mgrs. of Office & Admn. Support	963	$21.67
First-Line Supervisors & Mgrs. of Prod./Operating Workers	669	$24.49
Postsecondary Vocational Award		
Licensed Practical & Licensed Vocational Nurses	1,593	$18.57
Automotive Service Technicians & Mechanics	801	$17.03
Associate Degree		
Registered Nurses†	4,425	$27.56
Computer Support Specialists	652	$19.70
Bachelor's Degree		
Elementary School Teachers, ex. Special Education	1,631	$51,880*
Secondary School Teachers, ex. Special & Voc. Ed.	1,586	$53,420*
Accountants & Auditors	1,357	$28.41
Insurance Sales Agents	903	$25.99
Computer Software Engineers, Applications	880	$37.29
Middle School Teachers, ex. Special & Voc. Ed.	830	$53,290*
Computer Systems Analysts	730	$34.21
Network Systems & Data Communication Analysts	544	$34.32
Securities, Commodities & Financial Service Sales Agents	542	$32.62
Network & Computer Systems Administrators	523	$29.98
Work Experience Plus a Bachelor's or Higher Degree		
Postsecondary Teachers	1,547	$66,157*
General & Operations Managers	1,369	$47.17
Management Analysts	706	$36.75
Lawyers	642	$48.42

†Training is met through a two-year associate degree, a three-year diploma or a four-year bachelor's degree.

*Annual earnings, typically for a 9 ½ month school year.

Occupations in Ohio with the Most Annual Job Openings 2006–2016

Occupational Title	Average Annual Openings	Average Wage May 2007
Cashiers	6,630	$8.44
Waiters & Waitresses	6,370	$8.12
Retail Salespersons	5,867	$11.51
Registered Nurses	4,425	$27.56
Laborers and Freight, Stock & Material Movers, Hand	4,125	$11.72
Customer Service Representatives	3,958	$15.00
Comb. Food Prep. & Service Workers, inc. Fast Food	3,401	$7.79
Office Clerks, General	2,734	$11.93
Janitors & Cleaners, ex. Maids & Housekeeping	2,461	$11.48
Home Health Aides	2,408	$9.64
Truck Drivers, Heavy & Tractor-Trailer	2,001	$18.25
Sales Reps., Wholesale & Mfg., ex. Tech./Scientific Products	1,876	$30.12
Team Assemblers	1,850	$13.29
Nursing Aides, Orderlies & Attendants	1,801	$11.20
Bookkeeping, Accounting & Auditing Clerks	1,795	$15.15
Food Preparation Workers	1,714	$8.07
Elementary School Teachers, ex. Special Education	1,631	$51,880*
Child Care Workers	1,618	$9.93
Licensed Practical & Licensed Vocational Nurses	1,593	$18.57
Second School Teachers, ex. Special & Voc. Ed.	1,586	$53,420*
Postsecondary Teachers	1,547	$66,157*
Executive Secretaries & Administrative Assistants	1,545	$18.67
Stock Clerks & Order Fillers	1,538	$10.80
Receptionists & Information Clerks	1,422	$11.14
General & Operations Managers	1,369	$47.17
Accountants & Auditors	1,357	$28.41
Cooks, Restaurant	1,356	$9.99
First-Line Supervisors & Mgrs. of Retail Sales Workers	1,334	$18.39
Tellers	1,255	$10.83
Cooks, Fast Food	1,184	$8.24

*Annual earnings, typically for a 9 ½ month school year.

Ohio's Fastest Growing Occupations 2006–2016

Occupational Title	Projected Employment Growth Rate	Average Annual Openings	Average Wage May 2007
Home Health Aides	48.1%	2,408	$9.64
Network Systems/Data Comm. Analysts	47.9%	544	$34.32
Personal & Home Care Aides	40.8%	1,107	$9.44
Computer Software Engineers, Applications	38.9%	880	$37.29
Skin Care Specialists	37.9%	102	$13.50
Personal Financial Advisors	34.0%	202	$41.04
Subst. Abuse/Behav. Disorder Counselors	34.0%	134	$18.52
Social & Human Service Assistants	33.6%	354	$12.74
Veterinary Technologists & Technicians	33.2%	121	$13.87
Medical Assistants	32.1%	845	$12.47
Physical Therapist Assistants	31.8%	205	$22.64
Veterinarians	30.2%	96	$43.56
Mental Health Counselors	29.9%	138	$19.85
Mental Health/Subst. Abuse Soc. Workers	29.8%	265	$17.15
Appraisers & Assessors of Real Estate	28.5%	140	$23.52
Manicurists & Pedicurists	27.3%	124	$11.30
Health Educators	26.1%	61	$20.63
Occupational Therapist Assistants	25.3%	96	$22.92
Physical Therapists	24.8%	251	$34.80
Social & Community Service Managers	24.5%	146	$27.95
Medical & Public Health Social Workers	24.5%	272	$20.68
Database Administrators	24.4%	174	$32.47
Environmental Engineers	24.3%	99	$37.03
Financial Analysts	23.6%	202	$33.63
Physician Assistants	23.4%	59	$38.12
Occupational Therapists	23.0%	159	$33.95
Cardiovascular Technologists & Technicians	22.7%	62	$22.98
Registered Nurses	22.6%	4,425	$27.56
Surgical Technologists	22.4%	182	$17.36
Fitness Trainers & Aerobics Instructors	22.3%	252	$12.02

TRANSMITTAL MEMO

EXSC 15010

Rationale:
This proposal is to add the course Introduction to Exercise Science to substitute for Introduction to Physical Education. This course will be required for students in the Exercise Science Major.

Effect on current offerings:
This course is a new course and will not effect the rotation in the School of Exercise, Leisure and Sport

Effect on staffing:
There are currently three full-time tenure track Exercise Science faculty within the SELS as well as several part-time faculty. Maintaining this level of staffing will be necessary in order to offer this one new course in eth Exercise Science major. The modification of the prefix of this course will have no impact on staffing.

Effect on other units:
This new course offering will not have a negative impact on other units.

Transmittal Memo
Proposal to add a new course to a new major

EXSC 15010 Introduction to Exercise Science

1. Rationale for revision:
   The purpose of this proposal is to establish the class: EXSC 15010 Introduction to Exercise Science. EXSC will represent a change in the course content, and will focus on the Exercise Science majors knowledge, skills and abilities. This new course will more clearly describe the nature, expectations and procedures of the field of exercise science for students and faculty as the student decides on an education and career path in the area of the Allied Health Professions (cardiac rehabilitation, medically based wellness, physical therapy, etc.)

2. Impact on students in this unit and in other units or programs:
   This course will be offered each semester. These changes will provide students with a clear set of guidelines and procedures that can assist them in making academic decisions about their interest in pursuing a career in the Allied Health Professions.

3. Impact on current staffing.
   Presently PEP/Exercise Science students are required to take PEP 15010 Introduction to Physical Education. Once EXCS 15010 is established Exercise Science students will be no longer required to take PEP 15010, therefore enrollment in PEP 15010 may decline. This new course will need to be staffed.

4. Impact on other courses:
   This number change will not affect other courses or programs. There will be a shift in Exercise Science students from PEP15010 to EXCS15010 which may decrease enrollment in PEP15010.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **10-Apr-08** Curriculum Bulletin _____
Effective Date **Fall 2010** Approved by EPC _____

Department	**ELS**
College	**EH - Education, Health and Human Services**
Proposal	**Establish Course**
Course Subject	**EXSC** Course Number **15010**
Course Title	**Introduction to Exercise Science**
Minimum Credits	**2** Maximum Credits **2**

Checked items are new or revised

- ☒ Subject
- ☒ Number
- ☒ Title
- ☒ Title Abbreviation
- ☒ Credit Hours
- ☒ Prerequisites
- ☒ Description
- ☒ Schedule Type
- ☐ Cross-Listed / Slash
- ☒ Grade Rule
- ☒ Credit by Exam
- ☐ Course Fee
- ☐ Liberal Education Requirements (LER)
- ☐ Writing-Intensive (WIC)
- ☐ Diversity
- ☐ 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):
Presently PEP/Exercise Science students are required to take PEP15010 Introduction to Physical Education. Once EXCS 15010 is established Exercise Science students will not longer be required to take PEP15010, therefore enrollment in PEP15010 will decline.
Units consulted (other departments, programs or campuses affected by this proposal):
Physical education Professional Faculty (PEP); SELS Faculty

REQUIRED ENDORSEMENTS

Department Chair / School Director / Campus Dean	9/29/08
College Dean	9/30/08
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 **10-Apr-08** Requested Effective Term **Fall 2010**

Course Subject **EXSC** Course Number **15010**

Course Title **Introduction to Exercise Science**

Title Abbreviation **Intro To ~~Exerc Sci~~** Exercise 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 2 ☒ to ☐ or Maximum Credit **2** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)

Contact Hours Per Week
☒ Lecture Minimum Hours 2 ☒ to ☐ or Maximum Hours ~~30:00~~ 2
☐ 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)
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 74
OBR Subsidy Code 08
OBR Course Level 3
CIP Code 310505

Catalog Description **An introduction to the discipline of exercise science, including the history of the field, current position stands of the American College of Sports Medicine, the responsibilities and roles of the Exercise Physiologist and the current trends in Exercise Science.**

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
5.00	**History of Exercise Science**
5.00	**Pioneering Physiologists and their research**
4.00	**The evoluntion of exercise science via technology**
4.00	**Various scientific diciplines in exercise science Branches?**
2.00	**The American College of Sports Medicine**
2.00	**The Degree Options and Career paths**
2.00	**Scope of practice**
2.00	**Exercise science labaratories across the the United States**
2.00	**Professions within Exercise Science**
2.00	**Human performance as measured via exercise science 'in' exercise science or 'and'?**

30.00 Total Contact Hours

Textbook(s) Used in this Course	**TBD**
Writing Expectations	**A paper with references on an Exercise Science research topic**
Instructor(s) Expected To Teach	**Glickman, Kalinski, Barkley, Ridgel**
Instructor(s) Contributing to Content	**Glickman, Kalinski, Barkley**

REQUIRED ENDORSEMENT

Wayne W Nelson 9/29/08

Department Chair / School Director / Campus Dean

Transmittal Memo
Proposal add a new course to a new major

EXSC 45490 Internship Seminar in Exercise Science

1. Rationale for revision: 45480 45480.
The purpose of this proposal is to establish the new course; EXSC 4549~~0~~ Internship Seminar in Exercise Science. EXSC ~~45490~~ is a new course designed to better focus on the Exercise Science majors' knowledge, skills and abilities. These changes will more clearly describe the nature, expectations and procedures of this course for students as they decide on a professional path to pursue in the area of the Allied Health Professions (cardiac rehabilitation, physical therapy, medically based wellness, etc.). This will better meet the needs of the student in the Exercise Specialist Concentration.

2. Impact on students in this unit and in other units or programs:
This course will be offered once per year (Spring only). These changes will provide students with a clear set of guidelines and procedures that can assist them in making academic decisions about their interest in pursuing a career in the Allied Health Professions.

3. There will be no impact on current staffing.

4. Impact on other courses:
This change will not affect other courses or programs.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **10-Apr-08** Curriculum Bulletin _____
Effective Date **Fall 2010** Approved by EPC _____

Department	**ELS**
College	**EH - Education, Health and Human Services**
Proposal	**Establish Course**
Course Subject	**EXSC** Course Number ~~45490~~ 49180
Course Title	**Internship Seminar in Exercise Science**
Minimum Credits	**1** Maximum Credits **1**

Checked items are new or revised

☒ Subject	☐ Cross-Listed / Slash
☒ Number	☒ Grade Rule
☒ Title	☒ Credit by Exam
☒ Title Abbreviation	☐ Course Fee
☒ Credit Hours	☐ Liberal Education Requirements (LER)
☒ Prerequisites	☐ Writing-Intensive (WIC)
☒ Description	☐ Diversity
☒ Schedule Type	☐ 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 will not impact on other programs in the school.

Units consulted (other departments, programs or campuses affected by this proposal):
Physical education Professional Faculty (PEP); SELS Faculty

REQUIRED ENDORSEMENTS

Wayne W Nurse — 9/29/08
Department Chair / School Director / Campus Dean

Joanne Arhar — 9/30/08
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	**10-Apr-08**	Requested Effective Term	**Fall 2010**
Course Subject	**EXSC**	Course Number	~~45498~~ 45480
Course Title	**Internship Seminar in Exercise Science**		
Title Abbreviation	**Intern Seminar Exerc Sci** 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	1 ☒ to ☐ or	Maximum Credit	**1** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
Contact Hours Per Week	☒ Lecture	Minimum Hours **1.00**	☐ to ☐ or Maximum Hours **1.00**
	☐ 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)
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 74
OBR Subsidy Code 08
OBR Course Level 3
CIP Code 310505

Catalog Description **An overview of the internship possibilities that are available for the exercise science major. The American College of Sports Medicine (ACSM) certification workshops and the scope of practice for the Exercise Specialist will be discussed in detail.**

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	**Selecting an Internship Site**
4	**Application for an Internship**
4.00	**Liability Insurance through ACSM**
	Miscellaneous
	Preparation of a resume/vita
	finding a site to match the students needs
3.00	**Professional ethics and scope of practice**

15.00 Total Contact Hours

Textbook(s) Used in this Course	**TBD**
Writing Expectations	**Resume and internship proposal**
Instructor(s) Expected To Teach	**Glickman, Kalinski, Barkley, Ridgel**
Instructor(s) Contributing to Content	**Glickman, Kalinski, Barkley**

REQUIRED ENDORSEMENT

Department Chair / School Director / Campus Dean

9/29/08

Transmittal Memo
Proposal add a new course to a new major

EXSC 45491 Senior Seminar in Exercise Science

1. Rationale for revision:
   The purpose of this proposal is to establish the new course; EXSC ~~45491~~ 45481 Senior Seminar in Exercise Science. EXSC ~~45491~~ 45481 is designed to better focus on the Exercise Science majors' knowledge, skills and abilities. These changes will more clearly describe the nature, expectations and procedures of this course for students as they decide on an educational path to pursue research in the area of the exercise science and it's related disciplines (physiology, nutrition etc.). This will better meet the needs of the student in the Exercise Physiologist Concentration.

2. Impact on students in this unit and in other units or programs:
   This course will be offered once per year (Fall only). These changes will provide students with a clear set of guidelines and procedures that can assist them in making academic decisions about their interest in research in the area of the exercise science and it's related disciplines

3. There will be no impact on current staffing.

4. Impact on other courses:
   This change will not affect other courses or programs.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **10-Apr-08** Curriculum Bulletin _____
Effective Date **Fall 2010** Approved by EPC _____

Department	**ELS**
College	**EH - Education, Health and Human Services**
Proposal	**Establish Course**
Course Subject	**EXSC** Course Number **45491** 45481
Course Title	**Senior Seminar in Exercise Science**
Minimum Credits	**1** Maximum Credits **1**

Checked items are new or revised

☒ Subject	☐ Cross-Listed / Slash
☒ Number	☒ Grade Rule
☒ Title	☒ Credit by Exam
☒ Title Abbreviation	☐ Course Fee
☒ Credit Hours	☐ Liberal Education Requirements (LER)
☒ Prerequisites	☐ Writing-Intensive (WIC)
☒ Description	☐ Diversity
☒ Schedule Type	☐ 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 will not impact on other programs in the school.

Units consulted (other departments, programs or campuses affected by this proposal):
Physical education Professional Faculty (PEP); SELS Faculty

REQUIRED ENDORSEMENTS

Wayne W Nunn _____ 9/29/08
Department Chair / School Director / Campus Dean

Joanne Arhar _____ 9/30/08
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	**10-Apr-08**	Requested Effective Term	**Fall 2010**
Course Subject	**EXSC**	Course Number	~~45481~~ 45481
Course Title	**Senior Seminar in Exercise Science**		
Title Abbreviation	**Senior Seminar Exerc Sci** 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	☐ to ☐ or	Maximum Credit	**1** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
Contact Hours Per Week	☒ Lecture	Minimum Hours	☐ to ☐ or Maximum Hours
	☐ 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)
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 74
OBR Subsidy Code 03
OBR Course Level 3
CIP Code 131505

Catalog Description **~~This course~~ provides an overview of the research possibilities available for the exercise science major. The Institutional Review Board, Research Methodology and the risks and benefits of research in the area of Exercise Science will be discussed in detail.**

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
5	**The Institutional Review Board**
5	**How to Select a Research Topic**
5.00	**The Risk Benefit of Research**
	The Informed Consent
	Safety
	Confidentiality

15.00 Total Contact Hours

Textbook(s) Used in this Course	**TBD**
Writing Expectations	**To be able to take an online course that involves principles related to research and the history of IRB. Students will also generate an abstract related to a selected area of inquiry within exercise science.**
Instructor(s) Expected To Teach	**Glickman, Kalinski, Barkley, Ridgel**
Instructor(s) Contributing to Content	**Glickman, Kalinski, Barkley**

REQUIRED ENDORSEMENT

Department Chair / School Director / Campus Dean

9/29/08

Transmittal Memo
Proposal to develop a new course for a new major

EXSC 45096 Individual Investigation in Exercise Science

1. Rationale for new course
   The purpose of this proposal is to establish EXSC 45096 Individual Investigation in Exercise Science. Presently Exercise Science/PEP students are required to take PEP 45096 Individual Investigation in PE. Because of the establishment of Exercise Science as a new major independent of PEP it is necessary to establish a new individual investigation course for this new major. The course will follow the same prerequisite, course description and content outline as the PEP 45096 but will focus only on Exercise Science knowledge, skills and abilities.

2. Impact on students in this unit and in other units or programs:
   This course will be offered each semester. These changes will provide students with a clear set of guidelines and procedures that can assist them in making academic decisions about their interest in pursuing an individual investigation.

3. There will be no impact on current staffing.

4. Impact on other courses:
   The establishment of EXSC 45096 Individual Investigation in Exercise Science will reduce the number of students enrolled in formerly required PEP 45096 Individual Investigation in PE.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **10-Apr-08** Curriculum Bulletin _____
Effective Date **Fall 2010** Approved by EPC _____

Department **ELS**
College **EH - Education, Health and Human Services**
Proposal **Establish Course**
Course Subject **EXSC** Course Number ~~45496~~ 45096
Course Title **Individual Investigation in Exercise Science**
Minimum Credits 13 Maximum Credits 13

Checked items are new or revised

- ☒ Subject
- ☒ Number
- ☒ Title
- ☒ Title Abbreviation
- ☒ Credit Hours
- ☒ Prerequisites
- ☒ Description
- ☒ Schedule Type
- ☐ Cross-Listed / Slash
- ☒ Grade Rule
- ☒ Credit by Exam
- ☐ Course Fee
- ☐ Liberal Education Requirements (LER)
- ☐ Writing-Intensive (WIC)
- ☐ Diversity
- ☐ 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 will not impact on other programs in the school.

Units consulted (other departments, programs or campuses affected by this proposal):
Physical education Professional Faculty (PEP); SELS Faculty

REQUIRED ENDORSEMENTS

Wayne W Munson — 9/29/08
Department Chair / School Director / Campus Dean

Joanne Arhar — 9/30/08
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 **10-Apr-08** Requested Effective Term **Fall 2010**

Course Subject **EXSC** Course Number ~~45496~~ 45096

Course Title **Individual Investigation in Exercise Science**

Title Abbreviation **Indiv Investigation Exerc 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 3 ☒ to ☐ or Maximum Credit ~~8~~ 3 (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)

Contact Hours Per Week
- ☐ Lecture Minimum Hours ☐ to ☐ or Maximum Hours
- ☒ Laboratory Minimum Hours ☐ to ☐ or Maximum Hours
- ☒ Other Minimum Hours 3 ☒ to ☐ or Maximum Hours 3

NOTE: Contact hours should be per week.

Repeat Status **~~No~~ RP - Course may ~~not~~ be repeated**
If repeats, course limit OR maximum hours 6

Course Level **UG - Undergraduate**

Grade Rule **B - Letter**

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)
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 74
OBR Subsidy Code 08
OBR Course Level 3
CIP Code 310505

Catalog Description **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.**

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
45	**The Institutional Review Board Process and Writing an IRB proposal**
45	**Collecting Research Data**
45.00	**Analyzing research data**
	Writing an absract

135.00 Total Contact Hours

Textbook(s) Used in this Course	**TBD**
Writing Expectations	**Writing an IRB proposal, writing an abstract.**
Instructor(s) Expected To Teach	**Glickman, Kalinski, Barkley, Ridgel**
Instructor(s) Contributing to Content	**Glickman, Kalinski, Barkley**

REQUIRED ENDORSEMENT

Wayne W Nunn 9/29/08

Department Chair / School Director / Campus Dean

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 11-Dec-08 Curriculum Bulletin _____
Effective Date Fall 2009 Approved by EPC _____

Department
College CT - Technology
Degree ~~BS - Bachelor of Science~~
Program Name ~~Technology~~ Program Code ~~TECH~~
~~Concentration(s)~~ Construction Management Concentration(s) Code(s) COMA
Proposal Establish Program - minor

Description of proposal:
Establish a Construction Management minor in the College of Technology

Does proposed revision change program's total credit hours? ☐ Yes ☒ No
Current total credit hours: ~~124~~ 18 Proposed total credit hours ~~124~~ 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):
None

REQUIRED ENDORSEMENTS

_____ 12/15/08
Department Chair / School Director / Campus Dean

_____ 12/15/08
College Dean

_____ ___/___/___
Executive Dean of Regional Campuses

_____ ___/___/___
Senior Vice President for Academic Affairs and Provost

KENT STATE
UNIVERSITY

College of Technology

Transmittal Memo

To: Therese E. Tillet, Director of Curriculum Services

From: Joe Karpinski, Assistant Professor, BS TECH Curricular Group, Applied Science and Technology Program Area, College of Technology

Subject: Construction Management Minor

Date: December 2, 2008

This proposal recommends:

1. Adding the Construction Management Minor for Fall 2009

Rationale:
The College of Technology is working to offer a Construction Management minor with a target date of Fall 2009. There is a goal of attracting up to twenty new students per year with this minor beginning Fall 2009. Construction is one of the largest industries in Ohio and the annual job openings in Ohio for Construction Managers is continually increasing according to the **Ohio Occupational* Employment Projections Report, 2002-2012. (See Attachment A)**

Students (traditional and non-traditional) who have an interest in the construction industry would have the opportunity to pursue their goals through this minor option. This minor would be very beneficial to students majoring in Architecture, Interior Design, and Business.

Impact on students in this unit and in other units or programs:
None.

Impact on other courses:
None.

Curricular Bodies That Have Reviewed and Approved This Action

Approved, BS TECH Curricular Group	December 1, 2008.
Approved, Applied Science and Technology Program Area	December 2, 2008.
Approved, College Curriculum Committee	Dec 12, 2008 VMF

KENT STATE
UNIVERSITY

College of Technology

Proposal Summary

Title: Construction Management Minor

Subject Specification:
The purpose of this proposal is to recommend The College of Technology establish a Construction Management minor.

Background Information:
Construction Management is one of the fastest growing markets in the State of Ohio according to the Ohio Occupational Employment Projections Report, 2002-2012. (See Attachment A) In order for companies to compete in today's complex construction industry there is a need for professionals with an educational background in construction management. This proposal will add a Construction Management minor to the existing curriculum offerings.

The College of Technology has a long history of providing courses and curriculum impacting the construction industry. The College of Technology has dedicated equipment and laboratory facilities in construction technology, wood technology, design and construction, and construction management (such as: construction surveying, construction scheduling, construction materials, construction estimating, computer-aided design, and construction project management). Selected courses in many of the above areas are offered every semester to not only technology students, but also Interior Design, Architecture, Business and others. Our investment in faculty, facilities and resources in the Construction Technology and Construction Management areas is significant and has been built over a long period of time.

The effect of this curriculum proposal will provide the preparation of an educated workforce that is urgently needed in the growing construction industry. This minor degree option provides an entry level accredited professional education to students who will be qualified to meet industry standards in Construction Technology and Construction Management.

This proposal may require a second full-time faculty position as enrollment increases to coordinate and provide effective teaching and student advisement in the Construction

Management Major and Minor options. The current part-time faculty positions will also be needed to meet the growing demand of program offerings.

Alternatives and Consequences:
Failure to implement this new Construction Management minor will result in a loss of approximately ten to twenty students per year who may not choose to major strictly in Construction Management.

Specific Recommendation and Justification:
The faculty of Construction Management recommends that the proposed changes be implemented in order to give students with interests in construction a viable minor degree option to obtain their career goals.

Timetable and Actions Required:

- August-November 2008 – develop curriculum requirement sheet for Construction Management Minor.
- November 24 – Dec. 1, 2008 – gain BS TECH Curricular Group approval
- December 2, 2008 – gain Applied Science and Technology Program Area approval
- December 2008 – gain College Curriculum Committee approval
- January 2009 – gain EPC approval
- Fall 2009 – implement program

Construction Management Minor

College of Technology

Requirements for declaring the minor:

1. An officially declared major
2. A minimum of 60 completed hours
3. A minimum 2.50 cumulative GPS

Graduation requirement:

A minimum 2.50 GPA (including all attempts) is required for the minor

REQUIREMENTS

The following 6 courses (18 hours) are required for the Construction Management Minor.

TECH	22200	Construction Document Reading	3	____
TECH	31015	Construction Technology	3	____
TECH	32105	Construction Jobsite Management	3	____
TECH	41040	Construction Estimating I	3	____
TECH	41041	Construction Estimating II	3	____
TECH	42107	Construction Scheduling	3	____

Attachment A

Ohio
Occupational* Employment Projections Report, 2002-2012

Code	Occupational Title**	Employment 2002 Annual	Employment 2012 Projected	Change in Employment 2002 - 2012	Percent	Total Annual Openings	Average Wage 2003	Education Training Level+
00-0000	Total, All Occupations	5,813,800	6,376,100	562,300	9.7%	194,068	NA	NA
11-0000	Management Occupations	368,380	398,800	30,420	8.3%	9,632	NA	NA
11-1011	Chief Executives	20,130	22,670	2,540	12.6%	634	$66.60	4
11-1021	General and Operations Managers	74,240	83,660	9,420	12.7%	2,323	$41.09	4
11-1031	Legislators	640	650	10	1.6%	30	$18.66	4
11-2011	Advertising and Promotions Managers	2,250	2,590	340	15.1%	75	$31.43	4
11-2021	Marketing Managers	5,480	6,300	820	15.0%	183	$41.79	4
11-2022	Sales Managers	10,790	13,520	2,730	25.3%	472	$41.37	4
11-2031	Public Relations Managers	1,480	1,690	210	14.2%	47	$33.14	4
11-3011	Administrative Services Managers	8,090	9,210	1,120	13.8%	269	$28.81	4
11-3021	Computer and Information Systems Managers	9,340	12,260	2,920	31.3%	462	$41.24	4
11-3031	Financial Managers	18,310	20,840	2,530	13.8%	516	$39.89	4
11-3040	Human Resources Managers	5,620	6,380	760	13.5%	171	$35.86	4
11-3051	Industrial Production Managers	9,040	9,360	320	3.5%	207	$35.37	5
11-3061	Purchasing Managers	3,970	3,970	0	0.0%	86	$32.86	4
11-3071	Transportation, Storage, & Distribution Managers	3,630	4,230	600	16.5%	131	$32.25	8
11-9011	Farm, Ranch, and Other Agricultural Managers	3,840	3,550	-290	-7.6%	66	$26.19	4
11-9012	Farmers and Ranchers	78,190	71,950	-6,240	-8.0%	459	NA	9
11-9021	***Construction Managers***	***11,700***	***13,460***	***1,760***	***15.0%***	***388***	***$35.73***	***5***
11-9031	Education Admin., Pre & Child Care Center/Prog.	1,890	2,290	400	21.2%	87	$16.99	4
11-9032	Education Admin., Elem. & Secondary School	10,130	11,640	1,510	14.9%	402	$69,060++	4
11-9033	Education Administrators, Postsecondary	2,970	3,560	590	19.9%	133	$37.87	4
11-9041	Engineering Managers	8,010	8,380	370	4.6%	197	$43.37	4
11-9051	Food Service Managers	14,940	16,480	1,540	10.3%	398	$19.02	8
11-9061	Funeral Directors	1,600	1,610	10	0.6%	47	$34.23	6
11-9081	Lodging Managers	1,760	1,790	30	1.7%	32	$18.12	8
11-9111	Medical and Health Services Managers	10,450	13,070	2,620	25.1%	466	$32.00	4
11-9121	Natural Sciences Managers	750	820	70	9.3%	22	$40.70	4
11-9131	Postmasters and Mail Superintendents	940	900	-40	-4.3%	18	$25.14	8
11-9141	Property, Real Estate, & Community Assn Mgrs	3,900	4,530	630	16.2%	136	$28.51	5

+ Education/Training Levels **Abbreviations
1 First Professional Degree AO = All Other
2 Doctor's Degree
3 Master's Degree M/P = Metal and Plastic
4 Work Experience plus Degree
5 Bachelor's Degree
6 Associate Degree
7 Postsecondary Vocational Training
8 Work Experience in a Related Occupation
11 Short-Term On-The-Job Training
NA Not Available/Applicable

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 25-Nov-08 Curriculum Bulletin _____

Effective Date Fall 2009 Approved by EPC _____

Department	
College	CT - Technology
Degree	BS - Bachelor of Science — BS · Industrial Technology
Program Name	**Management Technology Option** Program Code **MTEC**
Concentration(s)	"2+2" for Associate Degree Graduates Concentration(s) Code(s) ~~T22~~
Proposal	Inactivate Program

Description of proposal:

Inactivate the Management Technology option of the "2+2" for Associate Degree Graduates concentration of the Industrial Technology major of the Bachelor of Science degree.

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):

College of Technology

REQUIRED ENDORSEMENTS

_____ 12/15/08

Department Chair / School Director / Campus Dean

_____ 12/15/08

College Dean

_____ ___/___/___

Executive Dean of Regional Campuses / Dean of Graduate Studies

_____ ___/___/___

Senior Vice President for Academic Affairs and Provost

KENT STATE
UNIVERSITY

College of Technology

Transmittal Memo

To: Therese E. Tillet, Director of Curriculum Services

From: John Duncan, BSIT lead faculty, Applied Science and Technology Program Area, College of Technology

Subject: Proposed inactivation of Management Technology option of the "2+2" for Associate Degree Graduates concentration of the Industrial Technology major of the Bachelor of Science degree.

Date: November 25, 2008

Summary statement describing the proposed action:
This proposal is to inactivate the Management Technology option of the "2+2" for Associate Degree Graduates concentration of the Industrial Technology major of the Bachelor of Science degree.

Curricular Bodies That Have Reviewed and Approved This Action

Approved, BS TECH Curricular Group	November 25, 2008.
Approved, Applied Science and Technology Program Area	December 2, 2008.
Approved, College Curriculum Committee	12/12/08

KENT STATE
UNIVERSITY

College of Technology

Proposal Summary

To: Therese E. Tillet, Director of Curriculum Services

From: John Duncan, BSIT lead faculty, Applied Science and Technology Program Area, College of Technology

Subject: Proposed inactivation of Management Technology option of the "2+2" for Associate Degree Graduates concentration of the Industrial Technology major of the Bachelor of Science degree.

Date: November 25, 2008

Title: Inactivation of the Management Technology option of the "2+2" for Associate Degree Graduates concentration of the Industrial Technology major of the Bachelor of Science degree.

Subject Specification: Proposed inactivation of the Management Technology option (MTEC) of the "2+2" for Associate Degree Graduates concentration (T22) of the Industrial Technology major (INDT) of the Bachelor of Science (BS) degree.

Background Information: The proposal is to inactivate the Management Technology option of the "2+2" for Associate Degree Graduates concentration of the Industrial Technology major of the Bachelor of Science degree.

Since fall 2000 the option has had a maximum of three students enrolled in it at any one time and currently (fall 2008) has one student enrolled.

This proposal affects only the Management Technology option of the "2+2" for Associate Degree Graduates concentration of the Industrial Technology major of the Bachelor of Science degree.

The student currently in the program will be able to finish but no more students will be able to enroll in the program.

Alternatives and Consequences: Alternatives to this proposal include revising the program and directing resources into the program. Although such action and redirection of resources could occur it has not in the past and is unlikely to occur in the future. The redirection of resources would also be at the expense of other programs that have greater enrollments. Another alternative is to do nothing and allow the program to continue to drain resources and time from other, more viable programs. Neither of these alternatives is attractive.

Specific Recommendation and Justification: The recommendation is to inactivate the Management Technology option of the "2+2" for Associate Degree Graduates concentration of the Industrial Technology major of the Bachelor of Science degree. This action is justified by the very low enrollments in the program.

Timetable and Actions Required: This proposal should be effective fall 2009. This proposal should pass the College of Technology Curriculum Committee, December 2008 and EPC January 2009. The action required is inactivation of the Management Technology option of the "2+2" for Associate Degree Graduates concentration of the Industrial Technology major of the Bachelor of Science degree.

Curricular Bodies That Have Reviewed and Approved This Action

Approved, BSIT Curricular Group	November 25, 2008.
Approved, Applied Science and Technology Program Area	December 2, 2008.
Approved, College Curriculum Committee	Dec 12, 2008 VMF

VI. **Technical Electives (Upper-Division)*** 15**

VII. **Business Courses** 21

Accounting, economics, finance, management and information systems. Minimum 12 credit hours must be upper-division.

VIII. **General Electives** 6

Technology electives, business courses and general electives together must include minimum two of the following:

ACCT	33063	Cost Control and Analysis for Management (3)
BMRT	11009	Introduction to Management Technology (3)
	21005	Purchasing and Supply Management (3)
	21006	Human Resources Management (3)
	21008	Case Studies in Management Technology (3)
	21009	Seminar in Management Technology (3)
	21011	Fundamentals of Financial Management (3)
MIS	24163	Principles of Management (3)
	34060	Operations Management (3)
	34165	Dynamics of Leadership (3)
	34180	Human Resource Management (3)
****	44150	Total Quality Management (3)
MFGT	12010	Safety in the Workplace (2)
SOC	42564	Bureaucratic Organizations (3)
TECH	43080	Industrial and Environmental Safety (3)
		TOTAL 126

**An equivalent course may be substituted for MATH 12001 or 12002.*

***PHY 12201 and 12202 are approved as an exception to the Liberal Education Requirements (LER).*

****Technical electives must be chosen in consultation with a faculty advisor.*

*****Course fulfills writing-intensive requirement.*

Minimum of 27 upper-division hours required (with associate's degree).

The courses chosen to fulfill the curriculum must satisfy university diversity and writing-intensive course requirements.

American Assembly of Collegiate Schools of Business accreditation standards prohibit nonbusiness majors from taking more than 25 percent of their degree requirements in business courses. Therefore, no more than 30 semester credit hours may be counted toward stated degree requirements.

Management Technology Option

I. **General College or University Requirements** 1

US 10097 First Year Experience FLASH Point 1

II. **Liberal Education Requirements** 41-46

A complete list of Liberal Education Requirements (LER) courses is on Pages 85-87.

Composition

ENG 11011 College Writing I 3

21011 College Writing II 3

Mathematics and Critical Reasoning

Choose from the following: 4

MATH* 11011 College Algebra (4)

12001 Algebra and Trigonometry (4)

Choose from the following: 3-5

* 11012 Intuitive Calculus (3)

12002 Analytic Geometry and Calculus I (5)

Humanities and Fine Arts 9

Minimum one course from humanities category and minimum one course from fine arts category.

Social Sciences

ECON 22060 Principles of Microeconomics 3

PSYC 11762 General Psychology 3

Basic Sciences 7-10

Must include one laboratory course. Select from BSCI, CHEM and PHY courses.

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 (U.S.) focus and one with a global focus. One course must come from the LER list; the second course may be taken as a second LER, in the major area or in a minor 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 (2.00) grade. This requirement in this concentration is fulfilled with TECH 33056. A complete list of writing-intensive courses is on Pages 93-95.

IV. **Major Requirements** 34

ACTT 11000 Accounting I: Financial 4

BMRT 11000 Introduction to Business 3

11009 Introduction to Management Technology 3

21000 Business Law and Ethics I 3

21004 Introduction to Business Statistics 3

21006 Human Resources Management 3

21008 Case Studies in Management Technology 3

21009 Seminar in Management Technology 3
21011 Fundamentals of Financial Management 3
21050 Fundamentals of Marketing Technology 3
21052 Professional Selling Techniques 3

V. Technical Requirements 18
TECH** 20002 Materials and Processes 3
31016 Manufacturing Technology 3
31020 Automated Manufacturing 3
*** 33056 Cooperative Education-Professional Development 3
43080 Industrial and Environmental Safety 3
Technology elective (upper division) 3

VI. Additional Major Requirements 8-10
ENG**** 20002 Introduction to Technical Writing 3
MATH 11022 Trigonometry 2
Choose from the following: 3-5
MATH 11012 Intuitive Calculus (3)
12002 Analytical Geometry and Calculus I (5)
19002 Technical Mathematics II (4)

VII. Business Requirements 18
Completion of all prerequisites required.
ACCT 23021 Introduction to Managerial Accounting 3
COMT 11000 Introduction to Computer Systems 3
FIN 36053 Business Finance 3
MIS 34060 Operations Management 3
MKTG 35025 Supply Chain Management 3
Business elective (upper division) 3

TOTAL 123-130

**Students may substitute MATH 11011 and 11022 for MATH 12001; and substitute MATH 11012 for MATH 12002.*

***TECH 20002 is an associate degree requirement and does not apply to this B.S. degree program. It is, however, a prerequisite to TECH 31016. Students may substitute MERT 12004 Manufacturing Processes for TECH 20002 although they should be aware that TECH 13580 Engineering Graphics I should be taken before MERT 12004.*

****Course fulfills writing-intensive requirement.*

*****Students may substitute ITAP 26638 Business Communications for ENG 20002.*

B.S. in Technology

The Bachelor of Science in Technology provides a liberal education within the technological culture for students contemplating careers in technical-industrial fields. Courses in the major provide breadth of technical experience, while electives may be utilized to increase competencies in one or more areas. This degree program is accredited by NAIT.

I. General College or University Requirements 1
US 10097 First Year Experience FLASH Point 1

II. Liberal Education Requirements 40
A complete list of Liberal Education Requirements (LER) courses is on Pages 85-87.

Composition
ENG 11011 College Writing I 3
21011 College Writing II 3

Mathematics and Critical Reasoning
MATH 11010 Algebra for Calculus 3

Humanities and Fine Arts 9
Minimum one course from humanities category and minimum one course from fine arts category.

Social Sciences
ECON 22060 Principles of Microeconomics 3
PSYC 11762 General Psychology 3

Basic Sciences
Choose from the following: 10
PHY 13001 General College Physics I (4)
13002 General College Physics II (4)
13021 General College Physics Laboratory I (1)
13022 General College Physics Laboratory II (1)
or
PHY * 12201 Technical Physics I (3)
* 12202 Technical Physics II (4)
Basic Science LER courses (3)

Additional LER Courses
COMM 15000 Introduction to Human Communication 3
Choose from the following: 3
PHIL 11009 Principles of Thinking (3)
LER course from above categories (3)

Diversity Requirement
Students must complete a two-course diversity requirement, consisting of one with a domestic (U.S.) focus and one with a global focus. One course must come from the LER list; the second course may be taken as a second LER, in the major area or in a minor 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 (2.00) grade. This requirement in this major is fulfilled with TECH 31000 or MIS 44150. A complete list of writing-intensive courses is on Pages 93-95.

IV. Major Requirements 39

Technology Core
TECH 10001 Information Technology 3
13580 Engineering Graphics I 3
20001 Energy/Power 3
20002 Materials and Processes 3
21021 Survey of Electricity and Electronics 4

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 25-Nov-08 Curriculum Bulletin _____

Effective Date Fall 2009 Approved by EPC _____

Department	
College	CT - Technology
Degree	BS - Bachelor of Science – Technology major
Program Name	**Plastics Manufacturing Option** Program Code PLCM
Concentration(s)	"2+2" for Associate Degree Graduates Concentration(s) Code(s) ~~2P2~~
Proposal	Inactivate Program

Description of proposal:

Inactivate the Plastics Manufacturing Option of the "2+2" Concentration for Associate Degree Graduates Concentration of the Bachelor of Science in Technology major.

Does proposed revision change program's total credit hours? ☐ Yes ☒ No

Current total credit hours: Proposed total credit hours

Describe impact on other programs, policies or procedures (e.g., 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 Technology

REQUIRED ENDORSEMENTS

_____ 12/15/08

Department Chair / School Director / Campus Dean

_____ 12/15/08

College Dean

_____ ___/___/___

Executive Dean of Regional Campuses / Dean of Graduate Studies

_____ ___/___/___

Senior Vice President for Academic Affairs and Provost

KENT STATE
UNIVERSITY

College of Technology

Transmittal Memo

To: Therese E. Tillet, Director of Curriculum Services

From: Michael Dragomier, BS TECH lead faculty, Applied Science and Technology Program Area, College of Technology

Subject: Proposed inactivation of Plastics Manufacturing Option of the "2+2" for Associate Degree Graduates concentration of the Technology major of the Bachelor of Science degree.

Date: November 25, 2008

Summary statement describing the proposed action:
This proposal is to inactivate the Plastics Manufacturing Option of the "2+2" for Associate Degree Graduates concentration of the Technology major of the Bachelor of Science degree.

Curricular Bodies That Have Reviewed and Approved This Action

Approved, BS TECH Curricular Group	November 25, 2008.
Approved, Applied Science and Technology Program Area	December 2, 2008.
Approved, College Curriculum Committee	12/12/08

KENT STATE
UNIVERSITY

College of Technology

Proposal Summary

To: Therese E. Tillet, Director of Curriculum Services

From: Michael Dragomier, BS TECH lead faculty, Applied Science and Technology Program Area, College of Technology

Subject: Proposed inactivation of Plastics Manufacturing Option of the "2+2" for Associate Degree Graduates Concentration of the Bachelor of Science in Technology major of the Bachelor of Science degree.

Date: November 25, 2008

Title: Inactivation of the Plastics Manufacturing Option of the "2+2" for Associate Degree Graduates Concentration of the Bachelor of Science in Technology major of the Bachelor of Science degree.

Subject Specification: Proposed inactivation of Plastics Manufacturing Option of the "2+2" for Associate Degree Graduates concentration (2P2) of the Technology major (TECH) of the Bachelor of Science (BS) degree.

Background Information: The proposal is to inactivate the Plastics Manufacturing Option of the "2+2" Concentration for Associate Degree Graduates Concentration of the Bachelor of Science in Technology major.

Since fall 2000 the option has had a maximum of four students enrolled in it at any one time and currently (fall 2008) has two students enrolled.

This proposal affects only the Plastics Manufacturing Option of the "2+2" Concentration for Associate Degree Graduates Concentration of the Bachelor of Science in Technology major.

Students currently in the program will be able to finish but no more students will be able to enroll in the program.

Alternatives and Consequences: Alternatives to this proposal include revising the program and directing resources into the program. Although such action and redirection of resources could occur it has not in the past and is unlikely to occur in the future. The redirection of resources would also be at the expense of other programs that have greater enrollments. Another alternative is to do nothing and allow the program to continue to drain resources and time from other, more viable programs. Neither of these alternatives is attractive.

Specific Recommendation and Justification: The recommendation is to inactivate the Plastics Manufacturing Option of the "2+2" Concentration for Associate Degree Graduates Concentration of the Bachelor of Science in Technology major. This action is justified by the very low enrollments in the program.

Timetable and Actions Required: This proposal should be effective fall 2009. This proposal should pass the College of Technology Curriculum Committee, December 2008 and EPC January 2009. The action required is inactivation of the Plastics Manufacturing Option of the "2+2" Concentration for Associate Degree Graduates Concentration of the Bachelor of Science in Technology major.

Curricular Bodies That Have Reviewed and Approved This Action

Approved, BS TECH Curricular Group	November 25, 2008.
Approved, Applied Science and Technology Program Area	December 2, 2008.
Approved, College Curriculum Committee	DEC 12, 2008 VMP

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. The global-focus course is fulfilled with LER humanities PHIL 21001. 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 (2.00) grade. This requirement in this major is fulfilled with TECH 31000, 33056 or MIS 44150. A complete list of writing-intensive courses is on Pages 93-95.

IV. **Major Requirements** 34

Credits from Associate of Applied Science in Manufacturing, Mechanical or Systems/Industrial Engineering Technology.

V. **Technology Courses** 21

Choose from the following: 18

TECH 31020 Automated Manufacturing (3)
31032 Power Technology (3)
31065 Cast Metals (3)
32002 Materials and Processes II (3)
33016 PC Network Engineering (3)
33033 Hydraulics and Pneumatics (3)
33363 Metallurgy and Materials Science (3)
34002 Advanced CAD II (3)
43080 Industrial and Environmental Safety (3)
43220 Electrical Machinery (3)
43550 Computer Aided Manufacturing (3)

Choose from the following: 3

TECH****31000 Cultural Dynamics of Technology (3)
**** 33056 Cooperative Education (3)

VI. **Additional Major Requirements** 6-8

Choose from the following: 3

ENG 20002 Introduction to Technical Writing (3)
ITAP 26638 Business Communication (3)

Choose from the following: 3-5

MATH 11012 Intuitive Calculus (3)
12002 Analytic Geometry and Calculus I (5)
19002 Technical Mathematics II (4)

VII. **General Electives** 16-18

Minimum 6 credit hours upper-division. Elective choices must include three courses from management concepts or practice with a maximum of one course from concepts.

Management Concepts

ACCT 23020 Introduction to Financial Accounting (3)
ACTT 11001 Accounting II - Managerial (4)
BMRT 21000 Business Law and Ethics I (3)
COMM 25863 Business and Professional Communication (3)
35550 Small Group Communication (3)
35864 Organizational Communication (3)
ECON 22060 Microeconomics (3)
22061 Macroeconomics (3)
IERT 22000 Statistical Process Control (4)
ITAP 26638 Business Communications (3)
MIS 24056 Fundamentals of Business Statistics (3)
PSYC 31773 Industrial Psychology (3)

Management Practice

ACCT 33063 Cost Control and Analysis for Management (3)
BMRT 11000 Introduction to Business (3)
11009 Introduction to Management Technology (3)
21005 Purchasing and Supply Management (3)
21006 Human Resources Management (3)
21008 Case Studies in Management Technology (3)
21009 Seminar in Management Technology (3)
21011 Fundamentals of Financial Management (3)
IERT 22006 Economic Decision Analysis (3)
MIS 24163 Principles of Management (3)
34060 Operations Management (3)
34165 Dynamics of Leadership (3)
34180 Human Resource Management (3)
**** 44150 Total Quality Management (3)
MFGT 12010 Safety in the Workplace (2)
SOC 42564 Bureaucratic Organizations (3)
TECH 43080 Industrial and Environmental Safety (3)

TOTAL 121

**MATH 11011 and 11022 may be substituted for MATH 12001.*
***Course fulfills diversity requirement.*
****PHY 12201 and 12202 are approved as an exception to the Liberal Education Requirements (LER).*
*****Course fulfills writing-intensive requirement.*

Graduation from the program requires an approved associate degree. Minimum 2.00 overall GPA required for graduation with minimum 2.00 GPA in upper-division TECH courses. Upper-division technology electives must be chosen with faculty advisor. The courses chosen to fulfill the curriculum must satisfy university diversity requirements.

Plastics Manufacturing Option

I. **General College or University Requirements** 1

US 10097 First Year Experience FLASH Point 1

II. **Liberal Education Requirements** 40

A complete list of Liberal Education Requirements (LER) courses is on Pages 85-87.

Composition

ENG 11011 College Writing I 3
21011 College Writing II 3

Mathematics and Critical Reasoning

MATH*12001 Algebra and Trigonometry 4

Humanities and Fine Arts

Minimum one course from humanities category and minimum one course from fine arts category.

PHIL**21001 Introduction to Ethics 3

Humanities and/or art history LER courses 6

Social Sciences

Must be selected from two curricular areas.

ECON 22060 Principles of Microeconomics 3

LER social sciences course 3

Basic Sciences ***9***

Must include one laboratory course.

Additional LER Courses

COMM 15000 Introduction to Human Communication 3

Choose from the following: 3

PHIL 11009 Principles of Thinking (3)

LER course from above categories (3)

Diversity Requirement

Students must complete a two-course diversity requirement, consisting of one with a domestic (U.S.) focus and one with a global focus. The global-focus course is fulfilled with LER humanities PHIL 21001. 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 (2.00) grade. This requirement in this major is fulfilled with MIS 44150. A complete list of writing-intensive courses is on Pages 93-95.

IV. **Major Requirements** **34**

Credits from Associate of Applied Science in Plastics Manufacturing Engineering Technology.

V. **Technology Courses** **15**

TECH 31020 Automated Manufacturing 3

31032 Power Technology 3

32002 Materials and Processes II 3

33363 Metallurgy and Materials Science 3

43080 Industrial and Environmental Safety 3

VI. **Additional Major Requirements** **6-8**

Choose from the following: 3

ENG 20002 Introduction to Technical Writing (3)

ITAP 26638 Business Communication (3)

Choose from the following: 3-5

MATH 11012 Intuitive Calculus (3)

12002 Analytic Geometry and Calculus I (5)

19002 Technical Mathematics II (4)

VI. **General Electives** **23-25**

Minimum 12 credit hours upper-division. Elective choices must include one course of management practice.

Management Practice

ACCT 33063 Cost Control and Analysis for Management (3)

BMRT 11000 Introduction to Business (3)

11009 Introduction to Management Technology (3)

21005 Purchasing and Supply Management (3)

21006 Human Resources Management (3)

21008 Case Studies in Management Technology (3)

21009 Seminar in Management Technology (3)

21011 Fundamentals of Financial Management (3)

IERT 22006 Economic Decision Analysis (3)

MIS 24163 Principles of Management (3)

34060 Operations Management (3)

34165 Dynamics of Leadership (3)

34180 Human Resource Management (3)

*** 44150 Total Quality Management (3)

MFGT 12010 Safety in the Workplace (2)

SOC 42564 Bureaucratic Organizations (3)

TOTAL 121

**MATH 11011 and 11022 may be substituted for MATH 12001.*

***Course fulfills diversity requirement.*

****Course fulfills writing-intensive requirement.*

Graduation from the program requires an approved associate degree. Minimum 2.00 overall GPA required for graduation with minimum 2.00 GPA in upper-division TECH courses. The courses chosen to fulfill the curriculum must satisfy university diversity and writing-intensive course requirements.

Kent State University - College of Technology
B.S. Technology - 2+2 Plastics Manufacturing 2006-2007
121 Hours (TECH - AJA)

Name: _____
Date: _____

This major is only for students who have (or will have) earned the Associate of Applied Science in Plastics Manufacturing from Kent State University

Orientation

US	10001	University Orientation	1	___

1. Composition (6 hours)

ENG	11011	College Writing I	3	___
ENG	21011	College Writing II	3	___

2. Math (7-10 hours)

MATH	11010	Algebra for Calculus	3	___
MATH	11022	Trigonometry	2	___
or				
MATH	12001	Algebra and Trigonometry	4	___

choose one of the following:

MATH	11012	Intuitive Calculus	3	___
MATH	12002	Analytic Geometry & Calc I	5	___
MATH	19002	Technical Math II	4	___

3. Humanities and Fine Arts (9 hours)

see reverse side for choices:

PHIL	21001 D	Introduction to Ethics	3	___
FINE ART		_____	3	___
LER		_____	3	___

4. Social Sciences (6 hours)

ECON	22060	Principles of Microeconomics	3	___

select one from list (not Econ 22061) on reverse side:

_____		_____	3	___

5. Basic Sciences (8 hours)

select 2 lectures with lab on reverse side:

_____		_____	3	___
_____		_____	1	___
_____		_____	3	___
_____		_____	1	___

6. Additional LER Requirements (6 hours)

COMM	15000	Introduction to Human Communications	3	___

select one course from list on back from area:

_____		_____	3	___

7. Diversity Requirement

All students must complete a two course diversity requirement consisting of one course with a domestic focus (D) and one course with a a global one (D). Courses will come from Humanities/Fine Arts or Social Sciences.*

8. Major Requirements (34 hours)

Associate degree courses. Additional hours count as "General Electives"

34 ___

9. Technology Major Requirements (15 hours)

TECH	31020	Automated Manufacturing	3	___
TECH	31032	Power Technology	3	___
TECH	32002	Materials and Processes II	3	___
TECH	33363	Metallurgy and Materials Science	3	___
TECH	43080	Industrial and Environmental Safety	3	___

10. Additional Major Requirements (3 hours)

ENG	20002	Introduction to Technical Writing	3	___
or				
ITAP	26638	Business Communications	3	___

11. General Electives (23-25 hours)

Minimum of 12 hours upper-division. Elective choices must include two courses of management practice: course pre-requisites must be met.

Management Practice:

ACCT	33063	Cost Control/Analysis for Mgmt	3	___
BMRT	11000	Introduction to Business	3	___
	11009	Introduction to Mgmt. Tech	3	___
	21005	Purchasing & Supply Mgmt.	3	___
	21006	Human Resources Mgmt.	3	___
	21008	Case Studies in Mgmt. Tech	3	___
	21009	Seminar in Mgmt. Tech	3	___
	21011	Fundamentals of Fin. Mgmt	3	___
IERT	22006	Economic Decision Analysis	3	___
M&IS	24163	Principles of Management	3	___
	34060	Operations Management	3	___
	34165	Dynamics of Leadership	3	___
	34180	Human Resources Mgmt.	3	___
	44150 W	Total Quality Management	3	___
MFGT	12010	Safety in the Workplace	2	___
SOC	42564	Bureaucratic Organizations	3	___
TECH	43080	Industrial & Environ. Safety	3	___
_____		_____		___
_____		_____		___
_____		_____		___
_____		_____		___
_____		_____		___
_____		_____		___
_____		_____		___

Minimum of 2.0 GPA overall and 2.00 in upper division TECH courses are required. Minimum of 27 hours of upper division course work is required for degree.

Students must earn a "C" or higher to fulfill the writing intensive requirement. TECH 31000 is recommended to fulfill this requirement and will count in the General Elective area.

see reverse side for additional requirements

Liberal Education Requirements

Humanities and Fine Arts

At least one course must be selected from the Humanities in A&S section and at least one course from the Fine Arts
D = Domestic Diversity Course, D= Global Diversity Course*

Humanities in A&S

CLAS	21404	D	The Greek Achievement	3
	21405	D	The Roman Achievement	3
ENG	21054		Intro to Shakespeare	3
	22071		Great Books I	3
	22072		Great Books II	3
	22073		Major Modern Writiers: Brit & US	3
HIST	11050	D	History of Civilization I	3
	11051	D	History of Civilization II	3
	12070	D*	History of the US: Formative	3
	12071	D*	History of the US: Modern	3
PAS	23001	D	Black Experience I: Beg to 1865	3
	23002	D*	Black Experience II 1865 to present	3
PHIL	11001	D	Introduction to Philosophy	3
	21001	D	Introduction to Ethics	3
	21020	D	Comparative Religious Thought I	3
	21021	D	Comparative Religious Thought II	3

Humanities in CCI

COMM	26000	D*	Criticism of Public Discourse	3

Fine Arts

ARCH	10001		Understanding Architecture	3
	10011		Survey of Architecture History I	3
	10012		Survey of Architecture History II	3
ARTH	12001		Art Survey	3
	22006		Art History I: Ancient & Medieval	3
	22007		Art History II: Renaissance to Modern	3
	22020	D	Art of Africa, Oceania, the Americas	3
DAN	27076	D	Dance as an Art Form	3
MUS	22111		Understanding Music	3
	22121	D	Music as a World Phenomenon	3
THEA	11000	D	The Art of Theatre	3

Social Sciences

Courses must be selected from two curricular areas
D=Domestic Diversity Course, D= Global Diversity Course*

ANTH	18210	D	Introduction to Cultural Anthropology	
	18420	D	Introduction to Archaeology	3
CACM	11001	D*	Introduction to Conflict Management	3
ECON	22060		Principles of Microeconomics	3
	22061		Principles of Macroeconomics	3
GEOG	10160		Introduction to Geography	3
	17063	D	World Geography	3
	17064	D*	Geography of US & Canada	3
GERO	14029	D*	Introduction to Gerontology	3
JMC	20001	D*	Media, Power, and Culture	3
JUS	26704		Law and Society	3
POL	10004	D	Comparative Politics	3
	10100	D*	American Politics	3
	10301	D*	Diversity in American Public Policy	3
	10500	D	World Politics	3
PSYC	11762		General Psychology	3
	20651		Child Psychology	3
	21211		Psychology of Adjustment	3
	21211	D*	Multicultural Psychology	3
SOC	12050	D*	Introduction to Sociology	3
	22778	D	Social Problems	3
				3

Basic Sciences

> denotes lab

ANTH	18630		Human Evolution	3
	18631	>	Issues in Human Evolution	1
BSCI	10001		Human Biology	3
	10002		Ecology, Evolution & Society	3
	20020	>	Biological Structure & Function	5
CHEM	10030		Chemistry in Our World	3
	10031	>	Chemistry in Our World Lab	1
	10050		Fundamentals of Chemistry	3
	10052		Introduction to Organic Chemistry	2
	10053	>	Inorganic &Organic Chemistry Lab	1
	10054		General & Elementary Organic Chem	5
GEOL	11040		Earth Dynamics	3
	11041	>	Earth Dynamics Lab	1
	11042		Earth History	3
	11043	>	Earth History Lab	1
	21062		Environmental Geology	3
	21080		Oceanography	3
PHY	11030		7 Ideas that Shook the Universe	3
	13001	>	General College Physics I	5
	13002	>	General College Physics II	5
	13011	>	College Physics I	3
	13012	>	College Physics II	3
	21040		Physics in Entertainment & the Arts	3
	21041	>	Physics in Entertainment & Arts Lab	1
	21430		Frontiers in Astronomy	3
	24001		Astronomy	3
	11660		Physical Science	3

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

CDAT
CDAG

Preparation Date 5-Nov-08 Curriculum Bulletin _____

Effective Date ~~Spring 2010~~ Fall 2009 Approved by EPC _____

Department ~~Regional Campuses~~ Technology

College ~~GT - Technology~~ Regional Campuses

Degree AAS - Associate of Applied Science ~~Pre-Major~~

Program Name **Computer Design and Animation** Program Code **CDAT**

Concentration(s) Concentration(s) Code(s) Engineering Technology

Proposal Revise Program

Description of proposal:
Change the name of the Computer Design and Animation to Computer Design, Animation and Gaming. (CDAG)

Does proposed revision change program's total credit hours? ☒ Yes ~~☒ No~~ Replace COMT 21095 and IERT 22095 with EERT 22016 and COMT 20011, (see e-mail)

Current total credit hours: 64 Proposed total credit hours 63-64

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):
Tuscarawas Campus FAC, COT Applied Science & Technology Division, COT Curriculum Committee

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REQUIRED ENDORSEMENTS

12/15/08
Department Chair / School Director / Campus Dean
1/5/09

12/15/08
College Dean

1/5/09
Executive Dean of Regional Campuses / Dean of Graduate Studies

___/___/___
Senior Vice President for Academic Affairs and Provost

INTERDEPARTMENTAL CORRESPONDENCE
KENT STATE UNIVERSITY
REGIONAL CAMPUSES
COLLEGE OF TECHNOLOGY

DATE: November 4, 2008
TO: Dr. Therese E. Tillett
Director of Curriculum Services
Kent State University

FROM: Chitra Rajagopal, Lead Faculty
EERT, EIRT and CDAT curriculum group

SUBJECT: Name change of the AAS (Associate of Applied Science) degree in Computer Design and Animation Engineering Technology.

Program revision requested:

Change the name of Associate of Applied Science degree in Computer Design and Animation to Computer Design, Animation and Gaming.

Rationale for Action:

The proposed action to change the name of Associate of Applied Science degree in Computer Design and Animation to Computer Design, Animation and Gaming.

It was reported recently, that the game design industry is the fastest growing industry in the United States. While it currently exceeds the total movie industry, it is expected to become a 74 Billion dollar industry by 2012. Nearly four-fold of what is today. Colleges across the country, as well as various schools within Kent State are gearing up to modify their curricula to include Game Design and Development.
The COT faculty has introduced the game design component to the existing courses over the past three years.
This request is crucial to maintaining the currency and the competitiveness of the degree program.
This request of name changing of the AAS degree program will reflect more accurately its actual focus and related course contents

Curricular Bodies That Have Reviewed and Approved This Action

Approved, EERT/CADT Curricular Group _____ November 4, 2008

Approved, Applied Science and Technology Program Area___ November 7, 2008.

Approved, College Curriculum Committee December 12, 2008

CELEBRATE CENTENNIAL
KENT STATE
UNIVERSITY
1910·2010

Regional Campuses

Interdepartmental Correspondence

TO: Therese Tillett, Director, Curriculum Services

FROM: Gregg L. Andrews, Interim Executive Dean, Regional Campuses

DATE: December 23, 2008

SUBJECT: **CURRICULAR PROPOSALS**

The attached proposals to revise the program title and courses in the Associate of Applied Science, Computer Design and Animation Engineering Technology program have been reviewed and approved by the College of Technology.

The following course title and prerequisites will be revised:

CADT 22004 Computer Animation and Gaming
CADT 22005 Multimedia and Game Design

The program title will be revised to Associate of Applied Science degree in Computer Design, Animation and Gaming to better reflect the emerging field of game design and to prepare students for projected growth in this industry.

I have reviewed and approve the attached documentation; please let me know if additional information is needed for consideration by EPC.

GLA/vmc

Enclosures

INTERDEPARTMENTAL CORRESPONDENCE
KENT STATE UNIVERSITY
REGIONAL CAMPUSES
COLLEGE OF TECHNOLOGY

DATE: November 4, 2008
TO: Dr. Therese E. Tillett
Director of Curriculum Services
Kent State University

FROM: Chitra Rajagopal, Lead Faculty
EERT, EIRT and CDAT curriculum group

SUBJECT: Name change and course revisions to (2) courses of the AAS degree in Computer Design and Animation.

Program revision requested:

Change name of the course CADT 22005 from Multimedia and Virtual Reality to Multimedia and Game Design and change name of the course CADT 22004 from Computer Animation to Computer Animation and Gaming and also change in course description, update course contents and pre-requisites of these two courses of the AAS degree in Computer Design and Animation.

Rationale for Action:

The proposed action to change the course name for the above named courses reflects the evolution of the discipline from Virtual Reality based animation production to include the emerging field of game design both for entertainment and for what is referred to as 'serious game design'. The later is widely used in education and training in a variety of applications.

It was reported recently, that the game design industry is the fastest growing industry in the United States. It is expected to become a 74 Billion dollar industry by 2012. Nearly four-fold of what is today. Colleges across the country, as well as various schools within Kent State are gearing up to modify their curricula to include Game Design and Development. Recent initiatives by departments outside of the College of Technology are the Computer Science department and the Information Technology faculty in the College of Education.

The COT faculty has introduced the game design component to the existing courses over the past three years. The updates to these courses are reflected in the changes made to the course contents of the courses revised.

Revised Pre-requisite:

The pre-requisites for CADT 22004 and CADT 22005 have been changed from CADT 22000 Advanced CAD to NONE

The changes in prerequisites and changes made to course contents are mandated by the sequential flow of the courses in the program and will reflect more accurately its actual focus and related course content.

This request is crucial to maintaining the currency and the competitiveness of the degree program,

Existing courses to be revised:

Change name CADT 22005 Multimedia and Virtual Reality to Multimedia and Game Design
Change name CADT 22004 Computer Animation to Computer Animation and Gaming

I have followed the Guidelines for Preparing Curricular Proposals, 2008, as posted on the Provost website. If you have any questions regarding the materials submitted, please contact me.

Curricular Bodies That Have Reviewed and Approved This Action

Approved, EERT/CADT Curricular Group	November 4, 2008.
Approved, Applied Science and Technology Program Area	November 7, 2008.
Approved, College Curriculum Committee	December 12, 2008

CELEBRATE CENTENNIAL
KENT STATE UNIVERSITY
1910·2010
Regional Campuses

DRAFT

Program Requirement Sheet
Associate of Applied Science Degree

Student Name: _____
Campus: _____

COMPUTER DESIGN, ~~AND~~ ANIMATION AND GAMING ~~ENGINEERING~~ TECHNOLOGY
2009-2010

DEVELOPMENTAL PRESCRIPTION COURSES

Determined by Basic Skills Assessment (Check Required Courses)

	Dept.	Crs No	Title	Cr Hrs	Sem/Yr Comp
☐	ENG	11001	Intro. to College Writing S (3)		_____
☐	ENG	11002	College Writing I – Stretch (3)	6	_____
☐	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	_____
☐	MATH	10035	Fundamentals of Math V	1	_____
☐	MATH	10036	Fundamentals of Math VI	1	_____
☐	US	10003	Reading Strategies for College Success	3	_____
☐	US	10006	Study Strategies for College Success	3	_____

TECHNICAL COURSES

Dept.	Course Number	Title	Credit Hours	Sem./Yr. Completed	Grd (0-4)	Qlty. Point
CADT	22000	Advanced CAD	2	_____	____	____
CADT	22001	CAD: Architecture	2	_____	____	____
CADT	22002	CAD: Civil Applications	2	_____	____	____
EERT	22014	Microprocessors and Robotics	4	_____	____	____
IERT	12005	Applications in CAD	2	_____	____	____
MERT	12000	Engineering Drawing	3	_____	____	____
MERT	12001	Computer-Aided Drafting	3	_____	____	____

Specialty Courses

CADT	22003	Solid Modeling	2	_____	____	____
CADT	22004	Computer Animation and Gaming	3	_____	____	____
CADT	22005	Multimedia and ~~Virtual Real.~~ Game Design	2	_____	____	____
COMT	21010	Workgroup Productivity Software	3	_____	____	____
COMT	~~21095~~ 20011	~~ST: Object Oriented Language~~ Java Programming	3	_____	____	____
Total Technical Course Hours			31	Core GPA _____		

Notes
Core GPA = Technical Quality Points / Technical Credit Hours

RELATED COURSES

Dept.	Course Number	Title	Credit Hours	Sem./Yr. Completed
BMRT	11000	Introduction to Business	3	_____
EERT	22003	Technical Computing	3	_____
IERT	22006	Economic Decision Analysis	3	_____
MATH	11011	College Algebra	4	_____
MATH	11012	Intuitive Calculus	3	_____
MATH	11022	Trigonometry	2	_____
Select one course from:			1-2	
	COMT	21092 Computer Practicum (2)	____	_____
	~~IERT~~	~~22095 ST: Productivity Software (2)~~ EERT 22016 Productivity Software for Industry (1)	____	_____
Total Related Course Hours			19- 20	

GENERAL STUDIES COURSES

COMM	15000	Introduction to Human Communication	3	_____
EERT	21010	Engineering and Professional Ethics	3	_____
ENG	11011	College Writing I	3	_____
US	10097	First Year Experience FLASH Point	1	_____
Select one course from:				
	ENG	20002 Intro. to Technical Writing (3)	____	_____
	ITAP	26638 Business Communication (3)	____	_____
Total General Studies Course Hours			13	

TOTAL REQUIREMENTS 63- 64

_____ _____
Student Signature Date

_____ _____
Advisor Signature Date

Issued by the office of the Executive Dean for Regional Campus

www.acbsp.org. The degree is available at the Ashtabula, Salem, Trumbull and Tuscarawas campuses.

I.	**TECHNICAL COURSES**		**29**
ITAP	16620	Word Processing I	3
	16621	Word Processing II	3
	16625	Business Presentations	2
	16636	Data Management for Admin. Professionals	3
	16639	Database Applications	3
	26611	Spreadsheet Applications	3
	26622	Desktop Publishing I	3
	26623	Desktop Publishing II	3
	26635	Administrative Resource Management	3
	26636	Project Management for Admin. Professionals	1
	26691	Seminar for Administrative Professionals	2
II.	**RELATED COURSES**		**16**
ACTT	11000	Accounting I: Financial	4
BMRT*	11006	Business Computations I	3
COMT	11005	Introduction to Operating Systems and Networking Technology	3
Choose from the following:			6
BMRT	11000	Introduction to Business (3)	
COMT**	11000	Introduction to Computer Systems (3)	
	11004	Survey of Information Technology (3)	
	11006	Introduction to Web Site Technology (3)	
	21007	Internet Ethics and Policies (3)	
	21011	Techniques of Multimedia Web Design (3)	
III.	**GENERAL STUDIES COURSES**		**16**
COMM	15000	Introduction to Human Communication	3
ENG	11011	College Writing I	3
ITAP	26638	Business Communications	3
US	10097	First Year Experience FLASH Point	1
LER electives			6
		TOTAL	**61**

**With a faculty advisor's approval, this course may be taken credit-by-exam or replaced with a more advanced mathematics, statistics or accounting course.*

***This course may be applied as a related elective if taken prior to or concurrently with any other COMT or ITAP offering.*

B.S. in Integrated Business Education

Students interested in a four-year degree in integrated business education should follow the program outlined under Career Technical Teacher Education in the College of Education, Health, and Human Services section of this Catalog.

A.A.S. Aviation Maintenance Technology

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

I.	**TECHNICAL COURSES**		**39**
AMRT	10010	FAA Regulations and Documentation	2
	10020	Aircraft Tools and Techniques	2
	10030	Airframe I	3
	10040	Aviation Power Plant I	4
	20010	Airframe II	3
	20020	Airframe III	2
	20030	Aviation Electronics	3
	20040	Principles of Flight	3
	20050	Practicum in Advanced Aviation	2
	20060	Aviation Power Plant II	2
EERT	12000	Electric Circuits I	4
	12001	Electric Circuits II	3
MERT	12005	Properties of Materials	3
	22012	Fluid Power	3
II.	**RELATED COURSES**		**15**
MATH	19001	Technical Math I	4
	19002	Technical Math II	4
PHY	12201	Technical Physics I	3
	12202	Technical Physics II	4
III	**GENERAL STUDIES COURSES**		**13**
COMM	15000	Introduction to Human Communication	3
ENG	11011	College Writing I	3
	20002	Introduction to Technical Writing	3
SOC	12050	Introduction to Sociology	3
US	10097	First Year Experience FLASH Point	1
		TOTAL	**67**

A.A.S. in Computer Design and Animation Engineering Technology

The Associate of Applied Science in Computer Design and Animation Engineering Technology provides students with coursework in design, animation and virtual reality. Computer-aided design (CAD) is used throughout the program for computer modeling and multimedia development. This program prepares

Computer Design, Animation and Gaming

students for entry-level positions as drafter/designer technicians in engineering and manufacturing industries, as well as in the field of multimedia development. This major articulates with the Computer-Aided Drafting certificate and the technology 2+2 baccalaureate degree; please contact an advisor for more information. This program is available at the Tuscarawas Campus, with coursework available at the Geauga Campus, and Kent Campus through the College of Technology.

I.	**TECHNICAL COURSES**		~~18~~ 18
CADT	22000	Advanced CAD	2
	22001	CAD: Architecture	2
	22002	CAD: Civil Applications	2
EERT	22014	Microprocessors and Robotics	4
IERT	12005	Applications in CAD	2
MERT	12000	Engineering Drawing	3
	12001	Computer-Aided Drafting	~~4~~ 3
II.	**SPECIALTY COURSES**		13
CADT	22003	Solid Modeling	2
	22004	Computer Animation and Gaming	3
	22005	Multimedia and ~~Virtual Reality~~ Game Design	2
COMT	21010	Workgroup Productivity Software	3
20011 →	~~21005~~	~~Special Topics: Object Oriented Language~~	3
III.	**RELATED COURSES**		20
BMRT	11000	Introduction to Business	3
EERT	22003	Technical Computing	3
IERT	22006	Economic Decision Analysis	3
MATH	11011	College Algebra	4
	11012	Intuitive Calculus	3
	11022	Trigonometry	2
Choose from the following:			1- 2
COMT	21092	Computer Practicum (2) EERT 22016 (1)	
~~IERT~~	~~22095~~	~~Special Topics: Productivity Software (2)~~	
IV.	**GENERAL STUDIES COURSES**		13
COMM	15000	Introduction to Human Communication	3
EERT	21010	Engineering and Professional Ethics	3
ENG	11011	College Writing I	3
US	10097	First Year Experience FLASH Point	1
Choose from the following:			3
ENG	20002	Introduction to Technical Writing (3)	
ITAP	26638	Business Communications (3)	
		TOTAL	~~65~~ 63-64

A.A.S. in Early Childhood Education Technology

The Associate of Applied Science in Early Childhood Education Technology (ECET) is offered at the Ashtabula, Salem and Tuscarawas campuses. A minimum of 2.00 GPA (C grade) is required in each technical course and a minimum 2.00 cumulative GPA is required for graduation. Students who successfully complete this program are eligible to apply for Ohio's associate degree preschool license.

The coursework for this associate degree also is fully applicable to the baccalaureate degree in early childhood education at either the Kent or Salem campuses, although completion of the associate degree does not guarantee admission to the baccalaureate program. Students who wish to be admitted to the baccalaureate degree program at the Kent Campus need to check the Early Childhood Education section under the College of Education, Health, and Human Services for admission requirements and other information about this selective admission program.

The baccalaureate program at Kent State Salem is also selective, following standards established at the Kent Campus. To be considered for admission, students must meet all professional requirements for admission to advanced study, have a minimum cumulative 2.75 GPA in all previous Kent State undergraduate coursework and have completed the ECET associate degree. The most qualified applicants will be accepted based upon the number of available student spaces and consideration of the student's standardized test scores, cumulative GPA, written essay and interview.

For information about the Kent State Salem baccalaureate program, students should contact the Kent State Salem program director for early childhood education the semester before beginning the associate degree student-teaching experience. Because there are limited spaces available, meeting the minimum criteria listed above does not guarantee admission to the program. Students who successfully complete the baccalaureate curriculum are eligible to apply for an Ohio license, valid for teaching children in preschool through grade three.

I.	**TECHNICAL COURSES**		38
ECED	10120	Introduction to Early Childhood Services	2
	20163	Understanding Young Children: Typical and Atypical	3
ECET	21005	Partnerships in Child Guidance	3
	21010	Infant/Toddler Curriculum and Services	3
	22000	Preschool Curriculum	3
	22130	Emerging Literacy	3
	22140	Student Teaching Seminar	3
	22150	Student Teaching	6
EDPF	29525	Educational Psychology	3
	29535	Education in a Democratic Society	3
ITEC	19525	Educational Technology	3
SPED	23000	Introduction to Exceptionalities	3

TILLETT, THERESE

From: RAJAGOPAL, CHITRA
Sent: Tuesday, January 20, 2009 9:20 AM
To: COURIE, VANESSA
Cc: TILLETT, THERESE
Subject: RE: AAS CDAT

Hello Vanessa,
I consulted with the curriculum group and here is what it is.

Here are the needed changes:

EERT22016 Productivity Software for Industry (1) . This course is the permanent course for the IERT 22095 ST:Productivity Software

COMT20011 Java Programming (3) 20011 Java Programming (3). This course is the equivalent of COMT 21092 ST: Object Oriented Languages

If you need any further clarification please let me know.

Thanks,
Chitra Rajagopal
Assistant Professor
Engineering Technology
Kent State University
Tuscarawas campus

From: COURIE, VANESSA
Sent: Tuesday, January 20, 2009 8:03 AM
To: RAJAGOPAL, CHITRA
Subject: FW: AAS CDAT

I didn't catch this in my review, but this is a rule. No special topics courses are to be built into a program, can your two be swapped, even with two TECH courses, we need to act quickly.

Vanessa M. Courie
Administrative Secretary
330-672-2286 (25814)
FAX: 330-672-2000 (22000)

From: TILLETT, THERESE
Sent: Saturday, January 17, 2009 5:37 PM
To: COURIE, VANESSA
Subject: AAS CDAT

Vanessa, I just noticed that the CDAT program requires a special topics course (COMT 21095 ST: Object-Oriented Language). It also has a special topics course (IERT 22095 ST: Productivity Software) as an either/or with COMT 21092. I know we're late in the game for fall 2009, but special topic courses are not to be used in this fashion. IERT 22095 didn't even offer that special topic in 2008.

I took a cursory look through the catalog, and COMT offers 12000 Personal Productivity Software and 11002 Visual Basic Programming. Are they comparable? If not, the CDAT folks need to create two courses, or work with COMT and IERT to create them.

Therese E. Tillett | Director of Curriculum Services | Kent State University
Tel: 330-672-8558 | Fax: 330-672-2644 | ttillet1@kent.edu | www.kent.edu

DELANEY, LISA

From: RAJAGOPAL, CHITRA
Sent: Monday, January 19, 2009 9:23 AM
To: COURIE, VANESSA
Cc: DELANEY, LISA
Subject: RE: Jan EPC course proposals
Follow Up Flag: Follow up
Flag Status: Completed

Vanessa,

Yes you are right. This is merely a revision of the current courses, and that yes a student having taken these classes in prior years is OK to have earned acceptable credit for this course after the revision. The game design component was there but is now using updated software. The revisions follow the same practice as for several other courses in the program. These changes merely represent revisions and not new courses. [We certainly don't want to go the new course route.] I hop this clarifies. Also we donot want students to take courses by credit by exam.
Thank you so much.

Best Wishes,
Chitra Rajagopal
Assistant Professor
Engineering Technology
Kent State University
Tuscarawas campus

From: COURIE, VANESSA
Sent: Wednesday, January 14, 2009 4:05 PM
To: DELANEY, LISA
Cc: RAJAGOPAL, CHITRA; LINDSAY, E GAY
Subject: RE: Jan EPC course proposals

Lisa,

I am copying Professor Rajagopal on this e-mail to answer your questions on the CADT Courses. I am not sure that they are new courses entirely. I have read through both CCP and BDS again I see minor changes, with the gaming information being added.

The CAD software is, I believe updated annually, so incremental changes may have been made to include changes to the software that have been taught in the class all along.

Professor Rajagopal, if a student took CADT 22004 or 22005 in fall 2007, would those courses be considered equivalent to the courses you are requesting now?

Also, do you want the students to be able to take the courses Credit By Exam? If not, we need to ask Ms. Delaney to select Grade Rule on the CCP form to change the grade rule.

Vanessa M. Courie
Administrative Secretary
330-672-2286 (25814)
FAX: 330-672-2000 (22000)

From: DELANEY, LISA
Sent: Wednesday, January 14, 2009 11:07 AM
To: COURIE, VANESSA
Subject: Jan EPC course proposals

Hi Vanessa,

I have reviewed the course proposals for the Regional Campuses and have a few issues which need clarified. Any help you can provide would be greatly appreciated.

Computer Animation and Design Technology

1.F or CADT 22004 Computer Animation and Gaming and CADT 22005 Multimedia and Game Design, the courses are being revised however, we are wondering if they shouldn't be new courses entirely. If a student took these in Fall 2007 would those courses be equivalent to the course in 2009? Also, the credit-by-exam is marked on the BDSs as not approved however, in Banner it shows department approval. Should the BDSs be changed back to D-departmental approval or should the CCPs be marked to indicate a change?

Should you have any questions or require clarification on anything please feel free to contact me.

Thanks,
Lisa

Lisa N. H. Delaney, M.Ed. | Academic Program Coordinator
Curriculum Services | Office of the Provost
Kent State University EXCELLENCE *in Action*
lhelland@ kent.edu | 330-672-8559

PART II: PRELIMINARY PROSPECTUS

A. Indicate the title of the proposed program and indicate whether it is a new degree, a new degree program or the modification of an existing program.

A new undergraduate degree (BSPH) and program: Bachelor of Science in Public Health

B. State the rationale for initiating this action.

"There are about 500,000 individuals employed as public health workers at all levels of government in the United States. Very few of these professionals have formal public health training or even share a common academic base." (C. William Keck and F. Douglas Scrutchfield, Principles of Public Health Practice, 2003).

"More than 250,000 additional public health workers will be needed by 2020 to avert a public health crisis," also according to an assessment released by the Association of Schools of Public Health (ASPH) on February 27, 2008.

The United Health Foundation projects public health workforce shortages for the state of Ohio by the year 2020 to be in excess of 10,000 workers.

According to the Health Policy Institute of Ohio, "*Ohio mirrors the national health care dilemma: high costs, widespread lack of insurance coverage, insufficient investment in primary care and chronic illness management, burgeoning technology, and significant disparities – geographic, ethnic, racial, economic – in access to and quality of care*" ("Mapping Health Spending and Insurance Coverage in Ohio" from the Health Policy Institute of Ohio, 2007).

Kent State University has enjoyed offering the MPH degree since 1999 as part of the NEO- now CEO-MPH program. The University's long-term goal is to found an accreditable college of public health. The first step in this process is to establish an undergraduate degree in public health because students can begin to take courses immediately given that the LER credits are already "on the books." Student majors will not have to take any discipline-specific courses until their second year (the exception to this statement being proposed course <u>Introduction to Public Health</u> in which all students will be encouraged to register during their first or second semester). This course will also be used as a mechanism for recruiting students into public health.

C. Provide information regarding the relationship of the proposed program action to the overall mission of the institution. Indicate whether the program is part of an ongoing traditional mission or related to current strategies for modifying or redirecting institutional objectives.

The proposed program action is consistent with KSU's mission: "to serve the public good." Because of the robust set of programs offered by KSU that are consistent with this mission, KSU is recognized by the Carnegie Foundation as a "community engaged university" with high research activity. The public health program, as proposed, not only enhances the "mission differentiation" of the university, but it also fosters ethical and humanitarian values in the service of Ohio and the global community. In addition, Chancellor Eric Fingerhut has given the universities in Northeastern Ohio a specific mandate to distinguish themselves rather than compete with one another. Akron University (AU) has its polymer science and orthopedic missions, and along with Cleveland State (CSU) and Youngstown State all three universities enjoy the benefits from operating engineering schools, with AU and CSU additionally hosting law schools. Kent State University is asking to commit its resources in response to the national public health crisis.

D. Indicate the proposed implementation date for this action.

Fall semester, 2009 would be the earliest date for implementation. This is made possible because LER courses for the degree already exist, as do the majority of the courses in the areas of concentration. The focus of curriculum development is in the core and required public health courses, and this is underway.

E. Indicate the department(s) or other organizational unit(s) responsible for the specific changes.

Public health by definition involves a multitude of disciplines. The curriculum for this program will be a collaborative effort primarily on the parts of the two largest colleges at Kent State University: Arts and Sciences and the College and Graduate School of Education, Health and Human Services. The departments from these two colleges that have been most involved include:

<u>ARTS and SCIENCES</u>
Biology
Geography
Geology
Justice Studies
Philosophy

<u>EDUCATION, HEALTH & HUMAN SERVICES</u>
Community Health Education
Human Development and Family Studies
Nutrition

Psychology
Sociology

F. Describe the program in catalog style, including each concentration or option. (If this program is a modification of an existing program, indicate the specific changes).

The Bachelor of Science in Public Health (BSPH) is an academic degree. Students who major in this field typically work in areas such as public health departments, voluntary health agencies, human services agencies, hospitals, rehabilitation centers, insurance companies, corporate worksites, wellness centers, community health organizations, family planning clinics and managed care facilities to name just a few.

All students are expected to successfully complete the University's LER requirements. In addition, Public Health majors will complete the Public Health CORE and other required classes and at least two areas of concentration. All students are required to successfully complete at least one Internship experience.

Undergraduate Public Health Degree

Liberal Education Requirement Areas and Courses (39 hrs. required)

As part of the requirements for any baccalaureate degree, all students must complete 36-37 hours of Liberal Education Requirements (LERs). While student selection of LERs is optimal, the requirements for the undergraduate public health degree program may specify certain courses be taken to fulfill the prerequisite or other requirements for the degree. A comprehensive list of all LER options may be found under the Liberal Education Requirement section of the undergraduate catalog.

General College or University Requirements

First Year Colloquium (I credit required)

US 10097 First Year Colloquium (1)

Composition (6 credits required)

ENG 11011 College Writing I (3)
ENG 21011 College Writing II (3)

Mathematics and Critical Reasoning (6-7 credits required)

Choose two from the following :

MATH 11008 Explorations in Modern Mathematics [LER] (3) (prereq. appropriate placement test score or minimum C in Math 10005)
MATH 11010 Algebra for Calculus [LER](3)(prereq. appropriate placement test score or minimum C in MATH 10036)
MATH 14001 Basic Mathematical Concepts [LER] (4)(prereq. Appropriate placement test score or minimum C in MATH 10005 or 10034
PHIL 21002 Introduction to Formal Logic [LER](3)

Humanities and Fine Arts (9 credits required)

Humanities in the Arts and Sciences (6) Choose two from the following keeping in mind prerequisites required for concentration and content specialization areas:

PHIL 21001 Introduction to Ethics (D)[LER] (3)
PHIL 11001 Introduction to Philosophy (D)[LER] (3)
HIST 12070 History of the United States: The Formative Period (3)(D*)[LER]
HIST 12071 History of the United States: The Modern Period (3)(D*)[LER]
PAS 23001 Black Experience I: Beginnings to 1865 (3)
PAS 23002 Black experience II: 1865 to Present (3)

Fine Arts (3) Choose one course from the following:

Art History, Dance, Music or Theatre

Social Sciences (6 credits required)

Choose two from the following keeping in mind prerequisites required for concentration and content specialization areas:

ANTH 18210 Introduction to Cultural Anthropology (3) (D)[LER]
SOC 12050 Introduction to Sociology (3) (D*)[LER]
GERO 14029 Introduction to Gerontology (3) (D*)[LER]
PSYC 11762 General Psychology 3 [LER]

POL 10004 Comparative Politics (3) (D)[LER]
GEOG 17063 World Geography (3) (D)[LER]

Basic Sciences (6-8 credits required)

At least one laboratory course must be selected. Keep in mind prerequisites required for concentration and content specialization areas:

ANTH 18630 Human Evolution (3) [LER]
ANTH 18631 Issues in Human Evolution (lab) (1) [LER] (prereq. ANTH 18630)
BSCI 10001 Human Biology (3) [LER]
BSCI 20020 Biological Structure and Function (5) [LER] (lab included)
CHEM 10050 Fundamentals of Chemistry (3) [LER]
CHEM 10052 Introduction to Organic Chemistry (2) [LER]
CHEM 10053 Inorganic and Organic Laboratory (1) [LER]
GEOL 11040 Earth Dynamics (3) [LER]
GEOL 11041 Earth Dynamics Laboratory (1) [LER]
GEOL 21062 Environmental Geology (3) [LER] (course required for Environmental/Sanitation concentration-cannot be counted twice)
PHY 11030 Seven Ideas That Shook the Universe (3)

Additional Required Courses (12 credits required)

COMM 15000 Introduction to Human Communication (3) [LER]
ECON 22060 Principles of Microeconomics (3) [LER]
GERO 14029 Introduction to Gerontology (3) (D*)[LER]
NUTR 23511 Nutrition-Related to Health (3)

Total: 46-48 credits

Public Health Core (18 credits required)

CPH 10001 Introduction to Public Health (3)
CPH 30001 Epidemiology (3)
CPH 30002 Biostatistics (3)
CPH 20003 Essentials of Heath Policy and Law (3)
CPH 20005 Social and Behavioral Theories in Public Health (3)
CPH 30006 Environmental Health Science (3)

Additional Required Coursework (33 credits required)

CPH 10002 Global Health (3)
CPH 20003 Public Health Research (3)
CPH 20007 Prevention and Control of Diseases (3)
CPH 4xxxx Health Disparities (3)
CPH 40091 Integrative Seminar in Public Health (3)
CPH 44092 Internship in Public Health (12)
SOC 32220 Data Analysis (3)
SOC 32221 Data Analysis Lab (1)

***Elective Concentration Areas**: Students are to select one essential public health services (EPHS) concentration (15 credits) and one content specialization (12 credits) from the selections below.*

Essential Public Health Services (EPHS) Concentrations:

Concentration I: Health Promotion and Education (15 credits)

CPH 3xxxx Public Health Strategies (3)
HED 21050 Health Behavior (3) HED 34050 Program Planning and Evaluation in HED (3) (Prereq. HED 11590 OR CPH 10001 and HED 32542 OR CPH 3xxxx prereq.)
HED 32565 Marketing in Health Education (3)
HED 42041 Health Counseling (3)

Concentration II: Environmental/Sanitation (15 credits)

GEOL 21062 Environmental Geology (3) (LER)
HED 41561 Environmental Health (3)
HM 13022 Sanitation and Safety Principles and Practices (3)
POL 40440 U.S. Environmental Politics and Policies (3)(prereq. POL 10300)
GEOG 41073 Conservation of Natural Resources (3) (prereq. Introductory GEOG course or approval of instructor)

Concentration III: Health Care Administration (15 credits)

JUS 26704 Issues in Law and Society (3) (LER)
POL 30301 Introduction to Public Administration (3) (prereq. is POL 10300)
ECON 42086 Economics of Health Care (3) (prereq. ECON 22060)
PHIL 43005 Health Care Ethics (3)
SOC 42563 Sociology of Health and Health Care

Content Specializations:

Gerontological Studies (12 credits)

HED 46070 Health-Related Aspects of Aging (3)
PSYC 30656 Psychology of Aging (3)
SOC 42879 Aging in Society (3)
GERO 44030 Adult Development and Aging (3)

Health Disparities (12 credits)

PSYC 22221 Multicultural Psychology (3)
SOC 32579 Inequality in Societies (3) * SOC 12050 prereq.
HDFS 34031 Cultural Diversity: Implications for the Helping Professions (3)
POL 40560 Human Rights and Social Justice (3) * POL 10004 prereq.

Injury Prevention and Exercise Programming (12 credits)

EXSC 35075 Exercise Programming (3)
EXSC 45065 Exercise Testing (3)
EXSC 45080 Physiology of Exercise (3)
HED 42041 Health Counseling (3)

Drug Abuse and Violence Prevention (12 credits)

HED 32530 Drug Use and Misuse (3)
HED 44550 Drug Abuse and Violence Prevention (3)
SOC 42577 Sociology of Family Violence (3) (SOC 12050 prereq.)
PYCH 41532 Social Psychology (3) (PYCH 11762 prereq.)

Public Health Nutrition (12 credits)

NUTR 33512 Nutrition (3) Prereq. CHEM 10050 and 10052
NUTR 33522 Applied Nutrition (3) prereq. NUTR 23511 and social science LER
NUTR 43013 Experimental Methods in Nutrition (3) prereq. NUTR 33512
NUTR 43518 Maternal and Child Nutrition (3) prereq. NUTR 33512

Global/International Health (12 credits)

GEOG 22040 Introduction to Global Tourism (3)
GEOG 42052 Medical Geography (3) (prereq. GEOG 22061)
CPH XXXXX International Health Practicum (6) (prereq: Global/International Health Specialization)

GRAND TOTAL 122-124 Credit Hours

G. Provide details regarding the source of students. Provide estimates of the numbers of students (FTE) expected to enroll in the proposed program over the next four year period. Indicate whether these will be current students or new students and how many are estimated to be full-time and/or part-time.

The undergraduate public health program will attract students who are interested in applying basic sciences, such as biology and chemistry, and social sciences, such as psychology and sociology, to public health issues. The following selected course titles reflect this thinking: Marketing in Health Education, Psychology of Aging, Drug Abuse and Violence Prevention, and Sociology of Family Violence.

It is anticipated that more than half of the students enrolled in this program will be new students who would either continue their graduate or professional education by joining medical, nursing, public health schools or will join existing public health services organizations in the entry level positions. It is also anticipated that the majority of students will be full time students. The estimate of students enrolling in this program over a period of four years is 40, 80, 100 and 120. Because of the multidisciplinary nature of the public health courses, it is also anticipated that many non-public health majors will take courses in this program. Hence, any estimate of FTE based upon the students enrolled only in the public health program may underestimate actual FTE that will be generated by the program.

H. Indicate the availability of other such programs within a 50-mile radius.

There are no undergraduate degrees in public health within a 50-mile radius. In fact, there are only 14 or so undergraduate degree programs in public health in the United States. None exist in Ohio.

I. Describe the impact this proposed program will have on facilities, faculty and support services.

While many of the needed courses are already available at Kent State University, as the program expands, one new faculty position will be needed to assist in the delivery of the biostatistics undergraduate curriculum. It is further anticipated that the program will need two support services staff members – an advisor/coordinator to address student advising issues as well as to establish relationships with community offices and agencies for internship and other applied experiences and a second position needed for clerical support. Classroom and laboratory facilities for delivering the program already exist on the Kent campus.

J. Estimate total costs, over and above current levels of operation, associated with this proposed program during the next four years.

		Year Yr. 0	*Year Yr. 1*	*Year Yr. 2*	*Year Yr. 3*	*Year Yr. 4*	*Year Yr. 5*
Estimated Revenue							
Tuition and Fees		$ -	$ 63	$ 162	$ 284	$ 434	$ 528
State Share in Instruction (SSI)		0	0	46	163	344	598
Other Income		0	0	0	0	0	0
Total Net Revenue *(Exhibit F)*		**$ -**	**$ 63**	**$ 208**	**$ 448**	**$ 778**	**$ 1,126**
Estimated Annual Expenses							
Salaries, Wages and Employee Benefits *(Exhibit F)*		$ 89	$ 99	$ 393	$ 405	$ 417	$ 429
Supplies and Other Expenses *(Exhibit F)*		11	14	16	20	20	21
Start-up Costs *(Exhibit F)*		0	0	17	17	17	0
Total Direct Expense		101	113	426	441	454	450
Academic Affairs Overhead *(Exhibit F)*		0	0	0	0	99	143
Administrative Overhead *(Exhibit F)*		0	0	0	0	236	342
Total Indirect Expense		0	0	0	0	335	485
Total Expense		**$ 101**	**$ 113**	**$ 426**	**$ 441**	**$ 789**	**$ 935**
Net Income (Deficit)		**$ (101)**	**$ (50)**	**$ (218)**	**$ 6**	**$ (11)**	**$ 191**
Cumulative Net Income (Deficit)		*$ (101)*	*$ (150)*	*$ (368)*	*$ (362)*	*$ (373)*	*$ (182)*
Annual Cash Flow:		*$ (101)*	*$ (50)*	*$ (218)*	*$ 6*	*$ (11)*	*$ 191*
Cumulative Cash Flow:		*$ (101)*	*$ (150)*	*$ (368)*	*$ (362)*	*$ (373)*	*$ (182)*
NPV (@10% of Annual Cash Flow):	*$(191)*						
Estimated Revenue for Non-CPH Colleges		*$ -*	*$ 117*	*$ 346*	*$ 605*	*$ 1,047*	*$ 1,748*
Cumulative Cash Flow (including Non-CPH Colleges):		*$ (101)*	*$ (33)*	*$ 95*	*$ 705*	*$ 1,742*	*$ 3,681*
NPV (@10% of Annual Cash Flow):	*$ 3,593*						

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 19-Dec-08 Curriculum Bulletin _____

Effective Date Fall 2009 Approved by EPC _____

Department	COMM Studies		
College	CI - Communication and Information		
Degree	BA - Bachelor of Arts		
Program Name	**Communication Studies**	Program Code	COMM
Concentration(s)	Applied Communication	Concentration(s) Code(s)	APCO
Proposal	Establish ~~Program~~ Articulation Agreement		

Description of proposal:

Establish an Articulation Agreement between Stark State College of Technology and Kent State University for Matriculation from Associate of Applied Sciences in Technical Communications (Stark State) to BA in Communication Studies/Applied Communication Concentration (KSU)

Does proposed revision change program's total credit hours? ☐ Yes ☒ No

Current total credit hours: 121 Proposed total credit hours 121

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

Increase enrollment in Applied Communication concentration, especially at the KSU Stark Campus. No negative impact on staffing or scheduling.

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

KSU Stark Campus

REQUIRED ENDORSEMENTS

Stan Wearden/KRS _____ 1/8/09

Department Chair / School Director / Campus Dean

_____ 1/9/09

College Dean

_____ ___/___/___

Executive Dean of Regional Campuses / Dean of Graduate Studies

_____ ___/___/___

Senior Vice President for Academic Affairs and Provost

TRANSMITTAL MEMO
COLLEGE OF COMMUNICATION AND INFORMATION
Kent State University

TO: Therese E. Tillett, Director of Curriculum Services

FROM: LuEtt Hanson, Associate Dean

SUBJECT: Curriculum Proposals

DATE: December 22, 2008

I am forwarding to you for inclusion on the next EPC agenda supporting materials for the following program proposal:

Establish an Articulation Agreement between Stark State College of Technology and Kent State University for Matriculation from Associate of Applied Sciences in Technical Communications to BA in Communication Studies/Applied Communication Concentration

This proposal has been approved by:

Chair of the Department of English and Communications, Stark State

Undergraduate Studies Committee and FAC of the School of Communication Studies, KSU

CCI College Curriculum Committee, KSU

Proposal Summary

Articulation Agreement between Stark State College of Technology and Kent State University

Matriculation from Associate of Applied Sciences in Technical Communications to Bachelor of Arts in Communication Studies (Applied Communication concentration)

The proposed articulation agreement is between Stark State College of Technology (Canton, Ohio) and Kent State University, including its regional campuses (Northeast Ohio). Stark State College of Technology is a public technical college dedicated to providing opportunities for area students to earn associate degrees in high-demand fields. Kent State University is a public university granting degrees up to the doctoral level in a variety of fields, both professional and academic.

Given the nature of these institutions, a partnership allowing students at Stark State College of Technology earning an associate of applied sciences in technical communications to matriculate to the bachelor of arts in communication studies at Kent State University represents an intersection between these institutions' interests and missions. In the associate's degree, Stark State College of Technology students acquire much practical knowledge about technical writing, speaking, and presenting skills. These skills span the boundaries between face-to-face and mediated forms of communicating, including web-based applications and writing skills. In matriculating to Kent State University, these students will be exposed to more theoretical knowledge that provides support for the skills they have acquired, as well as the benefits of a liberal arts education. Additionally, they will be exposed to opportunities to hone their communication skills as majors on the applied communication track. As a result, students matriculating from the associate's to bachelor's degree would be better positioned to make meaningful contributions to their careers through more advanced knowledge and the well-roundedness consequential of a liberal arts education.

To date (December 11, 2008), the chair of the Department of English and Communications at Stark State College of Technology has approved this agreement. Similarly, the Undergraduate Studies Committee and Faculty Advisory Committee of Kent State University's School of Communication Studies have approved this agreement.

The proposed articulation agreement is to begin in fall of 2009, with no foreseeable ending date. The proposed transfer guide indicating the required coursework for these programs is attached. Please consult this guide for questions about coursework. As students are not expected to be enrolled in both the associate's and bachelor's programs simultaneously, students will register for their respective program's courses with the institution offering the courses.

Faculty members at Stark State College of Technology and Kent State University will serve as instructors for courses offered at each institution. Faculty will be responsible for assigning and processing grades for students' coursework.

Each institution will bear the full cost for courses offered through its campus or campuses. Subsidy, tuition, and fees will accrue to the institution, campus, or school offering a given course. Both institutions will share credit hour records with one another as appropriate. Each institution will enforce its own policies for its own courses. Each institution will inform the other and seek approval for any curriculum changes relevant to this agreement. Representatives from the two institutions will meet anually to review the agreement.

Due to the nature of this agreement, issues concerning the transfer of funds between the institutions, patents, copyrights, rights of publication, protection of human subjects, and research support are not applicable.

Kent State University
Stark State College of Technology
Requirements for Bachelor of Arts Degree
Applied Communication
Tentative Transfer Guide 2009

Kent Course Requirement (credits)	Stark State Course Equivalents
General College/Univ. Req. (1)	
US 10097 1st Year Experience (1)	**Kent US 10097 (1)**
Liberal Education Requirements (39-40)	
ENG 11011 College Writing I (3)	ENG124 College Composition (3)
ENG 21011 College Writing II (3)	ENG224 Composition and Literature (3)
Mathematics, Statistics, and Formal/Symbolic Logic Choose one (3) of the following options: MATH 11008 Explorations in Modern Math MATH 11009 Modeling Algebra MATH 11010 Algebra for Calculus MATH 11011 College Algebra MATH 11012 Intuitive Calculus MATH 12002 Analytic Geometry & Calculus I MATH 12011 Calculus with Precalculus I MATH 12012 Calculus with Precalculus II MATH 14001 Basic Math Concepts I MATH 14002 Basic Math Concepts II CS 10051 Introduction to Computer Science PHIL 21002 Introduction to Formal Logic	**Mathematics, Statistics, and Formal/Symbolic Logic** One (3) of the following options: MTH125 College Algebra MTH126 Precalculus MTH221 Concepts of Calculus MTH223 Analytical Geometry/Calculus
Humanities and Fine Arts Choose three (9) of the following (min one course from humanities and one from fine arts): **HUMANITIES** CLAS D21404 The Greek Achievement CLAS D 21405 The Roman Achievement ENG 21054 Introduction to Shakespeare ENG 22071 Great Books I ENG 22072 Great Books II ENG 22073 Major Modern Writers: British & US HIST D11050 History of Civilization I HIST D11051 History of Civilization II HIST *D 12070 History of the US: Formative HIST *D 12071 History of the US: Modern PAS D23001 Black Experience I: Beg. To 1865 PAS*D23002Black Experience II:1865 to Present PHIL D11001 Introduction to Philosophy PHIL D21001 Introduction to Ethics PHIL D21020 Comparative Religious Thought I PHIL D21021 Comparative Religious Thought II **FINE ARTS** ARCH 10001 Understanding Architecture ARCH 10011 Survey of Architecture History I ARCH 10012 Survey of Architecture History II	**Humanities** **Stark**: PHL122 Ethics (3) **Kent**: (6) See adjacent list for course options

ARTH 12001 Art Survey ARTH 22006 Art History I:Ancient and Medieval Art ARTH 22007 Art History II: Renaissance to Modern ARTH D 22020 Art of Africa, Oceania, & the Americas DAN D27076 Dance as an Art Form MUS 22111 The Understanding of Music MUS D22121 Music as a World Phenomenon THEA D11000 The Art of Theatre Notes: D=global diversity course *D=domestic diversity course. Any students in the Fall 2001 catalog or later must take one global diversity course and one domestic diversity course to fulfill the diversity requirement. Students may not use major courses in the LER categories.	
JMC 20001 Media, Power, and Culture (3) (also fulfills domestic diversity requirement)	**Kent JMC 20001(3)**
Social Sciences Courses must be selected from two curricular areas; Choose two (6) of the following: ANTH D18210 Introduction to Cultural Anthropology ANTH D18420 Introduction to Archaeology CACM*D11001Introduction to Conflict Management ECON 22060 Principles of Microeconomics ECON 22061 Principles of Macroeconomics GEOG 10160Introduction to Geography GEOG D17063 World Geography GEOG *D17064 Geography of US & Canada GEOG D22061 Human Geography GERO *D14029 Intro to Gerontology JUS 26704 Issues in Law and Society POL D10004 Comparative Politics POL *D10100 American Politics POL *D10301 Diversity in American Public Policy POL D10500 World Politics PSYC 11762 General Psychology PSYC 20651 Child Psychology PSYC 21211 Psychology of Adjustment PSYC *D22221 Multicultural Psychology SOC *D12050 Introduction to Sociology SOC D22778 Social Problems	**Social Sciences** Choose two (6) of the following: PSY121 General Psychology SOC121 Sociology SOC225 Cultural Diversity SOC123 Dynamics of Family PSY122 Psychology of Adjustment PSY123 Human Growth &Development PSY221 Abnormal Psychology **Kent**: (3) See adjacent list for course options
Basic Sciences Choose two (6-7) (must include one lab ^) ANTH 18630 Human Evolution (3) ANTH ^18631 Issues in Human Evolution(1) BSCI 10001 Human Biology(3) BSCI 10002 Ecology, Evolution & Society (3) BSCI ^20020 Biological Structure & Function(5) CHEM 10030 Chemistry in Our World (3) CHEM ^10031 Chemistry in Our World Lab (1) CHEM Fundamentals of Chemistry (3) CHEM 10052 Introduction to Organic Chemistry (2) CHEM ^10053 Inorganic & Organic Chemistry (1) CHEM 10054 General & Elementary Organic Chem. (5) GEOG 21062 Physical Geography(3) GEOL 11040 Earth Dynamics (3) GEOL ^11041 Earth Dynamics Lab (1)	**Basic Sciences** Choose two (7) (must include one lab ^) BIO101 Intro to Anatomy & Physiology (3) ^BIO121 Anatomy & Physiology I (4) ^BIO122 Anatomy & Physiology II (4) ^BIO126 Science, Energy&the Environment (4) BIO127 Human Biology (4) ^CHM101 Intro to Chemistry (4) ^CHM121 General Chemistry (5) ^CHM122 Organic&Biological Chemistry (5) ^PHY101 Principles of Physics (4) ^PHY121 Physics I (4) ^PHY122 Physics II (4)

GEOL 11042 Earth History (3) GEOL ^11043 Earth History Lab (1) GEOL 21062 Environmental Geology (3) GEOL 21080 Oceanography (3) NUTR 23511 Nutrition Related to Health (3) PHY 11030 7 Ideas That Shook the Universe (3) PHY 11660 Physical Science (3) PHY 13001 General College Physics I (4) PHY 13002 General College Physics II (4) 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) PHY 21040 Physics in Entertainment and the Arts (3) PHY^21041Physics in Entertainment and the Arts Lab (1) PHY 21430 Frontiers in Astronomy(3) PHY 24001 Astronomy (3)	
Additional LER courses (6) (Select 6 hours from Mathematics and Basic Sciences. PHIL 11009 Principles of Thinking may be used within this category only.)	**Additional Requirements** Choose two (6) of the following – no repetition: PSY121 General Psychology (3) SOC121 Sociology (3) SOC225 Cultural Diversity (3) SOC123 Dynamics of Family (3) PSY122 Psychology of Adjustment (3) PSY123 Human Growth &Development(3) PSY221 Abnormal Psychology (3) MTH125 College Algebra MTH126 Precalculus MTH221 Concepts of Calculus MTH222 Statistics MTH223 Analytical Geometry/Calculus BIO101 Intro to Anatomy & Physiology (3) BIO121 Anatomy & Physiology I (4) BIO122 Anatomy & Physiology II (4) BIO126 Science, Energy&the Environment (4) BIO127 Human Biology (4) CHM101 Intro to Chemistry (4) CHM121 General Chemistry (5) CHM122 Organic&Biological Chemistry (5) PHY101 Principles of Physics (4) PHY121 Physics I (4)
Major Requirements (15-16)	
COMM 15000 Intro to Human Comm (3)	COM121 Effective Speaking (3)
COMM 20000 Foundations of Comm (3)	**Kent – COMM 20000 Online (3)**
COMM 21000 Comm Grammar Review (1) (only needed if students do not pass Grammar Test in Foundations of Comm)	**Kent – COMM 21000 Online (1)**
COMM 25902 Comm Theory (3)	COM125 Intro to Communication Theory (3)
COMM 30000 Comm Research Methods (3)	**Kent – COMM 30000 Online (3)**

Diversity requirement - choose from: COMM 26000 Criticism of Public Discourse (3) COMM 35852 Intercultural Comm (3) COMM 35912 Gender and Comm (3)	**Kent - choose from:** **COMM 26000 Criticism of Public Discourse (3)** **COMM 35852 Intercultural Comm (3)** **COMM 35912 Gender and Comm (3)**
General electives (29-33) 12-15 hours must be upper division. No minor is required unless the student is seeking certification for teaching in the public schools in which case an appropriate academic minor is required in addition to the minor in Education and additional courses to meet the Speech Education major requirements.	**Stark State recommended courses to supplement Applied Comm. General Electives – no repetition:** COM223 Interviewing I (3) COM224 Technical Communications Internship (3) COM122 Interpersonal Communication (3) COM124 Technical Editing and Layout (3) ENGXXX Technical Grammar and Style (3) ENG229 Grant Writing (3)
Applied Communication Concentration (30)	
COMM 35864 Organizational Comm (3) (fulfills writing-intensive requirement)	**Kent – COMM 35864 (3)**
COMM 45807 High Impact Professional Speaking (3)	**Kent – COMM 45807 (3)**
COMM 46092 Practicum in Applied Comm (3)	**Kent – COMM 46092 (3)**
JMC 20005 Fundamentals of Media Messages (3)	ENG227 Writing for Media (3)
VCD 37000 Visual Design for Media: Advanced (3)	IMT 122 Graphic Arts Design (3)
Communication Electives (15) Courses must be from CCI (College of Communication & Information); minimum 6 credit hours from JMC (Journalism and Mass Communication) and/or VCD (Visual Communication Design); 9 credit hours must be upper-division; may include max 6 credit hours combined from COMM 45092 Internship, 45093 Workshop, 45095 Special Topics, 45196 Independent Study) COMM 25464 Argumentation COMM 35860 Interviewing COMM 45091 Seminar COMM 45092 Internship COMM 45093 Workshop COMM 45095 Special Topics COMM 45459 Communication & Conflict COMM 45960 Health Communication COMM 45196 Independent Study COMM 45957 Language & Meaning	**Communication Electives** Choose three (9) of the following – no repetition: COM122Interpersonal Communication (3) COM223 Interviewing I (3) COM123 Intergroup Communication (3) *[COM123 is equivalent to COMM 35550 at Kent.]* **Minimum 6 credit hours from JMC and/or VCD at Kent.**
Additional Requirement (3) Choose one from: ENG 20002 Intro to Technical Writing (3) ENG 30062 Principles of Technical Writing (3) ENG 30063 Business and Professional Writing (3)	**Additional Requirement** (3) choose one from: ENG221 Technical Report Writing (3) COM124 Technical Editing and Layout (3) ENG230 Business Communication (3)
TOTAL CREDITS: 61	TOTAL CREDITS: 60

Memorandum of Understanding

This memorandum of understanding is entered into on (Date to be entered) by Kent State University and Stark State College of Technology.

Terms of Agreement

The parties of this agreement, Kent State University and Stark State College of Technology, recognize the need for the public higher education institutions in Stark County to facilitate opportunities for area citizens to pursue their educational goals and the need to provide degree completion options to a diverse student population, including time-constrained adults. To meet these needs, Kent State University and Stark State College of Technology have developed an agreement and programs of study that:

- Establish a clearly defined articulation agreement for the Technical Communications Associate of Applied Science at Stark State College of Technology to matriculate to the Applied Communication Bachelor of Arts at Kent State University.
- Ensure that all courses required to complete the respective degree programs will be offered at Stark State College of Technology or at Kent State University.

This agreement will be reviewed and renewed on a biannual basis. Any changes in the agreement, in coursework, or in degree requirements must be approved by both parties to the agreement.

Degree Requirements and Provisions

1. Students will complete a maximum of 60 credit hours at Stark State in the Technical Communications program, in accordance with the curriculum outline.
2. Students will complete a minimum of 61 credits hours at Kent State University, in accordance with the curriculum outline.
3. Stark State College of Technology students wishing to matriculate into Applied Communication at Kent State University will apply and pay for admission at the time of matriculation.
4. Stark State College of Technology students will be permitted to take up to 12 credits of Applied Communication courses before formally matriculating into the program. These course will include COMM 15000 Introduction to Human Communication, COMM 20000 Foundations of Communication, COMM 25902 Communication Theory, and JMC 20001 Media, Power and Culture.
5. All students will pay Kent State University fees and tuition for KSU courses offered online or in person. The fees and tuition assessed will be set at Regional Campus rates for courses taken on a Regional Campus, and at Kent Campus rates for courses taken on the Kent Campus or for courses offered via distance learning from the Kent Campus.

6. Kent State University will make academic advising available to Stark State College of Technology students interested in matriculating into Applied Communication. This will be provided by the Kent State University Stark advising office and by the advising staff of the School of Communication Studies.

7. Students must maintain a minimum of 2.00 cumulative GPA to remain in good standing.

8. Students must have a minimum of 2.25 cumulative GPA to be accepted into the BA program in Applied Communication.

9. Students must earn a grade of C or Better in COMM 20000, which they must take at Kent State University, in order to be admitted into the BA program in Applied Communication.

10. Students must have a minimum of 2.25 cumulative GPA in all COMM, JMC, and VCD courses to graduate with a BA in Applied Communication.

11. Course substitutions for Kent State University courses will follow the normal procedures in the School of Communication Studies. They will be reviewed by an academic advisor and approved the Director of the School and the Dean of the College of Communication and Information.

John O'Donnell, Ph.D.
President
Stark State College of Technology

Betsy V. Boze, Ph.D.
Dean
Kent State University Stark Campus

Jeffrey Fruit

Interim Dean

College of Communication and Information

Robert Frank

Provost

Kent State University

KENT STATE
UNIVERSITY
STARK

January 9, 2009

Dr. Luett Hanson
Associate Dean
College of Communication & Information
Kent State University
Kent OH 44242

Dear Dr. Hanson:

I am writing in support of the agreement between Kent State University and Stark State College of Technology to establish an articulation between the Technical Communications Associate of Applied Science program at Stark State College of Technology and the Applied Communication Bachelor of Arts program at Kent State University, as defined by the Memorandum of Understanding. The agreement will offer an opportunity for students from Stark State College of Technology to complete the Applied Communication degree at Kent State University. We will be happy to accommodate students coming to Stark Campus for the required Kent State University courses.

Sincerely,

Betsy V. Boze

Betsy V. Boze, Ph.D.
Dean

BB:ds

6000 Frank Avenue N.W. • North Canton, Ohio 44720-7599
Phone: 330-499-9600 (Stark County) • 330-535-3377 (Summit County) • Fax: 330-494-6121 • www.stark.kent.edu

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 1-Nov-08 Curriculum Bulletin _____
Effective Date Fall 2009 Approved by EPC _____

Department	Library and Information Science
College	CI - Communication and Information
Degree	~~CER2 - Certificate >1≤2 years~~ CER6 - Post-baccalaureate certificate
Program Name	**Information Architecture ~~and Knowledge Management~~** Program Code ~~IAKM~~ C612
Concentration(s)	~~Certificate in Information Architecture~~ Concentration(s) Code(s) ~~G612~~
Proposal	Revise Program

Description of proposal:
Revise the name the Certificate in Information Achitecture to Certificate in User Experience Design (C615)

Does proposed revision change program's total credit hours? ☐ Yes ☒ No
Current total credit hours: 18 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):
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	12/16/08
College Dean	12/16/08
Executive Dean of Regional Campuses / Dean of Graduate Studies	___/___/___
Senior Vice President for Academic Affairs and Provost	___/___/___

Proposal Summary

Title: Retitle the Certificate in Information Architecture to the Certificate in User Experience Design

Subject Specification: In order to conform with other changes in the IAKM Program, where the concentration in Information Architecture has been revised to the concentration in User Experience Design, it would be logical to change the title of the Certificate in Information Architecture to the Certificate in User Experience Design. (see Revision below).

Background Information:

See the Program Proposal for background information on all the revisions that are being made in the IAKM program to which this action would conform.

Alternative and Consequences:

Not changing the title of the certificate in Information Architecture would lead to inconsistency and confusion.

Specific Recommendation and Justification:

To approve of the changes, for the reasons mentioned.

Timetable and Actions Required:

Fall 2008: Approval of the proposal by the College Curriculum Committee and EPC
Fall 2009: Revised Program will appear in the Kent State University Graduate Schools Catalog

Required Coursework for the ~~Information Architecture~~ User Experience Design Certificate

Course Number	Course Title	Credit Hours
Core: (6 hours)		
IAKM 60101	Information Architecture	3
IAKM 60102	Information and Visual Design	3
Electives: (9 hours)		
IAKM ~~60201~~ 60104	Usability I	3
IAKM 60103	~~Research Methods for Information Architecture~~ Researching the User Experience	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
IAKM ~~60202~~ 60114	Usability II	3
Capstone (3 hours):		
IAKM 61096 IAKM 61081	Individual Investigation OR Capstone Experience	3
	TOTAL	18

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 3-Dec-08 Curriculum Bulletin _____

Effective Date Fall 2009 Approved by EPC _____

Department EFSS

College EH - Education, Health and Human Services

Degree ~~BS - Bachelor of Science~~ CER 1 - post-secondary

Program Name **Deaf Education Multiple Disabilties** Program Code ~~DEMD~~

Concentration(s) Concentration(s) Code(s) C141

Proposal Establish Program

Description of proposal:

To provide students in the Deaf Education program an opportunity to emphasize diffeent disability considerations, and to meet the Council on Education of the Deaf's accreditation program, creation of the Deaf Education Multiple Disabilities certificate is sought.

Does proposed revision change program's total credit hours? ☒ Yes ☐ No

Current total credit hours: 0 Proposed total credit hours 13-15

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

No impact on programs, policies, procedures or on faculty load. This program meets a national need for Teachers of the Deaf who can address this population as part of their K-12 teaching responsibilities.

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

Special Education programs.

REQUIRED ENDORSEMENTS

_____ 12/11/08

Department Chair / School Director / Campus Dean

_____ 12/15/08

College Dean

_____ ___/___/___

Executive Dean of Regional Campuses / Dean of Graduate Studies

_____ ___/___/___

Senior Vice President for Academic Affairs and Provost

Proposal Summary

Title: Deaf Education/Multiple Disabilities Undergraduate Certificate Program

Subject Specification: This proposal redefines the existing Council on Education of the Deaf (CED) multiple disabilities certificate and creates a new undergradute certificate program offered through KSU.

Background Information: KSU's Deaf Education program is certified by the Council on Education of the Deaf (CED) in elementary education and multiple disabilities. In past years, students were able to get dual licensure in deaf education and mild/moderate or moderate/intensive through the addition of 3-4 courses. In the past 4 years, both of these SPED programs have added new curriculum and practicum courses to their program, no longer allowing for streamlined dual-licensure programs. However, there remains an enormous need for Teachers of the Deaf (TOD) with training to work the approximately 40% of Deaf and Hard-of-Hearing (DHH) students with additional disabilities (Gallaudet Research Institute, 2007, http://gri.gallaudet.edu/Demographics/). Therefore, the existing certificate is being redeveloped to allow completion based on 4 additional courses and a one-credit case study, if enrolled or recently graduated from the Deaf Education program. The 4 additional courses are already provided through the existing SPED programs and will increase enrollment without impacting staffing.

Alternatives and Consequences: Teachers of the Deaf are not thoroughly prepared to meet the needs of this large DHH population with additional needs. This program will help to serve this need in the field. The KSU certificate will offer students an option if they choose not to apply for the national certificate due to factors of cost ($75.00 with 5-year renewal requirements and costs), or if districts prefer a certificate from a well-known local program (KSU) for evidence of a teacher's professional development. In addition, the CED certificate is limited to two areas. Throughout their career and as a result of changing placements within a school system, teachers may need additional training options to meet their professional responsibilities. A certificate option from KSU offers them professional recognition of their ongoing training

Specific Recommendation and Justification: Very few Deaf Education programs offer an option in multiple disabilities training. Gallaudet University offers a multiple disabilities training track that is staffed by three additional faculty. The KSU program would require no additional staffing.

Timetable and Actions Required:
EFSS Curriculum Committee Approval: December 3, 2008
EHHS Undergraduate Council Approval: December 12 2008
EPC Approval: January, 2009
Council on Education of the Deaf Site Visit: Spring, 2009
Council on Education of the Deaf Certificate Renewal: July, 2009
Program Implementation: Fall 2009

Deaf Education Multiple Disabilities Certificate Undergraduate Program Description

Deaf Education Multiple Disabilities Certificate

The Deaf Education Multiple Disabilities certificate combines Deaf Education and Special Education coursework. This certificate is available to students concurrently enrolled in the Deaf Education program at the undergraduate level. Students also will be eligible for certification from the Council for Education of the Deaf.

For information contact:
Pamela Luft
405 White Hall
330-672-0593
pluft@kent.edu
http://ehhs.kent.edu/sped/deafed/index.cfm

Deaf Education Multiple Disabilities Certificate
Undergraduate and Graduate Requirements

To be eligible for this KSU certificate program, students must have completed, or are in the process of completing (concurrently) teaching licensure in Deaf Education. Undergraduate students will complete courses at the 40000 level and graduate students will complete courses at the 50000 level.

Undergraduate Course Requirements		Graduate Course Requirements	
SPED 43050	Charact. Students Mild/Moderate (3)	SPED 53050	Charact. Students Mild/Moderate (3)
SPED 43051	Char. Students Moderate/Intensive (3)	SPED 53051	Char. Students Moderate/Intensive (3)
SPED 43070	Plan and Program Transitions (3)	SPED 53070	Plan and Program Transitions (3)
SPED 43080	Technology SPED (3)	SPED 53080	Technology SPED (3)
SPED 43996	Independent Study: Case Study (1-3)*	SPED 63996	Independent Study: Case Study (1-3)*

Total Hours required for KSU Deaf Education Multiple Disabilities Certificate: 13-15

*hours required to be determined with faculty advisor in consideration of previous professional experiences

Deaf Education Multiple Disabilities Certificate
Council on Education of the Deaf
Undergraduate and Graduate Requirements

Students must have completed, or are in the process of completing (concurrently) teaching licensure in Deaf Education. Undergraduate students will complete courses at the 40000 level and graduate students will complete courses at the 50000 level.

Prerequisite Courses

Course #	Course Name	Required or Alternate Course	Credit
SPED 29201	ASL III (3)		
SPED 29202	ASL IV (3)		
SPED 4/53309	Introduction to Deaf Studies (3)		
SPED 2/63200	Introduction to Exceptionalities (3)		
SPED 4/53020	Assessment in Special Education (3)		
SPED 4/53030	Classroom Behavior Mangmt I (3)		
SP&A 43600	Fund of Educational Audiology (3)		
SP&A 34104	Speech & Lang Dev (3)		
SP&A 34105	Phonemic Bases of Speech (3)		

SPED Requirements

Course #	Course Name	Required or Alternate Course	Credit
SPED 4/53050	*Charact. Students Mild/Moderate (3)		
SPED 4/53051	*Char. Students Moderate/Intensive (3)		
SPED 4/53031	Classroom Beh. Mangmt II (3)		
SPED 4/53070	*Plan and Program Transitions (3)		
SPED 4/53080	*~~Technology SPED~~ (3) Assistive Technology/Disabilities		

Deaf Education Courses and Field-Based Experiences

Course #	Course Name	Required or Alternate Course	Credit
SPED 4/53311	Instruct DHH Special Needs (3)		
SPED 43981	Student Teaching (variable) or		
SPED 63992	Advanced Practicum SPED (variable)		
SPED 4/63996	*~~Independent Study: Case Study~~ (1-3) Individual Investigation in SPED		

* Note: Courses in addition to KSU Ohio Deaf Education teaching licensure

Total Additional Hours required for KSU/CED Certificate: 13-15

Program requirements for certificate program

Pettit, Hilda

From: TANKERSLEY, MELODY
Sent: Thursday, December 11, 2008 9:09 AM
To: LUFT, PAMELA; KIBLER, MARCIA
Cc: Pettit, Hilda
Subject: RE: revisions to Deaf Ed Mult Dis prgm

Hi Hilda,

I am writing to confirm that I approve the new certificate programs—Deaf Education/Multiple Disabilities and Early Childhood Deaf Education. Please let me know if I need to provide a more in-depth endorsement.

Thanks again for all of your help with this process!

Melody

Melody Tankersley, PhD
Interim Department Chair, Educational Foundations and Special Services
Professor, Special Education
College and Graduate School of Education, Health, and Human Services
405 White Hall
Kent State University
Kent, OH 44242

330-672-0605 (voice)
330-672-2512 (fax)

mtankers@kent.edu

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 3-Dec-08 Curriculum Bulletin _____

Effective Date Fall 2009 Approved by EPC _____

Department EFFS

College EH - Education, Health and Human Services

Degree ~~MED - Master of Education.~~ CER - 6 - post baccalaureate

Program Name **Deaf Education Multiple Disabilties** Program Code ~~DEMD~~

Concentration(s) Concentration(s) Code(s) C616

Proposal Establish Program

Description of proposal:

To provide students in the Deaf Education program an opportunity to emphasize diffeent disability considerations, and to meet the Council on Education of the Deaf's accreditation program, creation of the Deaf Education Multiple Disabilities certificate is sought.

Does proposed revision change program's total credit hours? ☐ Yes ☐ No

Current total credit hours: 0 Proposed total credit hours 13-15

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

No impact on programs, policies, procedures or on faculty load. This program meets a national need for Teachers of the Deaf who can address this population as part of their K-12 teaching responsibilities.

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

Special Education programs.

REQUIRED ENDORSEMENTS

_____ 12/11/08

Department Chair / School Director / Campus Dean

_____ 12/15/08

College Dean

_____ 12/29/08

~~Executive Dean of Regional Campuses~~ / Dean of Graduate Studies

_____ ___/___/___

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: Ms. Therese Tillett, Director
Curriculum Services

FROM: Dr. Nancy Barbour, Associate Dean
Administrative Affairs and Graduate Education

DATE: 15 December 2008

SUBJECT: Curricular Proposal for Establishment of Deaf Education Multiple Disabilities Certificate

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Enclosed please find a Proposal Summary for the establishment of a Deaf Education/Multiple Disabilities Graduate Certificate Program together with a CCP, catalog description, requirement sheet and letter of support.

This curricular action received approval of the EFSS Curriculum Committee in December 2008, and Graduate Council on December 12, 2008.

If you have questions or concerns, feel free to contact me or Dr. Pamela Luft.

NB:kas
c: Dr. Evelyn Goldsmith, Interim Dean and Associate Provost, Graduate Studies
Enclosures: Proposal Summary, CCP, catalog description, requirement sheet, and letter of support

Proposal Summary

Title: Deaf Education/Multiple Disabilities Graduate Certificate Program

Subject Specification: This proposal redefines the existing Council on Education of the Deaf (CED) multiple disabilities certificate and creates a new undergradute certificate program offered through KSU.

Background Information: KSU's Deaf Education program is certified by the Council on Education of the Deaf (CED) in elementary education and multiple disabilities. In past years, students were able to get dual licensure in deaf education and mild/moderate or moderate/intensive through the addition of 3-4 courses. In the past 4 years, both of these SPED programs have added new curriculum and practicum courses to their program, no longer allowing for streamlined dual-licensure programs. However, there remains an enormous need for Teachers of the Deaf (TOD) with training to work the approximately 40% of Deaf and Hard-of-Hearing (DHH) students with additional disabilities (Gallaudet Research Institute, 2007, http://gri.gallaudet.edu/Demographics/). Therefore, the existing certificate is being redeveloped to allow completion based on 4 additional courses and a one-credit case study, if enrolled or recently graduated from the Deaf Education program. The 4 additional courses are already provided through the existing SPED programs and will increase enrollment without impacting staffing. This revised Multiple Disabilities certificate will be presented to CED during its Spring 2009 site visit to KSU and if approved, would be used to create an undergraduate (and graduate) certificate program.

Alternatives and Consequences: Teachers of the Deaf are not thoroughly prepared to meet the needs of this large DHH population with additional needs. This program will help to serve this need in the field. The KSU certificate will offer students an option if they choose not to apply for the national certificate due to factors of cost ($75.00 with 5-year renewal requirements and costs), or if districts prefer a certificate from a well-known local program (KSU) for evidence of a teacher's professional development. In addition, the CED certificate is limited to two areas. Throughout their career and as a result of changing placements within a school system, teachers may need additional training options to meet their professional responsibilities. A certificate option from KSU offers them professional recognition of their ongoing training

Specific Recommendation and Justification: Very few Deaf Education programs offer an option in multiple disabilities training. Gallaudet University offers a multiple disabilities training track that is staffed by three additional faculty. The KSU program would require no additional staffing.

Timetable and Actions Required:
EFSS Curriculum Committee Approval: December, 2008
EHHS Undergraduate Council Approval: December, 2008
EPC Approval: January, 2009
Council on Education of the Deaf Site Visit: Spring, 2009
Council on Education of the Deaf Certificate Renewal: July, 2009
Program Implementation: Fall 2009

KIBLER, MARCIA

From: TANKERSLEY, MELODY
Sent: Thursday, December 11, 2008 9:09 AM
To: LUFT, PAMELA; KIBLER, MARCIA
Cc: Pettit, Hilda
Subject: RE: revisions to Deaf Ed Mult Dis prgm

Hi Hilda,

I am writing to confirm that I approve the new certificate programs—Deaf Education/Multiple Disabilities and Early Childhood Deaf Education. Please let me know if I need to provide a more in-depth endorsement.

Thanks again for all of your help with this process!

Melody

Melody Tankersley, PhD
Interim Department Chair, Educational Foundations and Special Services
Professor, Special Education
College and Graduate School of Education, Health, and Human Services
405 White Hall
Kent State University
Kent, OH 44242

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mtankers@kent.edu

OHIO BOARD OF REGENTS

PRELIMINARY PROSPECTUS FOR NEW DEGREE OR NEW DEGREE PROGRAM

Deaf Education-Multiple Disabilities Certificate

A. Indicate the title of the proposed program and indicate whether it is a new degree, a new degree program or the modification of an existing program.

This will create a new KSU certificate program in Deaf Education Multiple Disabilities. It also will update an existing nationally accredited program. The Council on Education of the Deaf has accredited the KSU Deaf Education program in Elementary Education and Multiple Disabilities. The Multiple Disabilities program needs to be updated to reflect program changes and to meet current national needs for Teachers of the Deaf who are trained to work with Deaf students with multiple disabilities.

B. State the rationale for initiating this action.

The prior CED-certified Deaf Education Multiple Disabilities program consisted of enrolling in a dual state teaching licensure program: Deaf Education licensure and either Mild/Moderate or Moderate/Intensive teaching licensure. These options allowed students to complete both licensures with one additional semester of 3-4 courses, and a combined student teaching. Currently, the Mild/Moderate and Moderate/Intensive licensure programs require a full year of additional coursework and a separate student teaching. Therefore, dual licensure is no longer a realistic option and students are more likely to return for a separate degree program.

Since approximately 40% of Deaf and Hard-of-Hearing students have an additional disability, the field very much needs Teachers of the Deaf who are trained to deal with this population. The new certificate program will allow students to add the Deaf Education Multiple Disabilities option to their existing Deaf Education licensure program. Successful completion would result in a CED certificate and a KSU certificate in Deaf Education Multiple Disabilities, in addition to their K-12 Ohio State teaching license.

C. Provide information regarding the relationship of the proposed program action to the overall mission of the institution. Indicate whether the program is part of an ongoing traditional mission or related to current strategies for modifying or redirecting institutional objectives.

This program updates the existing CED Multiple Disabilities certificate and provides a KSU certificate as a result of either undergraduate or graduate-level training. If students have an existing Deaf Education teaching license, the KSU certificate can be taken at the graduate level as a stand-along program or can be rolled over into a masters degree.

D. Indicate the proposed implementation date for this action.

The CED certificate is currently available to students who wish to take a Deaf Multiple Disabilities program track. The KSU certificate, if approved, would be offered beginning in Fall 2009.

E. Indicate the department(s) or other organizational unit(s) responsible for the specific changes.

The Special Education and Deaf Education programs would implement and oversee this program.

F. Describe the program in catalog style, including each concentration or option. (If this program is a modification of an existing program, indicate the specific changes).
Students who are enrolled in a Deaf Education licensure program may add the Deaf Education Multiple Disabilities certificate to their current program. Students who have a current Deaf Education teaching license may enroll in the certificate program at the graduate level, or may use the certificate coursework as part of a masters degree program.

G. Provide details regarding the source of students. Provide estimates of the numbers of students (FTE) expected to enroll in the proposed program over the next four year period. Indicate whether these will be current students or new students and how many are estimated to be full-time and/or part-time.

Students will be current Deaf Education majors at the undergraduate or graduate level, or returning Teachers of the Deaf who will use this certificate as part of their professional development and/or masters degree training. This latter group would be a new pool of students, estimated at approximately 3-5 each year.

H. Indicate the availability of other such programs within a 50-mile radius.

There is no other program within Ohio that offers training in Deaf students with Multiple Disabilities. The other programs in Ohio include two that are not nationally (CED) certified: Bowling Green State University, and Ohio State University. The University of Cincinnati is CED certified.

I. Describe the impact this proposed program will have on facilities, faculty and support services.

This program would increase current course enrollment which is below maximum, but would require no additional faculty or support services.

J. Estimate total costs, over and above current levels of operation, associate with this proposed program during the next four years.

There are no additional costs associated with this program. It uses existing coursework and existing national certification.

Deaf Education Multiple Disabilities Certificate Graduate Program Description

Deaf Education Multiple Disabilities Certificate

The Deaf Education Multiple Disabilities certificate combines Deaf Education and Special Education coursework. This certificate is available to students currently enrolled in the Deaf Education program at the graduate level, or students with Deaf Education teaching licensure at the undergraduate level. Students also will be eligible for certification from the Council for Education of the Deaf.

For information contact:
Pamela Luft
405 White Hall
330-672-0593
pluft@kent.edu
http://ehhs.kent.edu/sped/deafed/index.cfm

Deaf Education Multiple Disabilities Certificate
Undergraduate and Graduate Requirements

To be eligible for this KSU certificate program, students must have completed, or are in the process of completing (concurrently) teaching licensure in Deaf Education. Undergraduate students will complete courses at the 40000 level and graduate students will complete courses at the 50000 level.

Undergraduate Course Requirements		Graduate Course Requirements	
SPED 43050	Charact. Students Mild/Moderate (3)	SPED 53050	Charact. Students Mild/Moderate (3)
SPED 43051	Char. Students Moderate/Intensive (3)	SPED 53051	Char. Students Moderate/Intensive (3)
SPED 43070	Plan and Program Transitions (3)	SPED 53070	Plan and Program Transitions (3)
SPED 43080	Technology SPED (3)	SPED 53080	Technology SPED (3)
SPED 43996	Independent Study: Case Study (1-3)*	SPED 63996	Independent Study: Case Study (1-3)*

Total Hours required for KSU Deaf Education Multiple Disabilities Certificate: 13-15

*hours required to be determined with faculty advisor in consideration of previous professional experiences

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 3-Dec-08 Curriculum Bulletin _____

Effective Date Fall 2009 Approved by EPC _____

Department	EFSS
College	EH - Education, Health and Human Services
Degree	~~MED - Master of Education~~ CER-8 Post-Master's Certificate
Program Name	**Early Childhood Deaf Education** Program Code ~~ECDE~~ C828
Concentration(s)	Concentration(s) Code(s)
Proposal	Establish Program

Description of proposal:

Nationally and in Ohio there is a growing need for teachers with training to work with the birth-to-five Deaf and Hard-of-Hearing population. There are no programs in Ohio or in surrounding states that provide this training. This program is being submitted to become a KSU certificate that can be used as the programmatic content for a masters degree. It also will be submitted to the Council on Education of the Deaf to meet their certification requirements.

Does proposed revision change program's total credit hours? ☒ Yes ☐ No

Current total credit hours: Proposed total credit hours ~~13-21~~ 14-18

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

No impact on programs, policies, procedures. Two additional courses will not impact faculty load if scheduled during the summer as is preferred. This program meets a national and state need for Teachers of the Deaf who are trained to work with this population.

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

Early Childhood Intervention Specialist Program, and the School of Speech and Audiology.

REQUIRED ENDORSEMENTS

[signature] 12/05/08

Department Chair / School Director / Campus Dean

Nancy E. Barbour 12/17/08

College Dean

[signature] 12/28/08

~~Executive Dean of Regional Campuses~~ / Dean of Graduate Studies

_____ ___/___/___

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: Ms. Therese Tillett, Director
Curriculum Services

FROM: Dr. Nancy Barbour, Associate Dean NB
Administrative Affairs and Graduate Education

DATE: 15 December 2008

SUBJECT: Curricular Proposal for Establishment of Early Childhood Deaf Education Certificate

---

Enclosed please find a Proposal Summary for the establishment of an Early Childhood Deaf Education Graduate Certificate Program together with a CCP, catalog description, requirement sheet, and letter of support. Also enclosed is a CCP and BDS for a new course (SPED 53317 – Family Focused Approaches to Cochlear Implant Use) along with a course revision to SPED 53316 changing the catalog description, prerequisite, and the title to Early Childhood Deaf Education: Family and Child Service Provision.

This curricular action received approval of the EFSS Curriculum Committee in December 2008, and Graduate Council on December 12, 2008.

If you have questions or concerns, feel free to contact me or Dr. Pamela Luft.

NB:kas
c: Dr. Evelyn Goldsmith, Interim Dean and Associate Provost, Graduate Studies
Enclosures: Proposal Summary, CCPs, BDSs, catalog description, requirement sheet, and letter of support

Proposal Summary

Title: Early Childhood Deaf Education Certificate Program

Subject Specification: Development of a graduate-level KSU certificate and application for Council on Education of the Deaf (CED) certification in Parent/Infant and Early Childhood.

Background Information: ODE and NASDE held a statewide meeting on November 30, 2007. At this meeting, improved parent/infant and early childhood services specifically for Deaf and Hard-of-Hearing (DHH) children were a top concern across all discussion and priority areas. Ohio early childhood professionals indicated that there were substantial needs for personnel with specialty training. There are substantial misconceptions that hearing aid and cochlear implant technology are "resolving" critical developmental issues of these children, when in fact, they are not making appropriate gains. These children and their families need personnel with an early childhood specialization in deafness, rather than existing training which is often focused on the early and severe developmental disabilities (physical and/or cognitive disabilities).
During Fall 2008, the Ohio School for the Deaf (OSD) followed up with a state-wide survey on early childhood needs and services. OSD is collaborating with KSU's Deaf Education program to set up this certificate program. This program will utilize existing coursework from the Early Childhood Intervention Specialist (ECIS) program with Deaf Education program coursework, with the addition of one new course (SPED 53317) and updating of a second and existing course (SPED 53316). This program is expected to increase graduate enrollment in the Deaf Education program and increase enrollment in the specified ECIS program courses. The SPED 53316/7 courses will be offered every two years to ensure sufficient size and reduce impact on faculty loads.

Alternatives and Consequences: Bowling Green State Univ. held a workshop on early childhood deaf children and they may be positioning themselves to offer a similar option.

Specific Recommendation and Justification: KSU is in an excellent position to offer this program which utilizes the expertise of Dr. Karen Kritzer, who received her masters from Gallaudet University in this area. The KSU program has developed collaborative relationships with the Regional Infant Hearing Program in Cleveland, OH as a site for practicum placements. They also have contacts with the Northeast Ohio Concortium for Children with Cochlear Implants (NOCCCI) which includes several parent/infant and early childhood programs as additional practicum sites.

Timetable and Actions Required:
EFSS Curriculum Committee Approval: December, 2008
EHHS Graduate Council Approval: December, 2008
EPC Approval: January, 2009
Council on Education of the Deaf Site Visit: Spring, 2009
Council on Education of the Deaf Certificate Approval: July, 2009
Program Implementation: Fall 2009

Early Childhood Deaf Education Certificate Graduate Program Description

Early Childhood Deaf Education Certificate

The Early Childhood Deaf Education certificate combines Deaf Education and Early Childhood Intervention Specialist coursework, with two additional courses specific to the program. This certificate is available to students currently enrolled in the Deaf Education program at the graduate level, students with Deaf Education teaching licensure at the undergraduate level, or students with a bachelor's degree in Speech or Audiology. Students with Deaf Education licensure also will be eligible for certification from the Council for Education of the Deaf.

For information contact:
Pamela Luft
405 White Hall
330-672-0593
pluft@kent.edu
http://ehhs.kent.edu/sped/deafed/index.cfm

~~Deaf Education~~ Early Childhood Deaf Education KSU Certificate
Graduate Requirements

Students must have completed, or are in the process of completing (concurrently) teaching licensure in Deaf Education, or students with a bachelor's degree in Speech or Audiology.

Course #	Course Name
SPED 63955	*Typical/Atypical Development (3)
ECED ~~63954~~ 60154	*Practical Applications: Birth to Five (3) **OR**
SPSY ~~57973~~ 67973	Consultation in the Helping Professions (3)
SPED 53316	*Preschool Education of the Hearing Impaired (3)
SPED 53317	*Family-Focused Approaches to Cochlear Implant Use (3)
SPED 63392	*Advanced Practicum in Deaf Ed (1-3)
SPED 4/63996	*~~Independent Study: Case Study~~ Individual Investigation (1-3)

Total Hours required for KSU ~~Deaf Education~~ Early Childhood Deaf Education Certificate: 14-18

*hours required to be determined with faculty advisor in consideration of previous professional experiences

TILLETT, THERESE

From: TANKERSLEY, MELODY
Sent: Friday, January 09, 2009 3:23 PM
To: TILLETT, THERESE; LUFT, PAMELA
Cc: BARBOUR, NANCY; SKELLY, KATHLEEN
Subject: RE: EPC - Early Childhood Deaf Education certificate

Hi Therese,

Pam Luft is the faculty member who is heading this up and she is out of the area at this time. I don't think she'll be back until the 20th, so I am going to respond. The course that is created for the certificate program can be an elective for Special Education majors (Deaf Education, Early Childhood Intervention, Moderate/Intensive, General Special Education).

Thanks!

Melody

Melody Tankersley, PhD
Interim Department Chair, EFSS
Professor, Special Education
Kent State University
405 White Hall
Kent, OH 44242

mtankers@kent.edu
330.672.2294 (for assistance)
330.672.0605 (voice message)
330.672.2512 (fax)

From: TILLETT, THERESE
Sent: Friday, January 09, 2009 12:21 PM
To: LUFT, PAMELA; TANKERSLEY, MELODY
Cc: BARBOUR, NANCY; SKELLY, KATHLEEN
Subject: EPC - Early Childhood Deaf Education certificate

Hello Pam and Melody,

The proposal to establish this post-master's certificate program was attached to a proposal to establish a course (Family-Focuses Approaches to Cochlear Implant Use). Per policy, certificates must use the existing course inventory; no for-credit-course can be created solely for a non-degree program.

I can't forward either proposal to the EPC until I know what degree program(s) will also be offering this course, either an a requirement or as an elective. Would you please respond? Thank you.

Therese E. Tillett | Director of Curriculum Services | Kent State University
Tel: 330-672-8558 | Fax: 330-672-2644 | ttillet1@kent.edu | www.kent.edu

OHIO BOARD OF REGENTS

PRELIMINARY PROSPECTUS FOR NEW DEGREE OR NEW DEGREE PROGRAM

Early Childhood Deaf Education Certificate

A. Indicate the title of the proposed program and indicate whether it is a new degree, a new degree program or the modification of an existing program.

This is a new KSU certificate program that is built from existing Deaf Education and Early Childhood Intervention Specialist graduate-level programs.

B. State the rationale for initiating this action.

At a statewide meeting of Deaf Educators of Ohio led by ODE's Director of Special Education (Dr. Mahoney) and three representatives of the National Association of Directors of Special Education (NASDE), improved parent/infant and early childhood services specifically for Deaf and Hard-of-Hearing (DHH) children were a top concern across all discussion and priority areas. Programs indicated personnel needs for specialty training and that there are substantial misconceptions that hearing aid and cochlear implant technology are "resolving" critical developmental issues. Meeting participants strongly encouraged existing teacher licensure programs to create an Early Childhood Deaf Education training option.

Each year there are several Deaf Education licensure students who ask for an Early Childhood Deaf Education option. Two years ago, one student transferred to the Gallaudet University program in order to receive this training. At a KSU meeting on November 19, 2008 two professionals indicated a strong interest in such a program. Currently, two Deaf Education licensure students and one recent graduate have very strong interests in such a program. This program would serve a state need and meet the interests of current and prospective students.

C. Provide information regarding the relationship of the proposed program action to the overall mission of the institution. Indicate whether the program is part of an ongoing traditional mission or related to current strategies for modifying or redirecting institutional objectives.

This program combines existing programs in Deaf Education and Early Childhood at the masters level. It serves the mission of the College in ensuring appropriately trained individuals to serve in early intervention and preschool programs.

D. Indicate the proposed implementation date for this action.

The KSU certificate, if approved, would be offered beginning in Fall 2009. The certificate program also would be submitted to the Council on Education of the Deaf (CED) during their Spring 2009 site visit to the KSU Deaf Education program for approval.

E. Indicate the department(s) or other organizational unit(s) responsible for the specific changes.

The Special Education, Early Childhood Intervention Specialist, and Deaf Education programs would implement and oversee this program.

F. Describe the program in catalog style, including each concentration or option. (If this program is a modification of an existing program, indicate the specific changes).

Students who are enrolled in a Deaf Education licensure program may add the Deaf Education Early Childhood certificate to their current program. Students who have a current Deaf Education teaching license may enroll in the certificate program at the graduate level, or may use the certificate coursework as part of a masters degree program.

G. Provide details regarding the source of students. Provide estimates of the numbers of students (FTE) expected to enroll in the proposed program over the next four year period. Indicate whether these will be current students or new students and how many are estimated to be full-time and/or part-time.

Students will be current Deaf Education majors at the graduate level, or returning Teachers of the Deaf who will use this certificate as part of their professional development and/or masters degree training. This latter group would be a new pool of students, estimated at approximately 3-5 each year.

H. Indicate the availability of other such programs within a 50-mile radius.

There is no other program within Ohio that offers training in Early Childhood Deaf Education. Ohio professionals have asked for a dedicated training program in this area because of the unique and specific needs of DHH children and their families.

I. Describe the impact this proposed program will have on facilities, faculty and support services.

This program would increase current course enrollment which is below maximum, but would require no additional faculty or support services. One existing course has been updated and a new course created. These would be taught by current Deaf Education faculty with a priority for summer scheduling, with no resulting impact on faculty loads.

J. Estimate total costs, over and above current levels of operation, associate with this proposed program during the next four years.

There are no additional costs associated with this program.

C605
C818

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 1-Nov-08 Curriculum Bulletin _____
Effective Date Fall 2009 Approved by EPC _____

Department EFSS
College EH - Education, Health and Human Services
Degree CER6 - Certificate Post-Baccalaurate CER8 - Certificate Post Master's
Program Name **Behavioral Intervention Specialist ~~Certificate~~** Program Code C605 C818
Concentration(s) Concentration(s) Code(s)
Proposal Revise Program

Description of proposal:
Update of program requirements and course content--with these updates, graduates of the BISCertification program will be eligible to sit for Board Certification of Behavior Analysts. Proposal seeks to decrease dulpicity and complexity of program and increase admission options. Also, the proposal includes the creation of a course that has long been offered as a special topics seminar.

Does proposed revision change program's total credit hours? ☐ Yes ☒ No
Current total credit hours: 18 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):
These updates do not seem to pose encroachment or duplication issues--Evaluation and Measurement faculty were consulted to confirm that these are not issues.No changes to staffing considerations and needs with these revisions.

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

REQUIRED ENDORSEMENTS

Department Chair / School Director / Campus Dean	12/03/08
College Dean	12/15/08
~~Executive Dean of Regional Campuses~~ / Dean of Graduate Studies	12/29/08
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: Ms. Therese Tillett, Director
Curriculum Services

FROM: Dr. Nancy Barbour, Associate Dean NB
Administrative Affairs and Graduate Education

DATE: 15 December 2008

SUBJECT: Curricular Proposal from Behavior Intervention Specialist Certificate (SPED)

Enclosed please find the following program and course revisions for the Behavior Intervention Specialist Certificate in the department of Educational Foundations and Special Services revising the certificate by adding one new course, revising course titles, and changing the admission requirements:

1) Program Revision to the Behavior Intervention Specialist Certificate
2) SPED 6/73032 course revision – title changed to Advanced Interventions for Addressing Severe Behavior
3) SPSY 6/77932 course revision – title changed to Advanced Interventions for Addressing Severe Behavior
4) SPED 6/73032 course revision – title changed to Program Development and Ethical Application of ABA
5) SPSY 6/77931 course revision – title changed to Program Development and Ethical Application of ABA
6) SPED 6/83301 (Single Subject Research Methods – establish new course.

This curricular action received approval of the EFSS Curriculum Committee in November 2008, and Graduate Council on December 12, 2008.

If you have questions or concerns, feel free to contact me or Dr. Melody Tankersley, Interim Department Chair.

NB:kas
c: Dr. Evelyn Goldsmith, Interim Dean and Associate Provost, Graduate Studies
Enclosures: Transmittal Memo, CCPs, and BDSs

Educational Foundations and Special Services
Transmittal Memo
November 4, 2008

Proposal for Changes to Courses, Creation of Course, and Changes to **Behavior Intervention Specialist Certificate Program** and Admission Requirements

A. Summary Statement

Subject Specification: Revision of the courses, addition of a new course, and changes to program and admissions requirements for the Behavior Intervention Specialist Certificate Program will allow the program to be recognized by the Behavior Analyst Certification Board. Upon completion of the revised sequence of courses, students will be eligible to sit for the Board Certification exams of Behavior Analysts—a designation which will make their work recognizable to future employers as well as third-party payors. Being Board Certified is a highly desirable designation for many school districts, hospitals, and social service agencies who work with children and youth with autism spectrum disorders, their families, and service provides, in particular, and to those who work with children and youths with behavioral disorders in general.

This proposal is to (a) align the certificate program with standards identified by the Behavior Analyst Certification Board, as well as (b) to streamline the procedures and processes of entering and completing the certificate program. The updates are in-line with our learned societies' theoretical approaches and identified evidence-based practices.

B. Curricular Bodies Approval

This certificate was approved in 2003 by all university curricular bodies, including the EFSS department curriculum committee, the Graduate Council of EHHS, and the University EPC. The current revisions have been approved by the EFSS department curriculum committee in November 2008, and is scheduled for review by the EHHS Graduate Council November 2008 and by the EPC in December 2008.

Course Changes

1. Course name change, content update.

2. Changes as specified:

Old Title: SPED 63032/SPSY 67932 Advanced Interventions Emotional and Behavioral Disorders

New Title: SPED 63032/SPSY 67932 Advanced Interventions for Addressing Severe Behavior

Old Catalog Description: Use and interpretation of functional behavioral assessments in educational settings to lead to the identification of empirically-supported interventions to address the needs of children and youth with severe emotional and behavioral disorders. Special emphasis given to identifying/designing, implementing, and assessing the effectiveness of advanced behavioral interventions and consultation. 20 Field Hours.

New Catalog Description: Use and interpretation of functional behavioral assessments in educational settings to lead to the identification of empirically-supported interventions to address the behavioral needs of children. The development, implementation, and analysis of functional analysis procedures. Special emphasis given to identifying/designing, implementing, and assessing the effectiveness of advanced behavioral interventions in consultation. 20 Field Hours.

Old Prerequisites: SPED 53030 Classroom and Behavioral Management I; SPSY 67920 Diagnosis and Treatment of Childhood Disorders in Schools

New Prerequisites: SPED 53030 Applied Behavior Analysis (course is currently in the process of being changed to this title—a change initiated by the SPED program area).

Course content updated to represent changes in the field and increase emphasis on functional analysis procedures.

3. These changes do not affect program credit hours or load concerns of faculty.

4. Alternatives were not considered because the purpose of the changes are to be in-line with standards and best practices.

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1. Course name change, content update.

2. Changes as specified:

Old Title: SPED 63031/SPSY 67931 Progress Monitoring and Program Evaluation for Behavioral Interventions

New Title: SPED 63031/SPSY 67931 Program Development and Ethical Application of ABA

Old Catalog Description: The purpose of this course is to describe and apply methodology and research design in monitoring the effectiveness of behavioral interventions and to use such information to evaluate overall program efficacy. Use of specific tools for evaluating progress and making treatment program decisions will be presented. Issues related to treatment implementation fidelity and behavioral program development will be also be emphasized.

New Catalog Description: T he purpose of this course is to describe and apply methodology and research design in monitoring the effectiveness of behavioral interventions and to use such information to evaluate overall program efficacy. Consideration will be given to student characteristics (e.g., underling disability) when developing and evaluating behavior programs based. Use of specific tools for prioritizing behaviors, evaluating progress, and making treatment program decisions will be presented. Issues related to ethics, treatment implementation fidelity, and behavioral program development will be also be emphasized.

Old Prerequisites: SPED 53030 Classroom and Behavioral Management I; SPSY 67920 Diagnosis and Treatment of Childhood Disorders in Schools

New Prerequisites: SPED 53030 Applied Behavior Analysis (course is currently in the process of being changed to this title—a change initiated by the SPED program area).

Course content updated to represent changes in the field and increase emphasis on student characteristics and decision-making regarding intervention implementation.

3. These changes do not affect program credit hours or load concerns of faculty.

4. Alternatives were not considered because the purpose of the changes are to be in-line with standards and best practices.

New Course

1. Creation of new course.

2. Changes as specified:

New Title: SPED 63301 Single Subject Research Methods

This course has been offered through special topic numbers (at masters and doctoral levels) consistently for the past 5 years. The SPED faculty want to create the course as a part of the Behavior Intervention Specialist certificate, but also as a part of their doctoral program as single subject research methods are used extensively in disability research. The Evaluation and Measurement coordinator has reviewed the basic data sheet and does not see an issue with encroachment (see e-mail attachment from Dr. Shawn Fitzgerald, program coordinator). Proposed BDS is attached.

3. These changes do not affect program credit hours or load concerns of faculty.

4. Alternatives were not considered because the purpose of the changes are to be in-line with standards and best practices.

Previous Sequence of Courses for the Behavior Intervention Specialist Certificate:

1. Change specified course requirements to include only the certificate coursework.

2. Specific changes noted:

Because the old program combined established courses from the Special Education and School Psychology programs differently (depending on a student's major), we delineated the specific course of study for each of the two majors. This proved complicated:

Old Requirements for Special Education Students	Old Requirements for School Psychology Students
SPSY 67920 Diagnosis and Treatment of Deviant Behavior	SPED 63991 Psychopharmacological Treatment of Disabilities
SPSY 67995 Interventions in the Schools	SPED 53031 Classroom and Behavior Management II
SPSY 67973 Consultation in the Helping Professions	SPED 53030 Classroom and Behavior Management I
SPED 63032/ SPSY 67932 Advanced Interventions Emotional and Behavioral Disorders	SPED 63032/ SPSY 67932 Advanced Interventions Emotional and Behavioral Disorders
SPED 63031/ SPSY 67931 Progress Monitoring and Program Evaluation	SPED 63031/SPSY 67931 Progress Monitoring and Program Evaluation
SPED 63992 Advanced Practicum	SPED 63992 Advanced Practicum

This previous sequence of courses was too complicated to be helpful, so we are seeking a more straightforward approach to identifying the core coursework, regardless of major. We also seek to align the coursework with the requirements and standards of the Behavior Analyst Certification Board. Upon completion of the following sequence of courses, students will be eligible to sit for the Board Certification exams of Behavior Analysts—a designation which will make their work recognizable to future employers as well as third-party payors.

New Sequence of Courses (each course = 3 credit hours) Proposed:

- SPED 53030 Applied Behavior Analysis I (previously titled Classroom and Behavior Management I)

- SPED 53031 Applied Behavior Analysis II (previously titled Classroom and Behavior Management II)
- SPED 6/83301 Single Subject Research Methods (seeking to establish as a new course as proposed here)
- SPED 6/73032 and SPSY 6/77932 Advanced Interventions for Addressing Severe Behavior (new title, course updates proposed here)
- SPED 6/73031 and SPSY 6/77931 Program Development and Ethical Application of ABA (new title, course updates as proposed here)
- SPED 63992 Advanced Practicum

Total hours = 18

3. These changes do not affect program credit hours or load concerns of faculty.

4. Alternatives were not considered because the purpose of the changes are to be in-line with standards and best practices.

Changes in Admission Requirements

The previous program required that students be currently enrolled in graduate programs in either Special Education or School Psychology, or have received a graduate degree in either of these areas.

We would like to broaden the admissions areas to include graduate students currently seeking degrees in or those who have graduated with graduate degrees in areas in which children and youth with behavioral concerns (or people who work with them) are the primary stakeholders (such as Special Education, School Psychology, Speech/Language, Early Childhood Education, Middle Childhood Education, Family and Consumer Studies, Adolescent/Adult Education, Education, Psychology, Counseling).

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 6-Nov-08 Curriculum Bulletin _____

Effective Date Fall 2009 Approved by EPC _____

Department School of Exercise, Leisure, & Sport

College EH - Education, Health and Human Services

Degree ~~CER4 - Certificate >2<4 years~~ CER 1

Program Name ~~, Certificate on~~ **Disability Studies and Community Inclusion** Program Code ~~UG~~ C140

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

Proposal Establish Program

Description of proposal:

The purpose of this proposal is to establish an interdisciplinary undergraduate Certificate on Disability Studies and Community Inclusion. The goal of the Certificate is to prepare undergraduate students to understand the nature, meaning, health, social and political implications, and consequences of disability, within the context of diversity and the global culture from which we live and operate.

Does proposed revision change program's total credit hours? ☐ Yes ☒ No

Current total credit hours: Proposed total credit hours 16

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 certificate will enhance other majors across the university as it is designed as an interdisciplinary curriculum for students pursuing bacheloratte degrees or for professionals who already have earned a bacheloratte degree from an accredited institution. Many colleges, departments, and centers within KSU were consulted to ensure there was no duplication or encroachment and found there was none (see attachments for endorsements and approvals of electives). The audience will be undergraduate students and professionals with earned bacheloratte degrees interested in furthering their knowledge base related to the largest minority groups in the U.S., individuals with disabilities. These individuals may be studying or practicing in the fields of justice studies, political science, public health, recreation, parks, tourism, education, law, health care, the arts, family and consumer services, business, or psychology to name a few. Enrollment is anticipated to be approximately 40-55 students annually, based upon state and national averages in similar certificates/minors. A faculty member in SELS who has the academic, research, and practice background is qualified to teach, advise students, and monitor this program. She previously taught the therapeutic recreation emphasis in the Recreation, Parks, and Tourism major which was inactivated in 2006. With the inactivation of the therapeutic recreation emphasis, clerical and faculty support is in place. Members of the Faculty Learning Community on Disability Issues have agreed to serve as mentors to students as well. The prerequisites for the Certificate will be students enrolled in bacheloratte degrees at Kent State University or professionals who already have earned a bachelorate degree from an accredited institution. One of the core courses proposed and several elective courses require prerequisite courses and students will be advised accordingly. A corresponding, but independent, proposal is under currently review by the EHHS Graduate Council.

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

Center for Disability Studies/ College of Education, Health, and Human Services

Student Accessibility Services

School of Exercise, Leisure, & Sport

Faculty Learning Community on Disability Issues

Department of Adult, Counseling, Health & Vocational Education

School of Family and Consumer Studies

College of Business

Department of Educational Foundations and Special Services

College of Arts and Sciences

College of Fine Arts

College of Communication and Information Sciences

REQUIRED ENDORSEMENTS

_____	12/17/08
Department Chair / School Director / Campus Dean	
_____	12/19/08
College Dean	
_____	___/___/___
Executive Dean of Regional Campuses / Dean of Graduate Studies	
_____	___/___/___
Senior Vice President for Academic Affairs and Provost	

Transmittal Memo

Date: November 6, 2008

Summary Statement

The purpose of this proposal is to establish an interdisciplinary undergraduate Certificate on Disability Studies and Community Inclusion. The goal of the Certificate is to prepare undergraduate students to understand the nature, meaning, health, social and political implications, and consequences of disability, within the context of diversity and the global culture from which we live and operate.

Curricular Bodies that have approved this action:

Center for Disability Studies/ College of Education, Health, and Human Services

Student Accessibility Services

School of Exercise, Leisure, & Sport

Faculty Learning Community on Disability Issues

Department of Adult, Counseling, Health & Vocational Education

School of Family and Consumer Studies

College of Business

Department of Educational Foundations and Special Services

College of Arts and Sciences

College of Fine Arts

Proposal Summary

Title: Certificate on Disability Studies and Community Inclusion

Subject Specification: The purpose of this proposal is to establish an undergraduate Certificate on Disability Studies and Community Inclusion in the College of Education Health and Human Services, School of Exercise, Leisure, & Sport, Recreation Parks and Tourism Major (RPTM).

Background Information: The purpose of this proposal is to establish an interdisciplinary undergraduate Certificate on Disability Studies and Community Inclusion.

Purpose and Goal: The goal of the Certificate is to prepare undergraduate students to understand the nature, meaning, social and political context, and consequences of disability, within the context of diversity and the global culture from which we live and operate. The intended effect or purpose of this Certificate is to prepare students to challenge the cultural implications of disability on our laws, in schools, public health arena, civic and political life, beliefs, and in their daily lives.

Need and Sustainability: Individuals with disabilities make up the largest minority group in the U.S., thus having increased knowledge regarding this segment of our population is an important component of diversity preparation. Since the passage of the Americans with Disabilities Act in 1990, disability studies programs have been developed at universities across the U.S. to respond to the sociocultural phenomenon of disability and better prepare students to challenge discriminatory treatment and meet the needs of these individuals across the lifespan. Additionally, the inclusion of individuals with disabilities in community life is considered a public health issue according to the World Health Organization in that inclusion improves quality of life, decreases social isolation thus decreasing depression, increases the likelihood of employment, as well as civic and social engagement. Currently, no such professional preparation program exists at Kent State University. Given the increased emphasis and action on including individuals with disabilities in community life, not having this curriculum puts Kent State University at a disadvantage when preparing students to compete in the job market as compared to other state (e.g., O.S. U. , Miami University) and national (University of Wisconson, Madison, University of Delaware, University of Colorado) universities. This Certificate was designed as an interdisciplinary program of study to prepare students from a variety of majors, thus increasing the sustainability. Courses selected for the core and as electives were based on guidelines from the Society in Disability Studies which recommeds curriculums be (a) interdisciplinary/multidisciplinary, (b) challenge the view of disability as an individual defect that can be remedied through medical intervention, and (c) should include national and international perspectives, policies, literature, culture, and history. In addition, this certificate is intended to attract professionals from a variety of human service, public health, education, and related fields to further their educational competencies to meet the needs of this large minority group.

Conformity of Certificate with mission: Offering this Certificate in the College of EHHS is in line with the mission of the college, "to create and advance knowledge as it educates professionals who enhance health and well being and enable learning across the lifespan." Currently, the College houses the Center on Disability Studies which conducts research and training focusing on the inclusion of individuals with disabilities in job/vocational and college preparatory contexts. The School of Exercise, Leisure, and Sport(SELS)/Recreation, Parks, and

Tourism major is also located within the College of EHHS. The mission of the School is to prepare students to work in fields that promote healthy active living of individuals of all levels of abilities across the lifespan. The field of recreation and leisure has been at the forefront of research and practice in the inclusion of individuals with disabilities in community contexts, thus is well positioned to oversee this Certificate. Student Accessibility Services were consulted as members of the Faculty Learning Community on Disability Issues.

Admission Procedures: To be eligible for the undergraduate Certificate in Disability Studies and Community Inclusion, a student must be matriculated into an undergraduate degree program or hold an undergraduate degree from an accredited institution. Students may be admitted with a nondegree status, but must complete a bachelors degree before being awarded the Certificate. Students must complete an application with the EHHS Undergraduate Studies office in White Hall.

Requirements for successful completion: The curriculum has been designed to meet the Guidelines for Disability Studies Programs established by the Society for Disability Studies in that the curriculum should be (a) interdisciplinary, (b) challenge the traditional/medical model view of disability, and (c) should include national and global perspectives of disability from a variety of perspectives. Students will complete a total of 16 credits, 9 credits in the core (RPTM 26001, SOC 32570, RPTM 46001) and 7 guided electives (2-3 credit courses, 1-1credit Special Topics Capstone). See attachment coursework requirements. A corresponding graduate proposal is being proposed to Graduate Council, however, these proposals are independent of each other.

Fiscal and Staffing Impact: Fiscally, this certificate could enhance student recruitment and retention. This Certificate will not only enhance current program offerings within the College and across the Universtity by better preparing students to address this local and global diversity issue, but will position the University to compete with other similar institutions that currently offer this type of curriculum. It could potentially attract and retain students who are interested in obtaining a broader knowledge base of disability issues. Additionally, because it is designed as a Certificate, it has the potential of attracting professionals in a variety of fields (e.g., law, student accessibility services, public health, tourism) to further their education on how to meet the needs of a diverse population, thus increasing tuition revenues. A faculty member in SELS who has the academic, research, and practice background is qualified to teach, advise students, and monitor this program. She previously taught the therapeutic recreation emphasis in the Recreation, Parks, and Tourism major which was inactivated in 2006. With the inactivation of the therapeutic recreation emphasis, clerical and faculty support is in place. Members of the Faculty Learning Community on Disability Issues have agreed to serve as mentors to students as well.

Alternatives and Consequences: The alternative is to not establish this Certificate with the consequence being an inability to meet student needs in preparing them to work in a diverse, global environment, not attracting students or professionals who may be interested in studying this area of diversity, and not meeting local, regional, national or global needs of this segment of our population.

Specific Recommendation and Justification: see above

Timetable and Actions Required:
SELS Curriculum Committee approval December 2, 2008
EHHS Curriculum Committee December 12, 2008
EPC - January 5, 2009 > cut off on document

Certificate on Disability Studies and Community Inclusion-Undergraduate
Required and Elective Course work

Required (9 credit hours):

RPTM 26001
Introduction to Community Inclusion of Individuals with Disabilities — 3 credits

SOC 32570 Inequality in Society — 3 credits

RPTM 46001
Principles and Methods of Community Inclusion — 3 credits

Elective (7 credit hours): . . . . . 7 credits

College of Education, Health and Human Services

16

School of Family and Consumer Studies
HDFS 44020 Adolescent Development
HDFS 44021 Family Interventions Across the Lifespan

School of Exercise, Leisure, & Sport
RPTM 36040 Inclusion of People with Disabilities in Leisure Services
PEP 45037 Adapted Physical Education

Department of Educational Foundations and Special Services
SPED 23000 Introduction to Exceptionalities*
SPED 43050 Characteristics of Students with mild/moderate Intervention Needs
SPED 43051 Characteristics of Students with moderate/intensive Intervention Needs
SPED 43070 Planning and Programming for Transition Needs
SPED 43030 Classroom and behavior modification
SPED 43309 Introduction to Deaf Culture

College of Business
BUS 10123 Exploring Business

College of Arts and Sciences
Department of Sociology
SOC 22778 Social Problems and Diversity
SOC 22570 Understanding Differences and Inequality
SOC 32400 Individual and Society
SOC 32510 Sociology of Work

Department of Political Science
POL 10301 Diversity in American Public Policy
POL 40320 Ethics and Public Policy

Department of Psychology
PSYC 41532 Social Psychology (PSYC 11762 is a prerequisite)

Department of Anthropology
ANTH 48258Culture and Curing (ANTH 18210 is a prerequisite)

Department of Biology
BSCI 20020 Biological Structures and Function
BSCI 30030 Human Physiology

Department of Justice Studies
JUS 26704 Issues in Law and Society
JUS 38004Legal Ethics and Professional Responsibility
JUS 38003 Administrative Law and Processes

Department of English
ENG 37201 Writing in Communities
ENG 39895 Special Topics in Rhetoric, Composition, & Writing
~~ENG 47101 Critical Rhetorical Studies of Texts in Contexts~~ e > stet
37101
Department of Philosophy
PHIL 21001 Introduction to Ethics/Diversity

College of Communication and Information Sciences
COMM 26000 Criticism of Public Discourse
COMM 35852 Intercultural Communication
COMM 45459 Communication and Conflict
COMM 45960 Health Communications

College of the Arts
School of Dance
DAN 27076 Dance as an Art Form
DAN 27057 Dance for Children

School of Art
ARTE 41002 Art Education: Methods and Materials
ARTE 41003 Art Education: Field Experience

46096
Course RPTM ~~45096~~, a one credit hour Individual Investigation must be completed as a capstone course. It can be completed in conjunction with a required or elective course, in which case course credit hours will be determined by faculty and student at registration, or as a stand-alone course.

*Course is prerequisite for others in department
Note: Courses were selected based on the Guidelines for Disability Studies Programs established by the Society for Disability Studies

Endorsements for the Certificate program and Approval of use of courses as electives*

For ease of referencing, approved courses and support has been highlighted in yellow for undergraduate and green for graduate courses. Students will be advised when a course requires a prerequisite course. Approval of course from the College of Fine Arts is in a separate adobe document attached to this proposal.

Dear Dr. Devine:

I am delighted to offer the support and endorsement of the Center for Disability Studies and the Rehabilitation Counseling Program for the proposed Certificate in Disability Studies and Community Inclusion. I have carefully reviewed the proposal, and I am convinced that offering a Certificate in Disability Studies and Community Inclusion will constitute a valuable service to KSU students. Moreover, it will help to continue our efforts to make disability issues an important element of planning and programming in both academic and student affairs.

The slate of courses for the certificate do not encroach upon any of our academic programs or courses, and I am pleased that you have included our Psychosocial Impact of Disability course among your course offerings.

Please let me know if I can provide any additional information. Thank you again for taking the lead in this most important initiative.

Sincerely,

Phillip Rumrill
Professor & Coordinator
Rehabilitation Counseling Program
Director, Center for Disability Studies

November 13, 2008

To Whom It May Concern:

I am writing in support of Dr. Mary Ann Devine's request to establish a Certificate Program in Disability Studies and Inclusion at Kent State University. I have been assisting Dr. Devine for the past two years with this project in my capacity as the Facilitator of the Faculty Learning Community on Disability Issues; of which Dr. Devine is a member.

Each university or college in the United States that receives federal funding is required to have a Student Accessibility Office on their campuses. We have recently discovered that there is no certification program for these professionals. Therefore, the Certificate Program in Disability Issues and Inclusion will be available to this segment of the population as well as community members, undergraduate and graduate students. This opens many opportunities for enrollment into this program.

Dr. Devine has presented information several times to Faculty Learning Community on Disability Issues regarding her progress with the Certificate Program. Each time the membership has wholeheartedly and enthusiastically supported her in developing this Certificate Program. I can say, without reservation, the members of the Faculty Learning Community on Disability Issues would like to see this program come to fruition.

Sincerely,

Callista Stauffer

Callista Stauffer
Academic Program Coordinator
Facilitator for the Faculty Learning Community on Disability Issues

Mary Ann,

The following courses are both 40000/50000 courses and I have no objection to them using the course. However, if the student took the course as an undergraduate, we generally do not allow them to repeat that course for graduate credit.

[redacted]

The following is, by my records, no longer in the Graduate Catalog. It was a course that was idiosyncratic to faculty member who has long since left the university.

SOC 52665 Sociology of Architecture and Planning

Let me know if you have any further questions.

Richard

Richard T. Serpe, Ph.D.
Chair and Professor of Sociology

Department of Sociology
Kent State University
P.O. Box 5190
Kent, OH 44242-0001

email: rserpe@kent.edu
voice: (330) 672-4896
fax: (330) 672-4724

Dear Dean Haley:

The English Department is happy to support this proposal and would welcome students in the Certificate into the undergraduate and [redacted] English courses identified as electives.

Sincerely,

Ron Corthell

Ronald Corthell
Professor and Chair
Department of English
Kent State University
Kent, OH 44242
T 330-672-2676
F 330-672-3152
rcorthel@kent.edu

Yes, the 5// indicate graduate level, here at KCS :)

From: DEVINE, MARY ANN
Sent: Friday, November 07, 2008 2:35 PM
To: Dellman-Jenkins, Mary
Subject: RE: course elective approval

Thanks Mary. May we use these courses at the graduate level as well?

From: Dellman-Jenkins, Mary
Sent: Thursday, November 06, 2008 3:42 PM
To: DEVINE, MARY ANN
Subject: RE: course elective approval

Dear Mary Ann,
Thank you for integrating our HDFS courses ([redacted]/44020 and [redacted]/44021) into the Certificate in Disability Studies and Community Inclusion.
Please consider this email documentation that HDFS faculty members approve your request.

Mary Dellmann-Jenkins
Director, School of Family and Consumer Studies

David Odell-Scott, Chair of Philosophy, just emailed me back. He supports the inclusion of PHIL 21001 in the Disability Certificate.

Best regards,
Mary Ann

Mary Ann Haley, Ph.D.
Assistant Dean for Curriculum
College of Arts and Sciences
Kent State University
105 Bowman Hall
330-672-8968

Dear Dr. Devine,

The purpose of this message is to approve your request to incorporate RPTM 36040 and PEP 45037 as electives in the Certificate in Disability Studies and Community Inclusion.

Wayne W. Munson, Ph.D.
Professor and Director
School of Exercise, Leisure and Sport
College and Graduate School of Education, Health, and Human Services
Kent State University
Kent, OH 44242

Folks,

I can't be sure that you've received a response from SPED before now. I remember writing it, but I can't find it so I want to follow-up.

The SPED faculty were challenged by the proposal as the courses identified had pre-requisites that posed a problem for us. Here's an alternative that we can live with.

1. Take Intro to Exceptionalities 23000 or 53200 first
2. Then take Characteristics MM 5/43050 or MI 5/43051 or Transition 5/43070 or CBM 1 5/43030
3. Deaf ed asks that you instead consider 5/43309 Intro to Deaf Culture

Lyle (Barton, Educational Foundations and Special Services)

Hi Mary Ann,

Anthropology reports that due to issues with faculty staffing they will not be offering ANTH 38240 Culture and Personality regularly. They suggested we look to Psychology for a Social Psychology course. PSYC 6/41532 Social Psychology (prerequisite PSYC 11762) is offered every fall and spring. Anthropology does plan to continue offering ANTH 6/48259 Culture and Curing (prerequisite ANTH 18210) regularly. Both departments support the inclusion of their undergraduate and graduate courses in your proposed certificate.

Best regards,
Mary Ann

Mary Ann Haley, Ph.D.
Assistant Dean for Curriculum
College of Arts and Sciences
Kent State University
105 Bowman Hall
330-672-8968

Mary,

Based upon feedback from College of Business Administration faculty, we support your use of BUS 10123 (instead of BMRT 11000), MKET 35035 and MIS 24053 in your curriculum for the certificate.
Liz Sinclair

I wanted to follow up with you regarding your proposed certificate on Disability Studies and Community Inclusion. I sent an email to all the Arts and Sciences departments that had courses listed as possibilities. To date I have heard back from three departments. Sociology approves the inclusion of their undergraduate courses but would like to remind you that SOC 12050 is a prerequisite for the 30000-level courses. Political Science approves the inclusion of undergraduate and graduate courses but POL 40320 requires POL 10300 as a prerequisite. The correct title of POL 10301 is Diversity in American Public Policy. Biological Sciences suggests that a different sequence might serve the needs of your students better. They suggest BSCI 20020 Biological Structure and Function, BSCI 30030 Human Physiology, and BSCI 30050 Human Genetics. The course you proposed and its prerequisites are for BSCI majors and Elements of Genetics is considered one of the two most difficult courses in the department.

I have not heard back from Justice Studies, Philosophy, Anthropology and English. I'll email those Chairs again.

Best regards,
Mary Ann

Mary Ann Haley, Ph.D.
Assistant Dean for Curriculum
College of Arts and Sciences
Kent State University
105 Bowman Hall
330-672-8968

Mary Ann-We are pleased to support your effort in forming this certificate and you may include HED 57091 Current Issues in Health Education and Promotion; HED 64060 Health Behavior; HED 64061 Biobehavioral Aspects of Disease. Thank you

Don Bubenzer, Chair
Department of Adult, Counseling, Health, and
Vocational Education
Professor, Counseling and Human Development Services
College of Education, Health, and Human Services

Justice Studies approves the use of JUS 26074 your proposed certificate. The other course (JUS 38002) is used in the Paralegal Studies program and I have contacted Hedi Nasheri to request her approval. I'll let you know when I hear back from her.

Best regards,
Mary Ann

Mary Ann Haley, Ph.D.
Assistant Dean for Curriculum
College of Arts and Sciences
Kent State University
105 Bowman Hall
330-672-8968

I have reviewed the proposal carefully. The PLST course in Ethics that they have suggested is a logical course for this certificate, however, the other PLST course which will be very relevant to the topic is Administrative Law and Process, JUS 38003 . This course directly relates to the issues of disability and inclusion, the various government agencies that address issues related to fair employment, housing and other related topics are discussed in this particular course. It would be wise to add this course to their curriculum for this certificate. Both these courses can be taken by these students as electives. The students pursuing this certificate will be exempt from taking the prerequisite courses since they will not be pursuing a paralegal major or minor and will not be practicing paralegals. However, some students may find these courses challenging without having had any exposure to JUS 18000 the intro class. Let me know if I have answered your question.

Best, Hedi

Mary Ann: The School of Communication Studies has reviewed the proposal for the Certificate Program in Disability Issues and approves including the following courses from our school as electives in the program:

- COMM 35821 Intercultural Communication
- COMM 4/55459 Communication and Conflict
- COMM 4/55960 Health Communication
- COMM 26000 Criticism of Public Discourse

Thank you for considering Communication Studies courses in this new curriculum. If I may be of additional assistance, please advise. Rozell Duncan

Rozell R. Duncan, Ph.D.
Assistant Professor, Advisor and
Undergraduate Coordinator
School of Communication Studies
Kent State University
P.O. Box 5190
Kent, Ohio 44242-0001
Phone: (330) 672-0184
Fax: (330) 672-3510

KENT STATE
UNIVERSITY

November 4, 2008

Dr. May Ann Devine, CTRS
School of Exercise, Leisure and Sport
Kent State University
Kent, OH 44242

Dear Professor Devine:

On behalf of the College of the Arts and at the request of Professor Barbara Verlezza, I write to endorse the inclusion of the following courses for the Disability Studies/Community Inclusion Certificate. Also listed is the name of each school, program director, or contact professor.

College of the Arts
Courses for Inclusion in Disability Studies/Community Inclusion Certification Program

School of Theatre and Dance, Cynthia Stillings, Director

- THEA 61094 College Teaching in Theater (Graduate Course)/topic within course.
- Special Topics – Approval when appropriate and relevant.

School of Theatre and Dance, Andrea Shearer, Dance Program Director

- DAN 27076 Dance as an Art Form (LER Fine Arts Course) (3)/topic within course.
- DAN 27057 Dance for Children (Dance Education course) (3)/topic within course.
- Special Topics – Approved when appropriate and relevant.

School of Fashion Design and Merchandising, Dr. Elizabeth Rhodes, Director

- Special Topics – Approved when appropriate and relevant.

School of the Art, Dr. Christine Havice, Director

- ARTE 41002 Art Education: Methods and Materials (3)/1 out of 3 credits is dedicated to methods of adaptive art.
- ARTE 41003 Art Education: Field Experience (3)/hands-on teaching experience in different sites, such as detention centers, center for students with special needs, etc.
- Special Topics – Approved when appropriate and relevant. Contact Professor: Dr. Robin Vande Zande

School of Music, Dr. Denise Seachrist, Interim Director

- ST: MUS 40295: Music in Special Education (Graduate Special Topics Course).
  Student must meet requirements of pre-service music teachers (i.e., ability to read/sight-read music).
- Special Topics – Approved when appropriate and relevant. Contact Professor: Dr. Linda Walker

Sincerely,

Timothy J. L. Chandler
Dean

College of the Arts
Office of the Dean
P.O. Box 5190 • Kent, Ohio 44242-0001
330-672-2760 • Fax 330-672-4706 • http://www.kent.edu/artscollege

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 5-Nov-08 Curriculum Bulletin _____

Effective Date Fall 2009 Approved by EPC _____

Department	School of Exercise, Leisure, & Sport	
College	EH - Education, Health and Human Services	Certificate
Degree	~~CER2 - Certificate > 1<2 years - NDPG - Postundergraduate Non-Degree Program.~~	CER8 post-Master's
Program Name	~~Certificate on~~ **Disability Studies and Community Inclusion**	Program Code
Concentration(s)	Concentration(s) Code(s)	C827
Proposal	Establish Program	

Description of proposal:

The purpose of this proposal is to establish an interdisciplinary graduate Certificate on Disability Studies and Community Inclusion. The goal of the Certificate is to prepare graduate students to understand the nature, meaning, health, social and political implications, and consequences of disability, within the context of diversity and the global culture from which we live and operate.

Does proposed revision change program's total credit hours? ☐ Yes ☒ No

Current total credit hours: Proposed total credit hours 16

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 certificate will enhance other majors across the university as it is designed as an interdisciplinary curriculum for students pursuing post bacheloratte degrees or for professionals who already have earned a masters degree from an accredited institution. Many colleges, departments, and centers within KSU were consulted to ensure there was no duplication or encroachment and found there was none (see attachments for endorsements and approvals of electives). The audience will be graduate students and professionals with earned masters degrees interested in furthering their knowledge base related to the largest minority groups in the U.S., individuals with disabilities. These individuals may be studying or practicing in the fields of justice studies, political science, public health, recreation, parks, tourism, education, law, health care, the arts, family and consumer services, business, or psychology to name a few. Enrollment is anticipated to be approximately 20-35 students annually, based upon state and national averages in similar certificates/minors. A faculty member in SELS who has the academic, research, and practice background is qualified to teach, advise students, and monitor this program. She previously taught the therapeutic recreation emphasis in the Recreation, Parks, and Tourism major which was inactivated in 2006. With the inactivation of the therapeutic recreation emphasis, clerical and faculty support is in place. Members of the Faculty Learning Community on Disability Issues have agreed to serve as mentors to students as well. The prerequisites for the Certificate will be students enrolled in masters degrees at Kent State University or professionals who already have earned a masters degree from an accredited institution. One of the core courses proposed and several elective courses require prerequisite courses and students will be advised accordingly. A corresponding, but independent, proposal is under currently review by the EHHS Undergraduate Council.

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

Center for Disability Studies/ College of Education, Health, and Human Services

Student Accessibility Services

School of Exercise, Leisure, & Sport

Faculty Learning Community on Disability Issues

Department of Adult, Counseling, Health & Vocational Education

School of Family and Consumer Studies

College of Business

Department of Educational Foundations and Special Services

College of Arts and Sciences

College of Fine Arts

College of Communication and Information

REQUIRED ENDORSEMENTS

[signature]	12/17/08
Department Chair / School Director / Campus Dean	
[signature]	12/18/08
College Dean	
[signature]	12/28/08
~~Executive Dean of Regional Campuses~~ / Dean of Graduate Studies	
	/ /
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: Ms. Therese Tillett, Director
Curriculum Services

FROM: Dr. Nancy Barbour, Associate Dean
Administrative Affairs and Graduate Education

DATE: 18 December 2008

SUBJECT: Curricular Proposal from Exercise, Leisure and Sport

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Enclosed please find a Proposal Summary, Transmittal Memo, requirement sheet, CCP, and letters of support from Exercise, Leisure and Sport establishing a new certificate program on Disability Studies and Community Inclusion.

This curricular action received approval of the School of Exercise, Leisure and Sport Curriculum Committee on December 2, 2008, and Graduate Council on December 12, 2008.

If you have questions or concerns, feel free to contact me or Dr. Mary Ann Devine.

NB:kas
c: Dr. Evelyn Goldsmith, Interim Dean and Associate Provost, Graduate Studies
Enclosures: Proposal Summary, Transmittal Memo, requirement sheet, CCP, letters of support

Transmittal Memo

Date: November 6, 2008

Summary Statement

The purpose of this proposal is to establish an interdisciplinary graduate Certificate on Disability Studies and Community Inclusion. The goal of the Certificate is to prepare graduate students to understand the nature, meaning, health, social and political implications, and consequences of disability, within the context of diversity and the global culture from which we live and operate. Courses selected for the core and as electives were based on guidelines from the Society for Disability Studies which recommeds curriculums be (a) interdisciplinary/multidisciplinary, (b) challenge the view of disability as an individual defect that can be remedied through medical intervention, and (c) should include national and international perspectives, policies, literature, culture, and history.

Curricular Bodies that have been consulted with relative to this action:

Center for Disability Studies/ College of Education, Health, and Human Services

School of Exercise, Leisure, & Sport

Faculty Learning Community on Disability Issues

Department of Adult, Counseling, Health & Vocational Education

School of Family and Consumer Studies

College of Business

Department of Educational Foundations and Special Services

College of Arts and Sciences

College of Fine Arts

College of Communication and Information Sciences

Service bodies consulted for this action:

Student Accessibility Services

Proposal Summary

Title: Certificate on Disability Studies and Community Inclusion

Subject Specification: The purpose of this proposal is to establish a graduate Certificate on Disability Studies and Community Inclusion in the College of Education Health and Human Services, School of Exercise, Leisure, & Sport, Recreation Parks and Tourism Major (RPTM).

Background Information: [The purpose of this proposal is to establish an interdisciplinary graduate Certificate on Disability Studies and Community Inclusion.

Purpose and Goal: The goal of the Certificate is to prepare graduate students or students who have earned a masters degree from an accredited institution to understand the nature, meaning, social and political context, and consequences of disability, within the context of diversity and the global culture from which we live and operate. The intended effect or purpose of this Certificate is to prepare students to challenge the cultural implications of disability on our laws, in schools, public health arena, civic and political life, beliefs, and in their daily lives.

Need and Sustainability: Individuals with disabilities make up the largest minority group in the U.S., thus having increased knowledge regarding this segment of our population is an important component of diversity preparation. Since the passage of the Americans with Disabilities Act in 1990, disability studies programs have been developed at universities across the U.S. to respond to the sociocultural phenomenon of disability and better prepare students to challenge discriminatory treatment and meet the needs of these individuals across the lifespan. Additionally, the inclusion of individuals with disabilities in community life is considered a public health issue according to the World Health Organization in that inclusion improves quality of life, decreases social isolation thus decreasing depression, increases the likelihood of employment, as well as civic and social engagement. Currently, no such professional preparation program exists at Kent State University. Given the increased emphasis and action on including individuals with disabilities in community life, not having this curriculum puts Kent State University at a disadvantage when preparing students to compete in the job market as compared to other state (e.g., O.S. U. , Miami University) and national (University of Wisconson, Madison, University of Delaware, University of Colorado) universities. This Certificate was designed as an interdisciplinary program of study to prepare students from a variety of majors, thus increasing the sustainability. Courses selected for the core and as electives were based on guidelines from the Society in Disability Studies which recommeds curriculums be (a) interdisciplinary/multidisciplinary, (b) challenge the view of disability as an individual defect that can be remedied through medical intervention, and (c) should include national and international perspectives, policies, literature, culture, and history. In addition, this certificate is intended to attract professionals from a variety of human service, public health, education, and related fields to further their educational competencies to meet the needs of this large minority group.

Conformity of Certificate with mission: Offering this Certificate in the College of EHHS is in line with the mission of the college, "to create and advance knowledge as it educates professionals who enhance health and well being and enable learning across the lifespan." Currently, the College houses the Center on Disability Studies which conducts research and training focusing on the inclusion of individuals with disabilities in job/vocational and college preparatory contexts. The School of Exercise, Leisure, and Sport(SELS)/Recreation, Parks, and

Tourism major is also located within the College of EHHS. The mission of the School is to prepare students to work in fields that promote healthy active living of individuals of all levels of abilities across the lifespan. The field of recreation and leisure has been at the forefront of research and practice in the inclusion of individuals with disabilities in community contexts, thus is well positioned to oversee this Certificate. Student Accessibility Services were consulted as members of the Faculty Learning Community on Disability Issues.

Admission Procedures: To be eligible for the graduate Certificate in Disability Studies and Community Inclusion, a student must be matriculated into a graduate degree program or hold an graduate degree from an accredited institution. Students may be admitted with a nondegree status, but must complete a masters degree before being awarded the Certificate. Students must complete an application with the EHHS Graduate Studies office in White Hall.

Requirements for successful completion: The curriculum has been designed to meet the Guidelines for Disability Studies Programs established by the Society for Disability Studies in that the curriculum should be (a) interdisciplinary, (b) challenge the traditional/medical model view of disability, and (c) should include national and global perspectives of disability from a variety of perspectives. Students will complete a total of 16 credits, 6 credits in the core (RPTM 56001 & RHAB 67725) and 10 guided electives (3-3 credit courses, 1-1credit Special Topics Capstone). See attachment coursework requirements. A corresponding undergraduate proposal is being proposed to Undergraduate Council, however, these proposals are independent of each other.

Fiscal and Staffing Impact: Fiscally, this certificate could enhance student recruitment and retention. This Certificate will not only enhance current program offerings within the College and across the Universtity by better preparing students to address this local and global diversity issue, but will position the University to compete with other similar institutions that currently offer this type of curriculum. It could potentially attract and retain students who are interested in obtaining a broader knowledge base of disability issues. Additionally, because it is designed as a Certificate, it has the potential of attracting professionals in a variety of fields (e.g., law, student accessibility services, public health, tourism) to further their education on how to meet the needs of a diverse population, thus increasing tuition revenues. A faculty member in SELS who has the academic, research, and practice background is qualified to teach, advise students, and monitor this program. She previously taught the therapeutic recreation emphasis in the Recreation, Parks, and Tourism major which was inactivated in 2006. With the inactivation of the therapeutic recreation emphasis, clerical and faculty support is in place. Members of the Faculty Learning Community on Disability Issues have agreed to serve as mentors to students as well.

Alternatives and Consequences: The alternative is to not establish this Certificate with the consequence being an inability to meet student needs in preparing them to work in a diverse, global environment, not attracting students or professionals who may be interested in studying this area of diversity, and not meeting local, regional, national or global needs of this segment of our population.

Specific Recommendation and Justification: see above

Timetable and Actions Required:
SELS Curriculum Committee December 2, 2008
EHHS Curriculum Committee December 12, 2008
EPC January 5, 2009

Certificate on Disability Studies and Community Inclusion-Graduate
Required and Elective Course work

Required (6 credit hours):
RHAB 67725 Psychosocial Impact of Disabilities 3 credits
ELS 56001
Principles and Methods of Community Inclusion 3 credits

Elective (10 credit hours): . . . . . 10 credits
16

College of Education, Health and Human Services
School of Family and Consumer Studies
HDFS 54020 Adolescent Development
HDFS 54021 Family Interventions Across the Lifespan

School of Exercise, Leisure, & Sport
ELS 65592 Internship in Motor Development

Department of Educational Foundations and Special Services
SPED 63200 Introduction to Exceptionalities*
SPED 53050 Characteristics of Students with mild/moderate Intervention Needs
SPED 53051 Characteristics of Students with moderate/intensive Intervention Needs
SPED 53070 Planning and Programming for Transition Needs
SPED 53030 Classroom and behavior modification
SPED 53309 Introduction to Deaf Culture

Department of Adult, Counseling, Health & Vocational Education
HED 57091 Current Issues in Health Education and Promotion
HED 64050 Health Behavior
HED 64051 Behavioral Aspects of Disease

Department of Teaching, Leadership, & Curriculum Studies
EDAD 66518/76518 Law and Special Education

College of Arts and Sciences
Department of Sociology
SOC 52558 Wealth, poverty, and power
SOC 52563 Sociology of Health and Health Care

Department of Political Science
POL 70707 Law, Justice, and Society

Department of Psychology
PSYC 61580 Social Psychology

Department of Anthropology
ANTH 58250 Culture and Curing

~~Department of English~~
~~ENG 59895 Special Topics in Rhetoric, Composition, & Writing~~
~~ENG 57101 Critical Rhetorical Studies of Texts in Contexts~~

College of Communication and Information Sciences
COMM 55459 Communication and Conflict
COMM 55960 Health Communications

College of the Arts
School of Theater
THEA 61094 College Teaching in Theater

School of Music
MUS 50295 Special Topics Music in Special Education

Course ELS ~~55096~~ 63096, a one credit hour Individual Investigation must be completed as a capstone course. It can be completed in conjunction with a required or elective course, in which case course credit hours will be determined by faculty and student at registration, or as a stand-alone course.

*Course is prerequisite for others in department
Note: Courses were selected based on the Guidelines for Disability Studies Programs established by the Society for Disability Studies. See Proposal Summary for criteria.

Endorsements for the Certificate program and Approval of use of courses as electives*

For ease of referencing, approved courses and support has been highlighted in yellow for undergraduate and green for graduate courses. Students will be advised when a course requires a prerequisite course. Approval of course from the College of Fine Arts is in a separate adobe document attached to this proposal.

Dear Dr. Devine:

I am delighted to offer the support and endorsement of the Center for Disability Studies and the Rehabilitation Counseling Program for the proposed Certificate in Disability Studies and Community Inclusion. I have carefully reviewed the proposal, and I am convinced that offering a Certificate in Disability Studies and Community Inclusion will constitute a valuable service to KSU students. Moreover, it will help to continue our efforts to make disability issues an important element of planning and programming in both academic and student affairs.

The slate of courses for the certificate do not encroach upon any of our academic programs or courses, and [redacted] course among your course offerings.

Please let me know if I can provide any additional information. Thank you again for taking the lead in this most important initiative.

Sincerely,

Phillip Rumrill
Professor & Coordinator
Rehabilitation Counseling Program
[redacted]

November 13, 2008

To Whom It May Concern:

I am writing in support of Dr. Mary Ann Devine's request to establish a Certificate Program in Disability Studies and Inclusion at Kent State University. I have been assisting Dr. Devine for the past two years with this project in my capacity as the Facilitator of the Faculty Learning Community on Disability Issues; of which Dr. Devine is a member.

Each university or college in the United States that receives federal funding is required to have a Student Accessibility Office on their campuses. We have recently discovered that there is no certification program for these professionals. Therefore, the Certificate Program in Disability Issues and Inclusion will be available to this segment of the population as well as community members, undergraduate and graduate students. This opens many opportunities for enrollment into this program.

Dr. Devine has presented information several times to Faculty Learning Community on Disability Issues regarding her progress with the Certificate Program. Each time the membership has wholeheartedly and enthusiastically supported her in developing this Certificate Program. I can say, without reservation, the members of the Faculty Learning Community on Disability Issues would like to see this program come to fruition.

Sincerely,

Callista Stauffer

Callista Stauffer
Academic Program Coordinator
Facilitator for the Faculty Learning Community on Disability Issues

Mary Ann,

The following courses are both 40000/50000 courses and I have no objection to them using the course. However, if the student took the course as an undergraduate, we generally do not allow them to repeat that course for graduate credit.

[redacted]

The following is, by my records, no longer in the Graduate Catalog. It was a course that was idiosyncratic to faculty member who has long since left the university.

SOC 52665 Sociology of Architecture and Planning

Let me know if you have any further questions.

Richard

Richard T. Serpe, Ph.D.
Chair and Professor of Sociology

Department of Sociology
Kent State University
P.O. Box 5190
Kent, OH 44242-0001

email: rserpe@kent.edu
voice: (330) 672-4896
fax: (330) 672-4724

Dear Dean Haley:

The English Department is happy to support this proposal and would welcome students in the Certificate into the undergraduate and [redacted] English courses identified as electives.

Sincerely,

Ron Corthell

Ronald Corthell
Professor and Chair
Department of English
Kent State University
Kent, OH 44242
T 330-672-2676
F 330-672-3152
rcorthel@kent.edu

[redacted]

From: DEVINE, MARY ANN
Sent: Friday, November 07, 2008 2:35 PM
To: Dellman-Jenkins, Mary
Subject: RE: course elective approval

Thanks Mary. May we use these courses at the graduate level as well?

From: Dellman-Jenkins, Mary
Sent: Thursday, November 06, 2008 3:42 PM
To: DEVINE, MARY ANN
Subject: RE: course elective approval

Dear Mary Ann,
Thank you for integrating our HDFS courses ([redacted]/44020 and [redacted]/44021) into the Certificate in Disability Studies and Community Inclusion.
Please consider this email documentation that HDFS faculty members approve your request.

Mary Dellmann-Jenkins
Director, School of Family and Consumer Studies

David Odell-Scott, Chair of Philosophy, just emailed me back. He supports the inclusion of PHIL 21001 in the Disability Certificate.

Best regards,
Mary Ann

Mary Ann Haley, Ph.D.
Assistant Dean for Curriculum
College of Arts and Sciences
Kent State University
105 Bowman Hall
330-672-8968

Dear Dr. Devine,

The purpose of this message is to approve your request to incorporate RPTM 36040, PEP 45037, and [redacted] as electives in the Certificate in Disability Studies and Community Inclusion.

Wayne W. Munson, Ph.D.
Professor and Director
School of Exercise, Leisure and Sport
College and Graduate School of Education, Health, and Human Services
Kent State University

Folks,

I can't be sure that you've received a response from SPED before now. I remember writing it, but I can't find it so I want to follow-up.

The SPED faculty were challenged by the proposal as the courses identified had pre-requisites that posed a problem for us. Here's an alternative that we can live with.

1. Take Intro to Exceptionalities 23000 or [redacted] first
[redacted]
3. Deaf ed asks that you instead consider [redacted]/43309 Intro to Deaf Culture

Lyle (Barton, Educational Foundations and Special Services)

Hi Mary Ann,

Anthropology reports that due to issues with faculty staffing they will not be offering ANTH 38240 Culture and Personality regularly. They suggested we look to Psychology for a Social Psychology course. PSYC [redacted]/41532 Social Psychology (prerequisite PSYC 11762) is offered every fall and spring. Anthropology does plan to continue offering ANTH [redacted]/48259 Culture and Curing (prerequisite ANTH 18210) regularly. Both departments support the inclusion of their undergraduate and [redacted] courses in your proposed certificate.

Best regards,
Mary Ann

Mary Ann Haley, Ph.D.
Assistant Dean for Curriculum
College of Arts and Sciences
Kent State University
105 Bowman Hall
330-672-8968

Mary,

Based upon feedback from College of Business Administration faculty, we support your use of BUS 10123 (instead of BMRT 11000), MKET 35035 and MIS 24053 in your curriculum for the certificate.
Liz Sinclair

I wanted to follow up with you regarding your proposed certificate on Disability Studies and Community Inclusion. I sent an email to all the Arts and Sciences departments that had courses listed as possibilities. To date I have heard back from three departments. Sociology approves the inclusion of their undergraduate courses but would like to remind you that SOC 12050 is a prerequisite for the 30000-level courses. Political Science approves the inclusion of undergraduate and [redacted] courses but POL 40320 requires POL 10300 as a prerequisite. The correct title of POL 10301 is Diversity in American Public Policy. Biological Sciences suggests that a different sequence might serve the needs of your students better. They suggest BSCI 20020 Biological Structure and Function, BSCI 30030 Human Physiology, and BSCI 30050 Human Genetics. The course you proposed and its prerequisites are for BSCI majors and Elements of Genetics is considered one of the two most difficult courses in the department.

I have not heard back from Justice Studies, Philosophy, Anthropology and English. I'll email those Chairs again.

Best regards,
Mary Ann

Mary Ann Haley, Ph.D.
Assistant Dean for Curriculum
College of Arts and Sciences
Kent State University
105 Bowman Hall
330-672-8968

Mary Ann-We [redacted] Thank you

Don Bubenzer, Chair
Department of Adult, Counseling, Health, and
Vocational Education
Professor, Counseling and Human Development Services
College of Education, Health, and Human Services

Justice Studies approves the use of JUS 26074 your proposed certificate. The other course (JUS 38002) is used in the Paralegal Studies program and I have contacted Hedi Nasheri to request her approval. I'll let you know when I hear back from her.

Best regards,
Mary Ann

Mary Ann Haley, Ph.D.
Assistant Dean for Curriculum
College of Arts and Sciences
Kent State University
105 Bowman Hall
330-672-8968

I have reviewed the proposal carefully. The PLST course in Ethics that they have suggested is a logical course for this certificate, however, the other PLST course which will be very relevant to the topic is Administrative Law and Process, JUS 38003 . This course directly relates to the issues of disability and inclusion, the various government agencies that address issues related to fair employment, housing and other related topics are discussed in this particular course. It would be wise to add this course to their curriculum for this certificate. Both these courses can be taken by these students as electives. The students pursuing this certificate will be exempt from taking the prerequisite courses since they will not be pursuing a paralegal major or minor and will not be practicing paralegals. However, some students may find these courses challenging without having had any exposure to JUS 18000 the intro class. Let me know if I have answered your question.

Best, Hedi

Mary Ann: The School of Communication Studies has reviewed the proposal for the Certificate Program in Disability Issues and approves including the following courses from our school as electives in the program:

- COMM 35821 Intercultural Communication
- COMM 4/[redacted]
- COMM 4/[redacted]
- COMM 26000 Criticism of Public Discourse

Thank you for considering Communication Studies courses in this new curriculum. If I may be of additional assistance, please advise. Rozell Duncan

Rozell R. Duncan, Ph.D.
Assistant Professor, Advisor and
Undergraduate Coordinator
School of Communication Studies
Kent State University
P.O. Box 5190
Kent, Ohio 44242-0001
Phone: (330) 672-0184
Fax: (330) 672-3510

KENT STATE
UNIVERSITY

November 4, 2008

Dr. May Ann Devine, CTRS
School of Exercise, Leisure and Sport
Kent State University
Kent, OH 44242

Dear Professor Devine:

On behalf of the College of the Arts and at the request of Professor Barbara Verlezza, I write to endorse the inclusion of the following courses for the Disability Studies/Community Inclusion Certificate. Also listed is the name of each school, program director, or contact professor.

College of the Arts
Courses for Inclusion in Disability Studies/Community Inclusion Certification Program

School of Theatre and Dance, Cynthia Stillings, Director

- THEA 61094 College Teaching in Theater (Graduate Course)/topic within course.
- Special Topics – Approval when appropriate and relevant.

School of Theatre and Dance, Andrea Shearer, Dance Program Director

- DAN 27076 Dance as an Art Form (LER Fine Arts Course) (3)/topic within course.
- DAN 27057 Dance for Children (Dance Education course) (3)/topic within course.
- Special Topics – Approved when appropriate and relevant.

School of Fashion Design and Merchandising, Dr. Elizabeth Rhodes, Director

- Special Topics – Approved when appropriate and relevant.

School of the Art, Dr. Christine Havice, Director

- ARTE 41002 Art Education: Methods and Materials (3)/1 out of 3 credits is dedicated to methods of adaptive art.
- ARTE 41003 Art Education: Field Experience (3)/hands-on teaching experience in different sites, such as detention centers, center for students with special needs, etc.
- Special Topics – Approved when appropriate and relevant. Contact Professor: Dr. Robin Vande Zande

School of Music, Dr. Denise Seachrist, Interim Director

- ST: MUS 40295: Music in Special Education (Graduate Special Topics Course).
  Student must meet requirements of pre-service music teachers (i.e., ability to read/sight-read music).
- Special Topics – Approved when appropriate and relevant. Contact Professor: Dr. Linda Walker

Sincerely,

Timothy J.L. Chandler
Dean

College of the Arts
Office of the Dean
P.O. Box 5190 • Kent, Ohio 44242-0001
330-672-2760 • Fax 330-672-4706 • http://www.kent.edu/artscollege

SKELLY, KATHLEEN

Subject: FW: certificate on disability studies and community inclusion

-----Original Message-----
From: THOMAS, STEPHEN
Sent: Monday, December 15, 2008 6:51 PM
To: DEVINE, MARY ANN
Subject: RE: certificate on disability studies and community inclusion

That would be fine. Also, I teach a higher education disability course--The Administration of Student Disability Services. If your certificate will be used by those addressing the needs of adults with disabilities, that course as well may be useful. Stephen Thomas

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From: DEVINE, MARY ANN
Sent: Monday, December 15, 2008 12:35 PM
To: THOMAS, STEPHEN
Subject: certificate on disability studies and community inclusion

Hi Steve,
I am a faculty member in SELS and proposed a Certificate on Disability Studies and Community Inclusion on Friday at the college graduate curriculum committee. The Certificate was approved and one of the council members suggested including EDAD 66518/76518 Law and Special Education as an elective (see attached proposal summary and list of course electives). After reviewing the course description, I would agree that this course could be a useful addition to a graduate student who is pursuing this certificate program of study. Thus, I am asking your permission to include it on the list of electives. There is a bit of urgency with this request as the staff need completed paper work this week so forms are ready to go to EPC on 1/5/09.
Please feel free to contact me if you have questions or would like to discuss this further.
Mary Ann

Dr. Mary Ann Devine, CTRS
School of Exercise, Leisure, & Sport
Kent State University
P.O. Box 5190
Kent, OH 44242
phone: 330-672-0214
fax: 330-672-4106

PROPOSAL FOR NEW DEGREE
BACHELOR OF APPLIED STUDIES

A. Nature of Request

Kent State University seeks approval for the establishment of an adult degree-completion program, the Bachelor of Applied Studies[1].

The program will be offered on all seven of Kent State's Regional Campuses; its academic home will be the university's College of Education, Health and Human Services, with that college's Department of Adult, Counseling, Health and Vocational Education providing oversight in cooperation with the Regional Campuses and the University Provost.

B. Objectives for the Proposed Program

1. State the general and specific educational objectives of the program.

The degree is designed primarily to target place-bound, time-bound adults in Ohio regions served by Kent State's campuses who hold an associate degree or have completed some college coursework. Upon completion of the program, graduates will be able to: (1) demonstrate a working knowledge of the competencies required in a professional work situation; (2) plan a job search advancement strategy that utilizes knowledge and skills developed during the learning program; and (3) apply acquired skills in the role of professional practitioner within a chosen discipline.

2. Describe how this program will help achieve the goals and objectives of your institution in terms of its role and 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. The offering of this completion degree also meets several of Kent State's strategic goals: *focus on those we serve; engage with the world beyond our campuses;* and *build and sustain relationships that foster success*.

3. **Describe any unique characteristics or resources that make it particularly appropriate for yourinstitution to offer the proposed program.**

Since his appointment, Chancellor Eric D. Fingerhut of the Ohio Board of Regents has challenged all regional campuses in the state to offer more baccalaureate programs and to meet the needs of returning adult students. This degree demonstrates how Kent State is responding to those directives.

As the primary intention of the program is for an adult population that is constrained by time and location, the Bachelor of Applied Studies was designed to be exclusively offered on the seven Regional Campuses, which have a long history of working with adult students and have the faculty and other resources to assure the success of the program. In the future, as the program achieves momentum and the support structure is able to be replicated, Kent State will explore offering the program on the university's main campus as well.

C. Rationale and Need for the Program

1. Explain the rationale of this program.

The Governor's Commission on Higher Education and the Economy (CHEE) report[2] emphasizes the need for the state's citizens to attain bachelor's degrees and to be proficient workers as business and industry seek to thrive in a knowledge-based economy. Seiber[3] writes that "Employers need self-motivated employees who can transition quickly, work well in temporary teams, constantly learn new technology and new skills, strive for continuous improvement, and succeed at reaching team-set goals."

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[1] Please note that in some appendices to this proposal, the degree is referred to in its previous incarnations: Bachelor of Integrative Studies, Bachelor of Professional Studies, Bachelor of Applied Career Studies.

[2] "Building on Knowledge, Investing in People: Higher Education and the Future of Ohio's Economy," www.chee.ohio.gov, 2004.

[3] Sieber, Al, "Adult Students Need Resilient, Emotionally Intelligent Colleges," www.adultstudent.com/eds/articles/usinggei.html, 2004.

Based on data from the 2000 census, the 25+ age group with some college coursework but no degree in the counties served by Kent State's Regional Campuses numbers over a half-million adults. This adult market is the fastest growing audience for higher education in the state. Data from the National Center for Educational Statistics[4] projected that 16 million students would attend colleges and universities in 2010, of which more than half would be adults.

With this degree program, Kent State will be reaching three underserved populations: (1) adult students who need a nontraditional degree with greater flexibility in delivery modes and accelerated course scheduling; (2) working adults who must have a bachelor's degree for continued employment or advancement in an existing field; and (3) working adults whose organizations need employees with a bachelor's degree that contains an element of coursework adapted to the special needs of those organizations. Therefore, it is critical to offer a baccalaureate program that is tailored to the specific needs of adults with limited college experience; one that is nontraditional but prepares learners to work effectively in today's knowledge-based economy.

Data[5] shows that students who complete an associate degree at one of Kent State's Regional Campuses or leave before earning the degree do not continue their education at other institutions. Thus, Kent State has a responsibility to provide these place-bound adults with an alternative baccalaureate pathway to achieve their educational goals.

2. **Note the benefits for students, the institution and the region or state of initiating this program.**

The program will provide articulation opportunities for associate degree programs at Kent State and other institutions that have no baccalaureate program to which they can fully articulate, and for students who are denied admission to highly selective associate degree programs for which they have completed preparatory coursework. The program will also serve students who have completed some college coursework but have no degree.

In addition, this degree program will meet the needs of adult (aged 25+) students who have not yet declared a major. In 2008, there were 954 adult students with undeclared majors at Kent State's Regional Campuses[6].

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.**

Data from both the CHEE report[1] and the Ohio Board of Regent's Report on the Condition of Higher Education in Ohio[7], indicate the need for baccalaureate graduates to respond to the demands of a global society. In Ohio, to reach international competitiveness goals by 2025, 55 percent of the state's population aged 25-64 must have a college degree, and a 45.9 percent increase in annual associate and bachelor's degree production must occur in the public sector alone.

A survey[8] of 71 employers in the service areas of Kent State's Regional Campuses revealed that employers prefer to hire people who think critically and act creatively; contribute meaningfully to teamwork in a diverse world; possess a global awareness in a complex world; understand the context and implications of a global society and economy; and apply effective communications skills to their life. The program's curriculum is built to develop those competencies considered desirable by employers.

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[4] Aslanian, Carol B., "College Students 2000: The Impact of Adult and Non-traditional Students on American Campuses," College Board Conference, Washington, DC, December 6-7, 1999.
[5] "Mobility of Regional Campus Students," Office of Research, Planning and Institutional Effectiveness, Kent State University, December 14, 2004.
[6] "15th-Day Enrollment Statistics," Office of Research, Planning and Institutional Effectiveness, Kent State University, 2008
[7] "Meeting the State's Future Needs," Ohio Board of Regents, http://uso.edu/downloads/documents/CR_SummaryPiece.pdf, March 31, 2008.
[8] Barrett, Bruce, "Employer Validation of Competencies," Office of Research, Planning and Institutional Effectiveness, Kent State University, March 2006. (Appendix B).

The employers represented (not an inclusive list):

- Job and Family Services
- Hospitals
- Rubber Manufacturer
- Community Action Agency
- Banks
- Federal Credit Union
- Advertising Agency
- Machine Industry
- County Mental Health Board
- Health Care Facilities
- Pet Products Manufacturer
- Chemical Corporation
- Processing Facilities
- Plastics Manufacturing Plant
- Insurance Agencies
- Retirement Services

4. Indicate any licensure or certification requirements for which this program will prepare students.

There are no licensure or certification requirements.

5. Describe and document any needs, other than employment opportunity, that will be met by the proposed program.

As noted earlier, the program will meet the access needs of a potential one-half million Ohio adults with less than a bachelor's degree. It will offer courses through attractive schedules (e.g., accelerated and weekend programming) and instructional modes (e.g., distance learning) for adult students who, because of external obligations (e.g., work, dependent care), must have a program that is both flexible and specifically located.

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.

Confirmation of student interest in the proposed degree program came from student focus groups[9], through input from the program's developers (faculty who have daily contact with students) and from advisor feedback regarding currently enrolled students.

Projected Full-Time Enrollments for the Bachelor of Applied Studies

	Ashtabula	E. Liverpool	Geauga	Salem	Stark	Trumbull	Tuscarawas	Total
AY1	2	14	5	15	15	4	10	**64**
AY2	3	14	8	16	23	8	19	**91**
AY3	6	15	10	16	31	10	31	**118**
AY4	10	15	12	16	42	10	42	**148**
Total	21	58	35	63	111	32	101	**421**

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.

Three programs that may be deemed similar are Malone College's Bachelor of Accelerated Studies and Kent State's Bachelor of General Studies and Bachelor of Science in Technology 2+2 articulation programs. Ohio University's Bachelor of Technical and Applied Studies is the only known comparable program approved by the Ohio Board of Regents.

8. Explain how these programs differ from the one proposed.

The Bachelor of Accelerated Studies is limited in scope as its curriculum focus is solely business. In addition, the program is not affordable for most adult learners.

The Bachelor of General Studies does not provide for articulation of all or most of the credits earned in a completed associate degree program. It also does not offer a prescribed employer-validated curriculum, or deliver major courses via per-determined accelerated scheduling options and alternative instructional modes.

[9] "Student and Employer Focus Groups to Solicit Feedback Regarding a Bachelor of Integrative Studies Degree Program," Office of Corporate and Community Services, Kent State University, Stark Campus, 2005. (Appendix C)

The Bachelor of Science in Technology 2+2 articulation programs do not offer fields of study other than ones that are technology related

In comparison, the Bachelor of Applied Studies provides for articulation of all or most of the credits earned in a completed associate degree, as well as offering flexible, alternative and accelerated course scheduling. It also provides skills and knowledge validated by employers as needed on-the-job competencies. The curriculum in the program is derived from a variety of disciplines and leads to the development of competencies that can be applied in myriad work situations. For example, the program is designed to prepare a self-motivated worker in any setting to transition quickly, work well in temporary teams, constantly learn new skills, strive for continuous improvement and succeed at reaching team-set goals,

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 among institutional purposes and explain how this has been established.

In 2004, deans from Kent State's colleges and Regional Campuses participated in a retreat chaired by the provost and vice president for regional development. One outcome of the deliberations and discussions at the retreat was the need for a degree program for adults with little or no higher education background, and one that responded to employer demand for a program that develops skills/knowledge needed for success in various work settings. An advisory committee was created, comprised of representatives from all the colleges and Regional Campuses, to advise on the overarching quality framework for the program. Data was provided by Kent State's Office of Regional Development Outreach Marketing,[10] which reported on research with adult learners in Northeast Ohio.

A committee of faculty from the Regional Campuses who teach in diverse disciplines was charged to shape the curriculum, with regular consultation with administrators and faculty from the university's colleges, schools and departments whose courses have become part of the curriculum. The committee researched literature, commissioned focus groups[9] of adult students and employers and requested a survey[8] of employers located in the areas served by the Regional Campuses. As a result, 10 competencies emerged as the heart of the degree program. The committee consulted with university academic units to develop the curriculum with learning outcomes that match the 10 competencies.

To complete the curriculum, the Department of Adult, Counseling, Health and Vocational Education created two new courses; and the School of Library and Information Services, in conjunction with Library and Media Services, created a third new course. Throughout the process, the Regional Campuses Office of Academic Affairs oversaw each step, meeting with administrators from individual academic units and each of the Regional Campuses to ensure cooperation and commitment in offering the full curriculum, advising support and other resources at each campus.

2. Describe how and when institutional clearances or approvals for the new program were achieved.

Institutional approvals were accomplished according to the following schedule:

Department of Adult, Counseling, Health and
Vocational Education Curriculum Committee..... May 2, 2008
College of Education, Health and Human Services
Undergraduate Council..... May 2, 2008
Educational Polices Council ..... May 19, 2008
Faculty Senate..... July 14, 2008
Kent State University Board of Trustees ..... August 29, 2008
Submitted to the Ohio Board of Regents..... August 29, 2008

[10] Market Research Report: "Strategies for Reaching Adult Learners," Office of Regional Development Outreach Marketing, Kent State University, November 16, 2007 (Appendix D)

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).**

   In addition to the Kent State Market Research Report[10], mentioned above, the curriculum committee relied upon the services provided from Kent State's Office of Research, Planning and Institutional Effectiveness and the Stark Campus Office of Corporate and Community Services to assess need through focus groups and surveys. There was, and will continue to be, ongoing communication and consultation with the various Kent State colleges, departments, schools and Regional Campuses.

E. Academic Control

1. **Describe administrative arrangements for the program (department, college and/or school involved).**

   The Department of Adult, Counseling, Health and Vocational Education—located within the College of Education, Health and Human Services—is the academic home of the Bachelor of Applied Studies degree program, and therefore, will have a substantial role in the review and approval of the program's ongoing direction and needs. Degree-granting authority for the program rests with the seven Regional Campuses, which are authorized by the Ohio Board of Regents to grant nontraditional degrees such as this program. Individual academic departments and schools who own courses within the curriculum are responsible for academic content and approval of teaching faculty.

   The Regional Campuses Office of Academic Affairs, under the auspices of the Office of the Provost, will provide administrative support for this degree, as it does for all Regional Campuses programs.

   A program coordinator has been appointed and will work with all components of the program to assure appropriate evaluation and reliability. The curriculum committee who developed the program will continue to meet and review the program's effectiveness, consider appropriate changes and act as quality assurance resources.

   Faculty members teaching in the program are responsible for ensuring the integration of the curriculum at their campuses and for working with the individual departments and schools to keep the curriculum current. The deans and faculty members of the Regional Campuses are primary stakeholders in the degree and are committed to its success and innovative approaches.

   As with all programs offered on the Regional Campuses, the Bachelor of Applied Studies will undergo a formal program review every five years.

   Faculty to teach on the Regional Campuses; NTT (non-tenure track); T (tenured); TT (tenure track)

Course	Ashtabula	E. Liverpool	Geauga	Salem	Stark	Trumbull	Tuscarawas
CACM 32020	See note	See note	See note	T Assoc Prof	See note	See note	See note
CHDS 37800	See note	See note	See note	TT Asst Prof Adjunct	See note	See note	See note
CHDS 37900 **CHDS 47900**	New courses; tenured faculty from the College of Education, Health and Human Services will teach initial classes. As enrollment increases, select Regional Campuses faculty will be prepared through continuing education to teach.						
COMM 35852	NTT Asst Prof	T Professor	See note	T Professor	TT Assoc Prof	See note	T Assoc Prof
COMM 35864	NTT Asst Prof	T Professor	See note	Web delivered Kent campus	Web delivered Kent campus	See note	See note
COMT 11000	See note	T Asst Prof TT Asst Prof NTT Asst Prof Adjunct	NTT Lecturer	T Asst Prof TT Asst Prof	See note	T Assoc Prof T Assoc Prof	T Assoc Prof NTT Asst Prof
COMT 12000	See note	T Asst Prof TT Asst Prof NTT Asst Prof Adjunct	NTT Lecturer	T Asst Prof	See note	T Assoc Prof T Assoc Prof	T Assoc Prof
ENG 30063	TT Assoc Prof	T Assoc Prof TT Asst Prof NTT Asst Prof NTT Instructor	NTT Lecturer	T Asst Prof	TT Assoc Prof	T Professor NTT Asst Prof	T Assoc Prof

Course	Ashtabula	E. Liverpool	Geauga	Salem	Stark	Trumbull	Tuscarawas
HED 46052	NTT Asst Prof	See note	See note	NTT Asst Prof	See note	See note	See note
LMS/LIS 30010	New course to be taught by Library faculty at Regional Campuses and Kent campus (sent via distance learning)						
MATH 30011	TT Assoc Prof	See note	See note	T Assoc Prof	TT Assoc Prof	T Professor T Assoc Prof T Assoc Prof	T Professor
MIS 24053	See note	See note	See note	T Asst Prof TT Asst Prof	NTT Lecturer	See note	See note
MIS 24163	Adjunct master's	TT Asst Prof	TT Asst Prof	T Assoc Prof	Adjunct	T Assoc Prof	TT Asst Prof
MIS 34165	Adjunct master's	TT Asst Prof	TT Asst Prof	T Assoc Prof	TT Asst Prof	T Assoc Prof	TT Asst Prof
PSYC 31773	TT Asst Prof	T Assoc Prof	Adjunct PhD	See note	TT Assoc Prof	NTT Asst Prof	See note
SOC 32570	TT Assoc Prof	NTT Asst Prof	Adjunct PhD	T Assoc Prof	See note	T Assoc Prof	NTT Asst Prof
TECH 36401	See note	T Asst Prof TT Asst Prof NTT Asst Prof	TT Asst Prof	See note	See note	T Assoc Prof	See note

Note: Course will be offered on that campus through an arrangement with either the Kent campus via distance learning or other Regional Campuses via shared faculty or distance learning.

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.**

   None at this time, although possible cooperative arrangements will be explored once the program is implemented.

3. **Specify the articulation arrangements with other institutions that will be in effect for the program. Attach appropriate documentation for such arrangements, if any.**

   Kent State will be reaching out to regional institutions, organizations and agencies to begin articulation discussions once the program is underway and sound.

F. Curriculum

The program is 121 credit hours, the minimum required for graduation at Kent State. Broken down, the curriculum consists of 36 credit hours of the Kent State Liberal Education Requirements; 44 credit hours of the major requirements, which cover development of foundational skills, a career focus and behavioral, cultural and social dimensions; a 3-credit-hour computer literacy course; a 3-credit-hour general elective; and 34 credit hours of applied courses that derive from a student's major in an earned associate degree or officially declared Kent State minor(s) or an individualized specialization.

The individualized specialization is designed by the learner in consultation with an advisor and is incorporated into the program to assure that the student can achieve specified goals that, typically, do no align with traditional baccalaureate programs. In addition, the individualized specialization will also benefit organizations that can design a specialization particular to the needs of its student employees. Because adults are highly motivated, focused and goal orientated, their ability to make choices is critically important.

The curriculum was developed to prepare learners to work effectively in today's knowledge-based economy and in organizations that are becoming smaller, smarter and swifter to respond to market conditions. As Savickas[11] states, "these organizations 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 necessitates that learners assume responsibility for pursing "intelligent portfolio careers." Three courses in the program—CHDS 37900 Applied Studies Cornerstone, CHDS 47900 Applied Studies Capstone Seminar and HED 46052 Stress: Recognition and Management—are devoted to this career activity. These courses constitute 16 percent of the applied studies courses, or five percent of the total program.

The remainder—84 percent of the applied studies courses—are the means through which students develop the competencies to assure their success in meeting the requirements of any employment position they assume.

[11] Savickas, Mark L., Concept Paper: Preamble to the Proposal for the Bachelor of Applied Studies, Kent State University, 2007 (Appendix E)

One major outcome of the capstone and cornerstone courses is to help students integrate content. The cornerstone course instructs students on how the work role in industrial and information societies has evolved to its current organization; it focuses on the transformation of jobs and careers for the 21st century; and it facilitates students to construct a meaningful plan for using the curriculum to prepare for their work futures. By using interviews and standardized instruments (e.g., Myers-Briggs), students refine their career interest and worker strengths and challenges. This information helps develop areas of individualized specialization. Students complete the cornerstone with a map of courses and learning goals that will guide them to program completion.

The capstone is a summative course designed to assist students to articulate and integrate the 10 competencies considered desirable by employers, and to develop a descriptive portfolio that provides evidence of this integration.

As the capstone requires development of a portfolio to display the competencies achieved and to illustrate an integration of the learning that occurs, computer skills are a necessary prerequisite for this portfolio development. Adult students may not have the computer facility that younger students bring to the education process. Thus, two computer courses are required

Because today's workers who deal with rapidly changing environments are prone to stress-related illnesses, the stress management course mentioned above was included. It will serve to provide an understanding of self and of others with whom the program graduates may work.

Three courses in the program—COMM 35852 Intercultural Communication, SOC 12050 Introduction to Sociology and SOC 32570 Inequalities in Societies—are designated as having a diversity focus, while the course COMM 35864 Organizational Communication is designated as writing intensive. All undergraduate students at Kent State are required to take two diversity and one writing-intensive course; students in the Bachelor of Applied Studies are no exception.

Four courses in the program concentration on leadership—MIS 24163 Principles of Management, MIS 34165 Dynamics of Leadership, PSYC 11762 General Psychology and PYSC 31773 Industrial Psychology.

A course matrix, next page, demonstrates how the courses in the curriculum match up against the desired 10 competencies.

	10 Competencies	**Foundation Skills**	**Behavioral, Cultural and Social Dimensions**	**Organizational/ Career Development**	**Additional Required Courses**
1	**Self/Career Management**	CHDS 37900 Applied Studies Cornerstone	HED 46052 Stress: Recognition and Management	CHDS 47900 Applied Studies Capstone Seminar	
2	**Information Literacy**	LIS/LMS 30010 Information Fluency in the Workplace and Beyond			
3	**Statistics/ Algebraic Thinking**	MATH 30011 Basic Probability and Statistics			MATH 11010 Algebra for Calculus
4	**Communication**				
	Written	ENG 30063 Business and Professional Writing			ENG 11011 College Writing I ENG 21011 College Writing II
	Human		COMM 35852 Intercultural Communication		COMM 15000 Introduction to Human Communication
	Organizational			COMM 35864 Organizational Communication	
	Group		CHDS 37800 Small Group Process		

10 Competencies		Foundation Skills	Behavioral, Cultural and Social Dimensions	Organizational/ Career Development	Additional Required Courses
5	**Ethics**				PHIL 21001 Introduction to Ethics
6	**Computer Literacy**	TECH 36401 Applications of Technology Management Software			COMT 11000 Introduction to Computer Systems **OR** COMT 12000 Personal Productivity Software **OR** MIS 24053 Introduction to Computer Applications
7	**Civic Engagement**		SOC 32570 Inequality in Societies		SOC 12050 Introduction to Sociology
8	**Leadership**		MIS 24163 Principles of Management	MIS 34165 Dynamics of Leadership PSYC 31773 Industrial Psychology	PSYC 11762 General Psychology
9	**Critical Thinking**			CACM 32020 Strategic Planning	
10	**Diversity/ Internationalism**		COMM 35852 Intercultural Communication SOC 32570 Inequality in Societies		SOC 12050 Introduction to Sociology

1. **Describe the program, including each option and concentration, as it would appear in a catalog.**

The Bachelor of Applied 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 Studies requires a prescribed core of skills/knowledge-based courses that 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 program's curriculum 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 that can be used to advance their careers. A capstone course features a synthesizing of learning focused on the 10 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 an officially declared minor or develop a discipline specialization in consultation with an advisor.

To receive a Bachelor of Applied Studies, students must satisfy the 36-hour Liberal Education Requirements as indicated in this Catalog, the diversity and writing-intensive requirements anda minimum of 39 upper-division (junior- and senior-level) credit hours.

The cumulative grade point average must be minimum 2.00 for all coursework taken at Kent State University, and a minimum grade of C (2.00) must be earned in the applied studies courses.

This program is available at all seven Regional Campuses: Ashtabula, East Liverpool, Geauga, Salem, Stark, Trumbull and Tuscarawas.

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 credit hours in College of Business Administration courses may be counted toward stated degree requirements.

I. Destination Kent: First Year Experience 1

II. Liberal Education Requirements

- **Composition 6**
  - ENG 11011 College Writing I 3
  - ENG 21011 College Writing II 3
- **Mathematics and Critical Reasoning 3**
  - MATH 11010 Algebra for Calculus
- **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 declared minor or individualized specialization selected in consultation with an advisor 34

IV. General Elective (upper or lower division) 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. Applied Studies Courses 44

- **Foundational Skills**
  - CHDS 37900 Applied Studies Cornerstone 3
  - ENG 30063 Business and Professional Writing 3
  - LIS30010/LMS30010 Information Fluency in the Workplace and Beyond 3
  - MATH 30011 Basic Probability and Statistics 3
  - TECH 36401 Applications of Technology 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
  - CHDS 41891 Applied Studies Capstone Seminar 4
  - COMM 35864 Organizational Communication 3
  - MIS 34165 Dynamics of Leadership 3
  - PSYC 31773 Industrial Psychology 3

TOTAL 121-122

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 a ■)

CACM 32020 Strategic Planning (3) Course provides training in strategic planning, including assessing the current environment, developing goals and objectives, and establishing a timeline for action. Prerequisite: junior standing.

CHDS 37800 Small Group Process (2) (Cross-listed with HED 34060) Students learn to understand the dynamics of problem solving groups and how to become effective leaders and members. Topics include climate, goals, decision making, communication, leadership, membership. Experienced-based learning combined with conceptualizing. Prerequisite: none.

■ *CHDS 37900 Applied Studies Cornerstone (3)* This cornerstone course for the major in Applied Studies instructs students about how the work role in industrial and information societies has evolved to its current organization. It explains how the boundary-less 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 Studies to explore and prepare for possible selves and preferred futures. Prerequisite: Applied Studies majors.

■ *CHDS 47900 Applied Studies Capstone Seminar (4)* This is a summative course designed to articulate and integrate the ten competencies that are part of the bachelors degree in Applied Studies. In part, an electronic portfolio will be used to help describe familiarity with the competencies. Prerequisite: CHDS 37900 and Applied Studies majors.

COMM 15000 Introduction to Human Communication (3) An inquiry into the nature and function of human communication in interpersonal, group and public contexts. Prerequisite: none. This course may be used to satisfy the Liberal Education Requirements (LER).

COMM 35852 Intercultural Communication (3) Theory and application of communication between people of different cultures and different national systems. Prerequisite: none. This course may be used to satisfy the diversity requirement.

COMM 35864 Organizational Communication (3) Application of communication theory to organizational settings. Exploration of communication structures, processes and methods in organizations. Prerequisite: minimum C (2.0) grade in COMM 20000; and minimum C (2.0) grade in COMM 21000 or pass the Grammar Test with minimum 680 score; and minimum 2.25 cumulative GPA. This course may be used to satisfy the writing-intensive course requirement with approval of major department.

COMT 11000 Introduction to Computer Systems (3) Laboratory course covering basics of computer systems, including hardware, personal productivity software internet usage and file management. Prerequisite: none.

COMT 12000 Personal Productivity Software (3) Lab-oriented course covering concepts and integration of computer applications. Emphasis on software suites, specifically word processing, electronic spreadsheets, database and presentation applications. Prerequisite: none.

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. Prerequisite: appropriate placement test score. This course may be used to satisfy the Liberal Education Requirements (LER).

ENG 21011 College Writing II (3) Continuation of college writing instruction with emphasis on research and inquiry, culminating in a lengthy written and/or multi-modal project. Prerequisite: ENG 11011 or 11002; and minimum 24 credit hours. This course may be used to satisfy the Liberal Education Requirements (LER).

ENG 30063 Business and Professional Writing (3) Analysis of how textual genre function in business and professional settings. Students gain extensive individual and collaborative practice writing in these genres. Prerequisite: ENG 21011 with minimum C (2.0) grade; junior standing.

HED 46052 Stress: Recognition and Management (2) An examination of stress, its role as a predisposing factor for various illnesses and diseases, types of stressors, the body's reaction to stress, as well as techniques for recognizing, preventing and reducing stress. Prerequisite: none.

■ *LIS 30010/LMS 30010 Information Fluency in the Workplace and Beyond (3)* 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. Prerequisite: none.

MATH 11010 Algebra for Calculus (3) Study of elementary functions and graphs, including polynomial, exponential, and logarithmic functions; complex numbers; binomial theorem. Prerequisite: appropriate placement test score or MATH 10036 with minimum C (2.0) grade; no credit for MATH 11011 or 12001. This course may be used to satisfy the Liberal Education Requirements (LER).

MATH 30011 Basic Probability and Statistics (3) Analysis and representation of data. Controlled experiments and observations. Measurement errors. Correlation and regression. Sampling. Probability models and tests of models. Inference. Prerequisite: MATH 11010 with minimum C (2.0) grade.

MIS 24053 Introduction to Computer Applications (3) Develop competency in the operation of contemporary software and hardware applications. To develop an appreciation for the contribution of computers, software and the Internet to society. Prerequisite: none.

MIS 24163 Principles of Management (3) Introductory course in management and organizational design. The leading contributions in the area are reviewed and practical implications are developed. Prerequisite: sophomore standing.

MIS 34165 Dynamics of Leadership (3) Contemporary theories of management and leadership; practical application cases; personal assessment and opportunities to develop individual and group leadership. Prerequisite: minimum 2.50 cumulative GPA; and MIS 24163 or BMRT 11009.

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. This course may be used to satisfy the Liberal Education Requirements (LER) and the diversity requirement.

PSYC 11762 General Psychology (3) Introduction to the scientific approach to understanding human behavior and mental processes, such as emotions, perceptions, and cognitions. Topics may include personality, social and environmental factors, biological aspects of behavior, the experience of emotion and psychological disorders. Prerequisite: none. This course may be used to satisfy the Liberal Education Requirements (LER).

PSYC 31773 Industrial Psychology (3) Application of principles, facts and theories of psychology to people at work. Includes motivation and satisfaction at work, personnel selection and placement, training and development, performance appraisal, organization development, quality of work life, ergonomics and consumer psychology. Prerequisite: PSYC 11762.

SOC 12050 Introduction to Sociology (3) Scientific approach to understanding social interaction, institutions and organization. Prerequisite: none. This course may be used to satisfy the Liberal Education Requirements (LER) and the diversity requirement.

SOC 32570 Inequality in Societies (3) Sociological analysis of stratification and inequality in societies, and the social structures that produce and maintain them. Particular emphasis on the intersections of race, class, and gender in American society. Prerequisite: SOC 12050 and junior standing. This course may be used to satisfy the diversity requirement.

TECH 36401 Applications of Technology Management Software (3) Combination of computer and business applications for managing technology within an organization. Focus is on using emerging computer software programs for the enhancement of decision making. Course is 2 hours lecture, 1 hour lab. Prerequisites: BMRT 11000 and COMT 12000 and MATH 11011; or approval from full-time AAB faculty member.

3. **Describe the specific methods that will be used for revaluation of the proposed program following implementation.**

   As with all baccalaureate programs at Kent State, the Bachelor of Applied Studies will undertake continuous evaluation as prescribed by the Academic Quality Improvement Project (AQIP). Specific learner achievement will be measured according to the following process.

   Upon completion of the Bachelor of Applied Studies, graduates will be able to:

   - Demonstrate a working knowledge of the competencies required in a professional work situation
     - √ 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.
       - ♦ Assessment of learning and the e-portfolio will occur in the capstone course.
   - Plan a job search or career advancement strategy that utilizes the knowledge and skills developed during the learning program.
     - √ 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.
       - ♦ Assessment of the student's job preparedness and search/advancement activities will occur in the capstone course.
   - Apply acquired skills in the role of professional practitioner within a chosen field.
     - √ The learner will perform successfully in the work world and will be satisfactorily evaluated in the performance of his/her role as an employee.
       - ♦ Assessment will take place post graduation with feedback to the program via employer follow-up surveys.

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 is planned at this time.

G. <u>Facilities and Support Services</u>

1. **Describe facilities and equipment currently in existence at your institution that will be used for the proposed program.**

   The program is designed primarily around existing and regularly offered courses from several disciplines at Kent State University. Current classrooms and facilities will be used for these courses. Only three new courses require the addition of classrooms and schedule alterations. The seven Regional Campuses are adequately equipped with classrooms and learning resources to support enrollment in the program and the courses. Technology materials are in place and continuous technology updating plans are budgeted and carried out at each campus.

   All the courses in the program are offered at the Regional Campuses in either traditional or distance-learning settings. The university will continually assess enrollment and scheduling demands to decide if traditional course section offerings should be made distance learning to be able to more flexibly scheduled, and if growing enrollment in distance learning course sections necessitates a move toward a traditional in-class setting. The foremost intent will be to continually offer all courses at all campuses, scheduled to meet the needs of adult learners.

2. **Explain how existing facilities and equipment for the proposed program will affect existing programs.**

   During the initial years of the program, modest enrollments will be readily absorbed in the courses that are currently taught. Thus, facilities and equipment will not be affected beyond the campuses' capabilities. As enrollments increase, there may be a need to expand the number of sections of the various courses; however, since the students will be spread over seven campuses, any alterations will not be detrimental to existing programs.

3. **Describe additional facilities, facility modifications and equipment that will be required for use in the proposed program.**

   It is not anticipated the need for any additional facilities, facility modifications, or additional equipment for the proposed program. This program is truly multi-disciplinary, using resources and structures presently and successfully in operation.

4. **Indicate institutional plans for meeting any needs for additional facilities and/or support resources.**

   The primary institutional plan for the Bachelor of Applied Studies includes support resources in terms of faculty needed for the program. Kent State has on-staff and prepared faculty—full time and department-approved part time—to teach the curriculum, including the three new courses. As the program's enrollment increases, each campus will assess the courses for which additional faculty are needed to teach. The Regional Campuses will collaborate with the Department of Adult, Counseling, Health and Vocational Education to prepare faculty to be qualified to teach the cornerstone and capstone courses.

   Three groups will meet periodically to work through issues of creative scheduling, development of alternative course-delivery modes, student support services and program marketing. Members of these groups include the program coordinator; chair of the Department of Adult, Counseling, Health and Vocational Education; associate and assistant deans from the seven Regional Campuses; faculty who comprise the curriculum committee; and campus registrars, advisors and enrollment managers.

   At time of application, students will be assessed of the credits already achieved (associate degree or completed college coursework) and any special needs presented. An advisor will be provided for orientation and to help each student plan an appropriate schedule. All seven Regional Campuses are committed to work together to support this program, each using the services it provides for all students, most of whom are from the adult population.

   Because of the small populace on the Regional Campuses, there is a close relationship between faculty/staff and students that allows for more personalized advising, guidance and tutoring. This will be advantageous for the Bachelor of Applied Studies.

   As enrollment grows, there may be a need for additional services and expanded oversight functions. It is anticipated that tuition and subsidy as a result of program enrollment should more than cover budget demands for any additional faculty and staff.

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.**

   Regional Campus library directors have assessed 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 program's courses that are new to Regional Campuses.

H. Financial Resources

1. Provide a projected budget for the next four (4) academic years, indicating the total needs to support the proposed program.

Financial Summary	Year 1	Year 2	Year 3	Year 4
Revenue				
Enrollments	64	91	118	148
Tuition revenue	168,583	239,120	309,946	389,556
SII	0	221,145	267,410	360,128
Total revenue	168,583	460,265	577,355	749,684
Expenses				
Personal service:				
Faculty	6,000	123,000	210,690	346,011
Total personal service	6,000	123,000	210,690	346,011
Total staff benefits	1,920	39,360	67,421	110,723
Total Personal Service and Benefits	7,920	162,360	278,111	456,734
Current expenses:				
Total current expenses	21,000	21,000	30,000	20,000
Total expenditures	28,920	183,360	308,111	476,734
Excess(deficiency) of revenue/expenditures	$139,663	$276,905	$269,244	$272,950
NTT faculty hires (3–Yr.1, 2–Yr. 2, 3–Yr. 3)	6,000	123,000	84,000	129,000
Recruiting faculty ($5,000/faculty)	15,000	10,000	15,000	0
Misc expenses	1,000	6,000	10,000	15,000
Kent campus expenses	5,000	5,000	5,000	5,000
Total current expenses	$21,000	$21,000	$30,000	$20,000

Kent State University, Office of the University Budget
State Share of Instruction (SSI Rates per OBR), Fiscal Year (FY) 2008

Note: The SSI for FY08 was two percent above the FY07 amount plus an amount for "tuition subsidy." For internal revenue sharing agreements, the FY07 rates were increased by 2%.

Model	SSI Rate	Estimate per credit hour rate
General Studies I	1,136	38
General Studies II	1,779	59
General Studies III	3,852	128
Technical I	2,678	89
Technical III	6,525	218
Baccalaureate I	2,641	88
Baccalaureate II	4,257	142
Baccalaureate III	8,051	268
Masters / Prof I	9,651	322
Masters / Prof II	12,797	427
Masters / Prof III	20,019	667
MPD I	3,919	131

SSI Calculations		Blended	Average Blended
Courses	Cr Hrs	Rate	Rate/FTE
Major	44	115	3,450

2. **Indicate the adequacy of expected subsidy and other income to meet these needs.**

   Projected additional income from upper-division student enrollments is calculated on the assumption that the program will attract 21 new students in the first year and 101 students for all Regional Campuses by the fourth year. These projections are conservative, but with the emphasis on recruiting and retention, these numbers should be attainable. Tuition revenue generation for the four years will total $1,107,204 with SSI adding an additional $848,683. The total revenue projected for this program is $1,955,886 for the four years. The revenue projections are based on fiscal year 2008 tuition and SSI Rates, and there is a 0 percent increase in the future years. Estimated revenue projections are sufficient to cover the needs of the programs. It is expected that the program's initial enrollments will be as projected since increases in these numbers will cause an increase in the cost of instruction. Expenses in the first year cover developing the cornerstone and capstone courses, recruiting three new faculty members in Year 2 ($15,000), miscellaneous expenses ($1,000) and expenses for the Kent campus department ($5,000). Anticipated increases in faculty costs are projected in Year 3 (two new faculty members) and in Year 4 (three new faculty members). A proposed annual budget of $5,000 in subsequent years for Kent campus department expenses is anticipated.

   The unique aspect of this program is its multi-discipline contents. All courses, save three, are long-standing offerings that have been successfully taught over time. With creative scheduling and alternative instructional modes, no new faculty will be required for these courses. The College of Education, Health and Human Services is preparing existing faculty to teach the three new courses. Thus, there are no greatly additional expenses in terms of faculty, facilities, etc.

   The collaborative effort of the seven Regional Campuses assures a distribution of costs reflected in the budget presented in this proposal.

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.**

   Funding for instruction costs in the first year will be a reallocation of the campuses part-time faculty pool. This reallocation will be for class sections that are created for the upper-division offerings necessary for students in this degree program. Staffing costs for program and faculty support will be reallocated from existing programs and areas within each campus

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.)**

Appendix A

FINANCIAL STATEMENT FOR NEW DEGREE PROPOSAL

Institution: Kent State University

Proposed Program: Bachelor of Applied Studies Date: April 22, 2008

Contact Person for Financial Analysis: Timothy Martin, Executive Director of Administrative and Business Services

Phone: 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 Full-Time Enrollments Anticipated

Academic	
Year 1:	64
Year 2:	91
Year 3:	118
Year 4:	148

Increased State Subsidy Payments Anticipated

Academic	
Year 1:	$ 0
Year 2:	$221,145
Year 3:	$267,410
Year 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	$0	$221,145	$267,410	$360,128
Student Fees	$168,583	$239,120	$309,946	$389,556
Other	$0	$0	$0	$0
Total	**$168,583**	**$460,265**	**$577,355**	**$749,684**

Increases in Net Expenditures

	Year 1	Year 2	Year 3	Year 4
Net Faculty	$6,000	$123,000	$210,690	$346,011
Costs (Benefits @ 32%)	$1,920	$39,360	$67,421	$110,723
Administrative	$0	$0	$0	$0
Costs	$0	$0	$0	$0
Support Costs	$21,000	$21,000	$30,000	$20,000
Total	**$28,920**	**$183,360**	**$308,111**	**$476,734**

Brief Description of Income and Expenditure Increases:

_____
_____
_____
_____
_____
_____
_____

Academic Year of Program Initiation: _____

Filed: _____

Filed with: _____

Date: _____

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 8-Oct-08 Curriculum Bulletin _____
Effective Date Fall 2009 Approved by EPC _____

Department ~~HM - Hospitality Management~~ Family & Consumer Studies
College ~~EH - Education, Health and Human Services~~ Regional Campuses
Degree CER1 - Certificate <1 year
Program Name ~~HM~~ Program Code **C107** → previously titled Hospitality and Food Service
Concentration(s) Concentration(s) Code(s)
Proposal Revise Program

New Banner code: C142
Hospitality Management

Description of proposal:
Revision of the Hospitality Manangement Program Certificate (C107); revisions include removal of inactive courses, addition of entry-level management courses, and addition of an elective. & change of name

Does proposed revision change program's total credit hours? ☒ Yes ☐ No
Current total credit hours: 24 Proposed total credit hours ~~25~~ 22

Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):
No impact on other programs, policies, or procedures.

Units consulted (other departments, programs or campuses affected by this proposal):
School of Family and Consumer Studies, College of Education, Health, and Human Services, and the College of Technology.

REQUIRED ENDORSEMENTS

Department Chair / School Director / Campus Dean — 10/8/08

College Dean — 11/25/08

Executive Dean of Regional Campuses / Dean of Graduate Studies — 12/5/08

Senior Vice President for Academic Affairs and Provost — ___/___/___

Name was changed in 2005 (EPC-16-May-05) but never implemented in student system. Because students are attached to program, a Banner code change is required to now change the name.

CELEBRATE CENTENNIAL
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1910·2010

Regional Campuses

Interdepartmental Correspondence

TO: Therese Tillett, Director, Curriculum Services

FROM: Gregg L. Andrews, Interim Executive Dean, Regional Campuses

DATE: October 10, 2008

SUBJECT: **CURRICULAR PROPOSALS**

The attached curricular proposal to revise the Hospitality Management Certificate has been reviewed and approved by the appropriate bodies.

The following revisions are requested

Remove

HM 23023 Techniques of Food Production II (4)
NURS 10040 Basic Cardio Life Support (1)

Add to the Core Courses

BMRT 11000 Introduction to Business (3)
BMRT 11009 Introduction to Business Management Technology (3)
COMT 11000 Introduction to Computer Systems (3)

Move the following to Elective courses

HM 23030 Lodging Operations (3)
RPTM 36060 Commercial Recreation & Tourism (3)

Add the following as Elective Courses

HM 33020 Legal Issues in Hospitality Management (3)
HM 33028 Hospitality Purchasing (3)
HM 41095 ST: Hospitality Management (3)
NUTR 23511 Nutrition Related to Health (3)

Revision of total hours to 25 — 22 with removal of HM 41095 as requirement.

The certificate must be redesigned to regain the focus of providing students the entry-level management skills needed to begin a career in the field of Hospitality Management. Allowing a choice in course selection affords students flexibility in scheduling with greater applicability towards associate degree completion.

I now request this proposal be placed on the next EPC Agenda. Please let me know if additional information is needed for consideration by EPC.

GLA/vmc
Enclosure

KENT STATE
UNIVERSITY

TRANSMITTAL MEMO

TO: Regional Campuses
FROM: Joanne Arhar, Assoc. Dean, EHHS
RE: Curriculum Proposals for EHHS
DATE: November 26, 2008

FCS

Revision to the Hospitality and Food Service Certificate (C107) offered on Ashtabula Campus including the removal of inactive courses, addition of entry-level management courses, and the addition of elective courses. Total program hours change will from 24 to 25.

Salem Campus

The establishment of a bridge program to the Bachelor of Radiologic and Imaging Sciences Technology Degree which will provide specific 17 – 19 credits for graduates of accredited programs in diagnostic medical sonography, nuclear medicine or radiation therapy through a certificate or associate degree program.

The proposals above were approved at the departmental/school curriculum committees and at the EHHS Undergraduate Council on Nov. 21, 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

KENT STATE UNIVERSITY ASHTABULA

Interdepartmental Correspondence

TO: Mary Dellman-Jenkins, Director, School of Family and Consumer Studies

FROM: Mel Anthony May, Assistant Dean

DATE: October 8, 2008

SUBJECT: Hospitality Management Certificate Revision

Attached is a proposal to revise the Hospitality Management Certificate (C107).

1. Need, audience and precursors
   The need for these changes has been established by the program faculty at the Ashtabula Campus, and the Ashtabula program advisory board. The audience for the revised certificate is students interested in entry-level positions within the hospitality industry, as well as those interested in future educational opportunities to which the certificate courses will apply.

2. Effect on current offerings
   The proposed courses have no effect on current offerings.

3. Effect on staffing
   The proposed courses have no effect on current offerings.

4. Effect on other units or programs
   The proposed courses have on effect on other units or programs.

5. Curricular bodies that have reviewed and approve this action
   The proposal will be reviewed by the School of Family and Consumer Studies, and the College of Education, Health, and Human Services.

If you or the members of the curriculum committee have any questions, please do not hesitate to contact me.

:MAM

c: Scot Tribuzi

Proposal Summary

Revision of the Hospitality Management Program Certificate (C107)

Subject Specifications

This proposal seeks to revise the Hospitality Management Program Certificate effective Fall 2009.

Background Information

The Hospitality Management Program Certificate was originally designed by the Ashtabula Campus and the School of Family and Consumer Studies to provide entry-level management skills for students interested in careers in this field. As the program has evolved, it has become clear that the coursework needs to be more focused if this purpose is to be realized. The addition of introductory business, management, and computer courses will aid those with little or no previous management experience.

Course changes in the School of Family and Consumer Studies and the College of Nursing provide addition need to revise the certificate. Two required courses, HM 13024 Techniques of Food Preparation I and HM 23023 Techniques of Food Preparation II, have been revised and one course, NURS 10020 Basic Cardio Life Support, has been inactivated. The proposed revisions address these changes. The addition of an elective will also allow students to choose an additional course appropriate to their career interests. The total hours required for the certificate increase from 24 to 25 due to the addition of BMRT 11000 to avoid a hidden prerequisite for BMRT 11009. The specific changes are as follows:

Courses Deleted
HM 23023 Techniques of Food Preparation II - inactivated
NURS 10020 Basic Cardio Life Support - inactivated

Courses Added
BMRT 11000 Introduction to Business
BMRT 11009 Introduction to Management Technology
COMT 11000 Introduction to Computers

Elective Courses Added (Choose one course)
HM 23030 Lodging Operations
HM 33028 Hospitality Purchasing
HM 33020 Legal Issues in Hospitality Management
HM 41095 Special Topics in Hospitality Management
RPTM 36060 Commercial Recreation and Tourism
NUTR 23511 Nutrition Related to Health

The proposed changes have no impact on current programs, courses, or staffing. They also have no impact on any current students; the needs of existing students have been met through the use of course substitutions.

Alternatives and Consequences

The alternative to the proposed changes is to leave the certificate unchanged and therefore less useful or attractive to prospective students. Inaction would also require that a number of course substitutions be made for those students who do choose to pursue the certificate. The consequences would be an impact on enrollment and possibly decreased articulation with the bachelor's degree.

Specific Recommendations

The Hospitality Management Program Certificate should be revised as specified, effective Fall 2009.

Timetable of Actions

School of Family and Consumer Studies Approval: October 15, 2008

KENT STATE UNIVERSITY
REGIONAL CAMPUSES

HOSPITALITY MANAGEMENT PROGRAM (C107)

NAME _____ **STUDENT ID** _____ **CAMPUS** _____

Purpose: The Hospitality Management Program provides entry level skills for those interested in employment or a career in the field. The courses completed in this certificate are applicable to an associate of Science or Bachelor of Science in Nutrition and Food, Hospitality Management concentration~~. a background in hospitality management for both managers and aspiring managers. For the manager who may already have a degree in a field other than hospitality management, the program offers professional certification. For the person who aspires to a hospitality management position, the program offers coursework that directly applies to an associate or a Bachelor of Science degree~~.

Admission: Kent State University admission requirements apply, including assessment testing using COMPASS ~~where appropriate~~. ~~Regardless of admission status, all students must complete~~ All developmental coursework prescribed by COMPASS ~~testing~~ must be completed as part of the certificate graduation requirements. 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 prerequisites of each course in the program by either by: (a) completing the prerequisite courses, or (b) demonstrating to a Hospitality Management faculty member that they have otherwise met the prerequisites.

Graduation: Students must pass each course with a minimum "C" grade to receive the certificate. Courses may not be completed on a pass-fail basis or via credit by examination. Course substitutions and exceptions are permitted ~~allowed~~ only with the approval ~~upon the recommendation~~ of a full-time Hospitality Management faculty member ~~advisor~~. Students must provide evidence that 200 hours of experience in the hospitality industry has been completed prior to graduation.

COURSES:	Course No.	Course Title	Credits	Semester	Grade
New BMRT	11000	Introduction to Business	3		
New BMRT	11009	Introduction to Bus. Management Tech.	3		
New COMT	11000	Introduction to Computers	3		
HM	13022	Sanitation and Safety	3		
HM	13023	Techniques of Food Production I	5		
HM	13024	Introduction to Hosp. Management	2		
~~HM~~	~~23023~~	~~Techniques of Food Production II~~	~~4~~		
~~HM~~	~~41095~~	~~ST: Field Experience In HM~~	~~3~~		
~~NURS~~	~~10020~~	~~Basic Cardio Life Support~~	~~1~~		
Choose one course from			3		
HM	23030	Lodging Operations (3)			
New HM	33020	Legal Issues in Hospitality Purch. (3)			
New HM	33028	Hospitality Purchasing (3)			
New HM	41095	ST: Hospitality Management (3)			
New NUTR	23511	Nutrition Related to Health (3)			
New RPTM	36060	Commercial Recreation & Tourism (3)			
		TOTAL CREDIT HOURS	~~24~~ ~~25~~ 22		

removed cannot use STas required

Student Signature _____ Date _____ Adviser Signature _____ Date _____

Registrar Signature _____ Date _____ Dean Signature _____ Date _____

Certificate Program Enrollment Approved Effective _____ (Semester/year)

KENT STATE UNIVERSITY
REGIONAL CAMPUSES

HOSPITALITY MANAGEMENT (C107)

◀DRAFT▶

NAME _____ SSN _____ CAMPUS _____

Purpose: The Hospitality Management certificate provides entry-level skills for those interested in employment or a career in the field. The courses completed in this certificate are applicable to an Associate of Science or Bachelor of Science in Nutrition and Food, Hospitality Management concentration.

Admission: Kent State University admission requirements apply, including basic skills assessment testing using COMPASS. All developmental coursework prescribed by COMPASS must be completed as part of the certificate graduation requirements. Student must officially declare the certificate as a major prior to completing one-half of the required coursework and must complete at fifteen semester hours at Kent State University.

Prerequisites: Students must satisfy the prerequisites, if any, of each course in the certificate by either completing the necessary course or demonstrating to a Hospitality Management faculty member that they have otherwise met the prerequisite.

Graduation: Students must successfully complete each course with a grade of C (2.0) or better to receive the certificate. Courses may not be completed on a pass-fail basis or via credit-by-examination. Course substitutions or exceptions are permitted only with the approval of a full-time Hospitality Management faculty member. Students must provide evidence that 200 hours of experience in the hospitality industry have been completed by the time of graduation.

Courses:

Course	Title	Cr. Hrs.	Grade	Semester
BMRT 11000	Introduction to Business	3	____	_____
BMRT 11009	Introduction to Mgt Technology	3	____	_____
COMT 11000	Introduction to Computer Systems	3	____	_____
HM 13024	Introduction to Hospitality Management	2	____	_____
HM 13022	Sanitation & Safety	3	____	_____
HM 13023	Techniques of Food Production	5	____	_____
~~HM 41095~~	~~Special Topics: Field Experience in Hospitality Management~~	~~3~~	____	_____

Electives: Choose 3 hours from the following list:

HM 23030	Lodging Operations	3	____	_____
HM 33028	Hospitality Purchasing	3	____	_____
HM 33020	Legal Issues in Hospitality Management	3	____	_____
HM 41095	Special Topics in Hospitality Management	3	____	_____
RPTM 36060	Commercial Recreation and Tourism	3	____	_____
NUTR 23511	Nutrition Related to Health	3	____	_____

TOTAL CREDIT HOURS ~~26~~ hours

22

Pettit, Hilda

From: TRIBUZI, SCOT
Sent: Wednesday, November 19, 2008 9:50 AM
To: Pettit, Hilda
Cc: YESSO, JOHN

Hello Hilda -

John Yesso asked me to follow up with you regarding a couple questions:

1. I have approval from Daryl Upole, BMRT program advisor at KSUA to permit the Hospitality Management students to take the BRMT courses as part of the HM Certificate cirriccumlum. This came after I attended the BMRT faculty meeting last February who also agreed with adding the BMRT courses - although it does not affect their programs since HM is only offered at the Kent and Ashtabula campuses.

2. Although the HM Certificate students are not currently required to take the BMRT courses, the Bachelors in HM students are required.

Please feel free to contact me if you need further clarification or other information.

Scot Tribuzi
Professor, Hospitality Management
Kent State University
440-964-4338

TILLETT, THERESE

From: TRIBUZI, SCOT
Sent: Tuesday, January 13, 2009 4:23 PM
To: TILLETT, THERESE
Cc: COURIE, VANESSA; Dellman-Jenkins, Mary; STOCKER, SUSAN
Subject: RE: EPC - C107 certificate

Therese -

I just spoke with Vanessa regarding the Certificate in Hospitality Mgt.

Here's the game plan:
COMT 11000 - get approval to use
NUTR 23511 - get approval to use
RPTM 36060 - get approval to use
HM 41095 - find substitute or pull
Reword proposal "that Certif in HM can be confired at Trumbull and East Liverpool..."

I'll forward the approvals as I get them to you and Vanessa.
Thanks,

Scot Tribuzi
Kent State University
440-964-4338

From: TILLETT, THERESE
Sent: Friday, January 09, 2009 5:02 PM
To: COURIE, VANESSA; TRIBUZI, SCOT
Cc: Dellman-Jenkins, Mary; ARHAR, JOANNE; Pettit, Hilda; STOCKER, SUSAN; LINDSAY, E GAY; Andrews, Gregg
Subject: RE: EPC - C107 certificate

Thanks, Vanessa, I knew you would have the answers.

I just found the 2005 proposal. My predecessor did not make the change in the system (nor filed the proposal – that's why I was working off the 2000 version).

To change the title now, I will need to change the Banner code. Please note that any graduates of this certificate since 2005 have the old title on their transcripts and certificates.

Saying the College of EHHS approved the use of those courses was too vague. I need to know if the School of Exercise, Leisure and Sport et al approved.

If neither the East Liverpool nor the Trumbull campus wants the certificate, I need something in writing from them.

Therese E. Tillett | Director of Curriculum Services | Kent State University
Tel: 330-672-8558 | Fax: 330-672-2644 | ttillet1@kent.edu | www.kent.edu

---

From: COURIE, VANESSA
Sent: Friday, January 09, 2009 4:41 PM
To: TILLETT, THERESE; TRIBUZI, SCOT
Cc: Dellman-Jenkins, Mary; ARHAR, JOANNE; Pettit, Hilda; STOCKER, SUSAN; LINDSAY, E GAY; Andrews, Gregg
Subject: RE: EPC - C107 certificate

Therese, Scot

The title was changed in 2005 with the revision of the certificate.

I didn't even catch the COMT, NUTR and RPTM – or the special topics – I'm slipping in my old age! Although with NUTR going through FCS, would they still need approval since HM is through FCS as well? And since NUTR, RPTM and HM are all under the same college I guess I didn't think about needing approval.

To receive approval for the COMT course, I suppose he should send the proposal to the COMT coordinator, Bob Remedio, and the Applied Business Technologies Coordinator, Bruce Gunning, they just need to give verbal support via e-mail that using COMT 11000 would be acceptable.

East Liverpool placed the initial proposal for Hospitality and Food Service Certificate in 2000. The 2005 proposal was developed by the Ashtabula Campus with the assistance of Mel May when he was still in the Regional Campus office with knowledge of the E. Liv. Campus. The proposal summary in 2005 stated "The current certificate requirements were developed by the East Liv. Campus and focus on food service and preparation. The East Liv. Campus never developed the anticipated market for this certificate and as a result there are no declared majors." East Liverpool does not offer the classes nor do I believe does it have any students enrolled (or I believe ever did have students enrolled) in the certificate.

I do not believe there are any declared majors for the Trumbull campus in the Hospitality Management and they do not offer the classes. Last year Randi Schneider, Enrollment Manager, Trumbull, contacted me to close several certificates. I told her that she would have to go through her Assistant/Associate Dean to initiate this process. This may be one of the certificates she wanted to close, however, Randi is on vacation and cannot be reached.

vc

Vanessa M. Courie
Administrative Secretary
330-672-2286 (25814)
FAX: 330-672-2000 (22000)

From: TILLETT, THERESE
Sent: Friday, January 09, 2009 4:00 PM
To: TRIBUZI, SCOT
Cc: COURIE, VANESSA; Dellman-Jenkins, Mary; ARHAR, JOANNE; Pettit, Hilda; STOCKER, SUSAN
Subject: EPC - C107 certificate

Hello, Scot,

I am reviewing this certificate for inclusion on the January EPC agenda, and I have some questions/concerns/requests:

- The proposal calls this certificate Hospitality Management. The official title is Hospitality and Food Service.
- HM 41095 is a special topics course and, per policy, cannot be required in a program. Please adjust.
- Since you are adding COMT, NUTR and RPTM courses to the curriculum, please send me documentation from those academic units that they have been made aware of this and approve. I see an e-mail from you saying Daryl Upole agreed for the BRMT courses (a letter from him is preferred, but I will accept your e-mail).
- The proposal states that this program is offered on the Ashtabula campus only. Banner shows that this certificate program can be conferred by East Liverpool and Trumbull campuses as well (in fact, the original proposal to establish states this certificate was developed by the East Liverpool campus, not Ashtabula as written in this proposal). I need something in writing that those campus deans are aware of and agree to the proposed revisions.
- With the revision, the total credits increase to 25. I just want make you aware that this is reaching the maximum normally allow for a certificate program. Also, the certificate is classified as being able to be completed by students in less than one year. I just want to make sure that is still true.

Please contact me if you have any questions.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 5-Sep-08 Curriculum Bulletin _____

Effective Date Fall 2009 Approved by EPC _____

Department Technology

College RC - Regional Campuses

Degree CER1 - Certificate <1 year

Program Name **Medical Billing** Program Code **C123**

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

Proposal Revise Program

Description of proposal:

These changes are for the Medical Billing (C123) Certificate to provide options that will reduce substitution paperwork for students pursuing the C123 Medical Billing certificate. Specifically, it

*Adds "Choose one from:" to ITAP 16649 Database Applications for Medical Billing and adds ITAP 16639 Database Applications as another choice

*Adds "Choose one from:" to ITAP 16650 Systems Studies for Medical Billing and adds BSCI 10001 Human Biology as another choice

*Changes Total Credit Hours to 16-21

Does proposed revision change program's total credit hours? ☒ Yes ☐ No

Current total credit hours: 16-17 Proposed total credit hours 16-21

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--existing courses are used with no additional resources required

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

College of Technology Curriculum Committee
Applied Business Program Area in College of Technology
Department of Biological Sciences
ITAP Program Faculty
MBIT Advisory Board
Ashtabula, Salem, and Tuscarawas Campus Faculty Councils

REQUIRED ENDORSEMENTS

_____ 11/13/08
Department Chair / School Director / Campus Dean

_____ 11/25/08
College Dean

_____ 12/5/08
Executive Dean of Regional Campuses

_____ ___/___/___
Senior Vice President for Academic Affairs and Provost

Regional Campuses

Interdepartmental Correspondence

TO: Therese Tillett, Director, Curriculum Services

FROM: Gregg L. Andrews, Interim Executive Dean, Regional Campuses

DATE: October 10, 2008

SUBJECT: **CURRICULAR PROPOSALS**

The attached curricular proposal to revise the Medical Billing Certificate has been reviewed and approved by the appropriate bodies.

The following revisions are requested

Choice of

ITAP 16639 Database Applications (3)
ITAP 16649 Database Applications for Medical Billing (1)

Choice of

BSCI 10001 Human Biology (3)
ITAP 16650 Systems Studies for Medical Billing (1)

Revision of total hours to 16-21

Giving a choice in course selection allows students flexibility in scheduling with greater applicability towards associate degree completion (Human Biology is an LER).

I now request this proposal be placed on the next EPC Agenda. Please let me know if additional information is needed for consideration by EPC.

GLA/vmc

Enclosure

Transmittal Memo

TO: Therese Tillett, Director of Curriculum Services

FR: Dr. Pamela Ramey, ITAP Lead Faculty

DA: November 5, 2008

RE: Course Changes to C123 Medical Billing Certificate

A. Summary Statement
The proposal is to update the Medical Billing Certificate advising sheet to align correctly the advising sheet's requirements and to reduce the number of substitution forms without any compromise in the integrity of the program.

The changes include:
- Providing an additional option for two of the existing course requirements
- Changing the total hours to reflect the two new options

B. Curricular bodies that have reviewed and approve this action
ITAP Curriculum Committee
MBIT Advisory Board
Salem and Tuscarawas Campus Faculty Councils
Applied Business Program Area of the College of Technology
Department of Biological Sciences
College of Technology Curriculum Committee

Attachments:
Proposal Summary (attached)
Certification of Curriculum Proposal (attached)
Approval memos from the appropriate chair(s)/director(s) and dean(s) at Kent and Regional Campuses and, where appropriate, the dean of graduate studies or executive dean of Regional Campuses (attached)
Requirement Sheet (attached)

Proposal Summary

Title: Revision of C123 Medical Billing Certificate

Subject Specification: This proposal utilizes existing courses to provide options for students enrolled in the Medical Billing Certificate (C123) program.

Background Information: An abundance of substitutions on students' Medical Billing Certificate (C123) requirement sheets has underscored the need for a better arrangement of courses. This proposal allows flexility in utilizing qualified equivalent courses in the existing inventory to complete the certificate program.

The result will be the elimination of course substitution forms. This option is also being pursued because it will be more compatible with Banner and GPS.

The total number of hours the certificate program will change to 16-21.

There is no fiscal impact because existing courses are being used.

Alternatives and Consequences: The alternative is to take no action, and the consequence is to continue contributing to the overabundance of paperwork created with substitution forms. This is not the action that is sought.

Specific Recommendation and Justification: The changes in the program are as follows:

*Add "Choose one from:" to ITAP 16649 Database Applications for Medical Billing and add ITAP 16639 Database Applications as another choice

*Add "Choose one from:" to ITAP 16650 Systems Studies for Medical Billing and add BSCI 10001 Human Biology as another choice

*Change Total Credit Hours to 16-21

Timetable and Actions Required: An immediate response to this proposal is expected with EPC consideration in January 2009 and Fall 2009 implementation.

KENT STATE UNIVERSITY
REGIONAL CAMPUSES
CERTIFICATE
MEDICAL BILLING (C123)

NAME:_____**STUDENT ID:**_____**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:

Course No.	Course Title	Credits	Semester	Grade
ITAP 16620	Word Processing I	3	____	____
Select one from:			____	____
ITAP 16639	Database Applications (3)	____	____	____
ITAP 16649	Database Apps. For Med. Billing (1)	____	____	____
Select one from:				
ITAP 16650	System Studies for Medical Billing (1)	____	____	____
BSCI 10001	Human Biology (3)	____	____	____
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	3	____	____
Total Credit Hours		**16-~~17~~-21**		

Student Signature _____ Date _____ Advisor Signature _____ Date _____

Registrar Signature _____ Date _____ Dean Signature _____ Date _____

Certificate Program Enrollment Approved Effective _____ (Semester/year)

Issued by the Office of the Executive Dean, Regional Campuses

Approved EPC May, 2001/Effective Fall 200;1Revised Spring 2003/corrected 6-03/Effective Fall 2003; Revised 2004/Effective Fall 2005; Revised Fall 2005/Effective Fall 2006, Revised Fall 2006/Effective Spring 2007; Revised Fall 2007/ Effective Spring 2008
Revised Fall 2008/ Effective Fall 2009

KENT STATE UNIVERSITY

OFFICE OF THE PROVOST

TO: Educational Policies Council

FROM: Robert G. Frank, Provost

SUBJECT: Agenda for Monday, 23 February 2009
Kent Student Center, Room 204, 3:20 p.m.

DATE: 16 February 2009

In the event that any of the hyperlinked proposals require corrections or create 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, 20 February, to ensure that the materials are available at the meeting for review.

ACTION ITEMS

1. Approval of minutes of 26 January 2008.
   Attachment 1

University Requirements Curriculum Committee

2. Establishment of Diversity status for RPTM 36095 Leisure and Culture.
   Effective Fall 2009 ***Dean Donald R. Williams***
   Attachment 2

College of Arts and Sciences

3. Substantial revision and name change of the Pre-Medicine/Pre-Osteopathy/Pre-Veterinary Medicine [PMED] pre-professional major. The program removes the pre-veterinary component and is renamed Pre-Medicine/Pre-Osteopathy [PMDO]. Among the program requirement changes, options BSCI 30156, 30171, 40430 become required; required MATH 12002 becomes an option with MATH 12021; MATH 12022 (or 30011) is added; BSCI electives are removed; CHEM 30475, 30476 are added as required; and CHEM and PHY electives are reorganized. Total credits to program completion increase, from 48-49 to 53-54.
   Effective Fall 2009 ***Dean Timothy S. Moerland***
   Attachment 3

4. Establishment of a Pre-Veterinary Medicine [PVMD] pre-professional major. Total credits to program completion are 80.
   Effective Fall 2009 ***Dean Timothy S. Moerland***
   Attachment 4

College of Business Administration and Graduate School of Management

5. Inactivation of the Management Systems [MGSY] concentration and establishment of four new concentrations in the Business Administration [BAD] major within the Doctor of Philosophy [PHD] degree program. The four new concentrations are Information Systems [INSY], Operations Management [OPMG], Strategic Management [STMG] and Human Resource Management [HRM].
   Effective Fall 2009 ***Dean Robert B. Heisler Jr.***
   Attachment 5

INFORMATION ITEM

College of Nursing

1. Program development plan to be sent to the Ohio Board of Regents for preliminary approval to establish a joint professional Doctor of Nursing Practice degree with the University of Akron.
   Attachment 6

LESSER ACTION ITEMS

College of the Arts

School of Theatre and Dance

1. Revision of the program requirements for the Acting [ACT] concentration in the Theatre Studies [THEA] major within Master of Fine Arts [MFA] degree. Required THEA 60199 Thesis Project is replaced with THEA 61309 Comprehensive Project, and catalog language is modified. Total credit hours to program completion are unchanged at 60-73.
   Effective Fall 2009

College of Arts and Sciences

2. Revision of the program requirements for the Pre-Dentistry [PDNT] pre-professional major. Among the changes, CHEM 30475, 30476, MATH 12001 are replaced with BSCI 30156, 30171, 40430, MATH 12002 (or 12021), MATH 12002 (or 30011); BSCI electives are removed; CHEM 30475, 30476 are added; and CHEM and PHY electives are reorganized. Total credit hours to program completion increase, from 47-48 to 53-54.
   Effective Fall 2009

3. Revision of the program requirements for the Pre-Pharmacy [PPHM] pre-professional major. Total credit hours to program completion are 54. (Program requirements had not been published in the Undergraduate Catalog before fall 2009.)
   Effective Fall 2009

Regional Campuses

4. Revision of the admission and graduation requirements for the Respiratory Therapy Technology [RTT] major within the Associate of Applied Science [AAS] degree, conferred on the Ashtabula campus. A minimum cumulative 2.75 GPA is required for admission into the program; and a minimum C (2.0) grade is required in all the program's courses, including prescribed developmental courses, for graduation.
   Effective Fall 2009

ADDENDUM TO 26 JANUARY 09 EPC AGENDA

The College and Graduate School of Education, Health and Human Services has requested more levels to three approved certificate programs. The program requirements and total credit hours do not change with the additional levels. All are effective fall 2009.

1. Deaf Education Multiple Disabilities certificate: addition of post-master's level [C829] (post-secondary and post-baccalaureate certificates approved by EPC on 26-Jan-09).

2. Early Childhood Deaf Education certificate: addition of post-baccalaureate level [C617] (post-master's certificate approved by EPC on 26-Jan-09).

3. Disability Studies and Community Inclusion certificate: addition of post-baccalaureate level [C618] (post-secondary and post-master's certificates approved by EPC on 26-Jan-09).

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		

Writing-Intensive Course Change, Approved by the URCC, Effective Fall 2009

FDM 30083 Professional Seminar (3) ..... P
Revised prerequisite: FDM 20020 or 20142 with minimum C (2.0) grade; and junior or senior standing.

Course Changes Effective Fall 2009

ENG 33010 African-American Literature to 1900 (3) ..... New
LIS 60001 Access to Information (3) ..... P
LIS 60002 Organization of Information (3) ..... P
LIS 60003 Information Technology for Library and Information Professionals (3) ..... P
LIS 60600 Foundations of Library and Information Science (3) ..... P
LIS 60610 Management of Libraries and Information Centers (3) ..... P
LIS 60670 Culminating Experience (3) ..... P
MSCI 30191 Leadership Seminar III (1) ..... G
MSCI 40191 Leadership Seminar IV (1) ..... G
NUTR 63519 Advanced Study of Micronutrients (3) ..... P
NUTR 63520 Macronutrient Nutrition (3) ..... P
NUTR 63521 Nutrition and Disease Clinical Applications (3) ..... P
PAS 32001 African-American Literature to 1900 (3) ..... New
RPTM 36095 Leisure and Culture (3) ..... d

Course Changes Effective Spring 2010

COMT 11009 Computer Assembly and Configuration (4) ..... Ds
TECH 31015 Construction Technology (3) ..... P
TECH 35030 Introduction to Corporate Aviation (3) ..... New

Corrections to 26 January 2009 EPC Agenda

Large-scale changes to description for CTTE 66292, 66392 and 76092 reported on agenda.
Courses do not exist

SPED 53309 Introduction to Deaf Studies (3) ..... Apd
Withdrawn

US 10097 Destination Kent: First Year Experience (1) ..... Ta
Revision of title: Destination Kent State: First Year Experience

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

EDUCATIONAL POLICIES COUNCIL
Minutes of the Meeting
Monday, 26 January 2009

Ex-officio Members present: Provost Robert G. Frank, Vice Provost Steve O. Michael; Deans John R. Crawford, James E. Dalton, Laura Cox Dzurec, Verna M. Fitzsimmons, Jeffrey W. Fruit, Evelyn S. Goldsmith, Robert B. (Yank) Heisler, Daniel F. Mahoney, Timothy S. Moerland, Gary M. Padak, Mark W. Weber, Donald R. Williams; dean representative E. Gay Lindsay for Gregory L. Andrews

Faculty Senate-Appointed Representatives present: Paul P. Abraham, Donald (Mack) Hassler, Min He, Barbara J. Hipsman-Springer, Thomas Janson, Erica B. Lilly, Mandy Munro-Stasiuk, Fred T. Smith, Lowell S. Zurbuch

Faculty Senate-Appointed Representatives not present: James A. Tyner

Faculty Senate Appointed Alternates present: Susan J. Roxburgh

College Curriculum Committee Representatives present: E. Thomas Dowd, David A. Dumpe, Diana L. Fleming, Bruce J. Gunning, Charles L. Harker, John W. Hawks, Shawn Simmons, Stephen M. Zapytowski

College Curriculum Committee Representatives not present:

Observers present:

Observers not present: Sean Mostov, Katie Purcell

Consultants and Guests Present: Sonia A. Alemagno, Deborah L. Barber, Nancy Barbour, Jacob E. Barkley, James L. Blank, Kamal F. Bichara, Gregory M. Blase, Stephane E. Booth, Thomas W. Brewer, Harriet Bynum, Timothy J. Chandler, Terri L. Christensen, Lisa N.H. Delaney, Nancy Dellavecchia, Carol Drennen, Ellen L. Glickman, Mary Ann Haley, LuEtt J. Hanson, Sally A. Kandel, Dianne L. Kerr, Joan Lappin, Mark R. Lyberger, Nancy E. Mitchell, Wayne W. Munson, Eboni J. Pringle, Angela Ridgel, Frederick W. Schroath, Elizabeth Sinclair-Colando, Therese E. Tillett, F. Eric Van Baars, Stanley T. Wearden

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Senior Vice President and Provost Robert G. Frank called to order the Educational Policies Council at 3:22 p.m., on Monday, 26 January 2009, in Room 204 of the Kent Student Center.

Action Item 1: Approval of the minutes of 17 November 2008.
Assistant Professor David A. Dumpe moved for approval, seconded by Instructor Diana L. Fleming. With no corrections or comments, the motion passed unanimously.

Action Item 2: Establishment of Liberal Education Requirements status for GEOG 21063 Physical Geography Laboratory.

Dean Donald R. Williams made two announcements prior to introducing the action item at hand. He declared that Action Item 4 had been withdrawn. He also reminded the council that in the 20 October 2008 EPC meeting he recommended that a member of Library and Media Services be added to the membership of the University Requirements Curriculum Committee. He declared that the recommendation had been accepted by Faculty Senate and will be implemented this fall. About GEOG 21063 Physical Geography Laboratory, Dean Williams reminded the members that a moratorium had been placed on all LER proposals with the exception of labs. This is a laboratory section, and the University Requirements Curriculum Committee (URCC) has considered the proposal. Dean Williams moved for approval of the item. The item was seconded by Dean Laura Cox Dzurec and passed unanimously.

Action Item 3: Establishment of Diversity status for TECH 31000 Cultural Dynamics of Technology.

Dean Williams stated that the URCC considered the item and moved for acceptance. The motion was seconded by Professor Stephen M. Zapytowski. The item passed unanimously.

Action Item 4: Removal of Diversity status from ENG 33011 African-American Literature.
Withdrawn.

Action Item 5: Revision of the undergraduate guest hour policy. The maximum number of credit hours undergraduate students may take as guest students increases, from 12 to 18.

Senior Vice President and Provost Robert G. Frank explained that this policy change will help reach enrollment goals. Dean Williams moved for approval of the item; Professor Fred T. Smith seconded the motion. A member of the council asked if there is a reason to limit the credits at all. To which Provost Frank replied that by the time guest students reach 18 credits and are not enrolled in a major they may become unhappy or misguided. To which the member asked if there was advising available for these students. Provost Frank stated that they may only get advising through the Admissions Office.
After the discussion, the motion passed unanimously.

Action Item 6: Revision of US 10097 First Year Experience FLASH Point. Title changes to Destination Kent: First Year Experience; course content is redefined; and grade rule changes from satisfactory/unsatisfactory to letter graded. The proposal was previously approved by the EPC (17-Nov-08). However, the Faculty Senate remanded the proposal to the EPC for additional review of college specific curriculum content.

Dean Gary M. Padak said that because Faculty Senate recommended revisions to the course, college content has been added to the original proposal approved by the EPC previously. Dean Padak also reminded the members that the course is only one component of “Destination Kent,” the redesign of the First Year Experience. He moved for approval of the item. Instructor Fleming seconded the motion.

A member asked for clarification of the repeat policy for this course. It was explained by another member that the course may be repeated until passed; just not for credit. Another member stated that he had concerns about the letter grading and asked the reason for the change. Provost Frank stated that the reason comes out of research and activities on retention. Sally A. Kandel, Associate Vice President of institutional research and student success, added that it has to do with the quality of instruction. Dean Padak said that one of the criticisms of the old course was that the curriculum was not the responsibility of the faculty. Also, the curriculum for that course was developed in the 1980’s. This proposal returns control to each college. Dean Padak added that when deans were asked which grade mode they preferred, they overwhelmingly supported

the letter grading over satisfactory/unsatisfactory. One member spoke in support of Dean Padak's statement, saying that in his experience students do not take the satisfactory/unsatisfactory graded courses seriously because student have to work hard to get an unsatisfactory grade.

Another member asked how the grades would be assigned, and Dean Padak replied that the section sizes will remain between 20 and 25 students, and that a grade will be assigned by a faculty member. Full-time and part-time faculty, instructors and some full-time staff will teach it. Dean Padak was then asked if that "costs out," to which he replied that depends on the individual deans. Provost Frank added that this is largely a policy change, and if it doesn't break even it is not by much from a Responsibility Centered Management (RCM) stand point. Another member pointed out that each college handles it differently. For example, he said, the College of Business Administration asks faculty to teach above load; in essence, volunteer because it is not part of their 12 or 24 faculty load hours for the semester or year; respectively. Other colleges, he added, are not using faculty to teach the course. The member said that he felt that if an advisor is teaching this course they need to made temporary part-time faculty. Dean Padak explained that in the College of Undergraduate Studies job descriptions for advisors include teaching the first-year course. Another member added that, conceptually, the proposal to make all instructors of US 10097 temporary part-time faculty sounds great, but putting it into practice would "take an act of congress." Provost Frank replied that he did not think it would be that difficult to do. He suggested that the motion be approved with the idea that the discussion before the council is answered prior to going before Faculty Senate.

The council voted, and the motion passed with one dissension.

Action Item 7: Establishment of a Pre-Medicine/Pre-Osteopathy/Pre-Dentistry [PMOD] concentration in the Biology [BSCI] major within the Bachelor of Science [BS] degree.

Action Item 8: Establishment of a Biological Chemistry—Pre-Medicine/Pre-Osteopathy/Pre-Dentistry [BIOP] option in the Biological Chemistry [BIOC] concentration in the Chemistry [CHEM] major within the Bachelor of Science [BS] degree.

Dean Timothy S. Moerland moved for approval of both action items 7 and 8, which was seconded by Instructor Fleming. A member asked why there was no proposal for pre-pharmacy. Dean Moerland replied that there exists a pre-pharmacy program.

With no further discussion, the items went to a vote and passed unanimously.

Action Item 9: Establishment of a Photojournalism [PHOJ] minor.

Dean Jeffrey W. Fruit explained that the proposed minor would utilize courses already in existence. Dean Fruit moved that the item be approved, which was seconded by Associate Professor Barbara J. Hipsman-Springer. With no discussion from the floor, the motion passed unanimously.

Action Item 10: Substantial revision of the Information Architecture and Knowledge Management [IAKM] major within the Master of Science [MS] degree. A new concentration, Health Information Management [HIMA], is established; and current concentration Information Use [INFU] is changed to User Experience Design [UXDE]. Program requirements for both that concentration and the Knowledge Management [KNMN] concentration are revised.

Dean Fruit explained that the proposal is a substantial revision to Information Architecture and Knowledge Management [IAKM] and creates a new concentration. Dean Fruit moved for approval of the item, which was seconded by Professor Zapytowski. The motion passed unanimously.

Action Item 11: Revision of the policy to require criminal background checks for student teaching and any culminating internship that places students within a school or agency setting. Field experience courses are added to the policy. All teacher education courses designated as student teaching, internship, field experience or like culminating experience—undergraduate and graduate, including those outside the college—will have their descriptions revised to include a statement about the criminal background check requirement.

Dean Daniel F. Mahoney explained that the proposed policy revision addresses the schools' requirements for background checks. Dean Mahoney moved for approval of the item, which was seconded by Dean Williams.

A member of the council said the policy is not used by the university to check on the status of the background check. She explained that there is a card that students can carry to keep the information between the student and the school in which they will be in attendance. Dean Mahoney added that the responsibility of the college is to ensure students complete the background checks; it does not review the results.

Another member pointed out that in the course section of the agenda the only courses affected by the policy were in the College of Education, Health and Human Services, and that he didn't see other courses listed that have students go into schools and observe. The member pointed out that these observations typically occur in the second year and he would hate to see the students miss out on the experience because their background check had not yet been completed. Mrs. Therese E. Tillett explained that the courses to be affected by this policy change were submitted by the college. To which Dean Mahoney added that his college could only submit courses within the college and could not submit for other colleges that may contain courses affected by the policy.

A recommendation came from the floor for everyone to complete a background check. For clarification, Provost Frank asked the member if she meant the entire university, and she replied in the affirmative.

Another member returned to the previous concern and said that not all programs with courses affected by the policy were ready to change their course descriptions; however, there are statements in the catalog that explains the policy to the students.

Provost Frank asked Mrs. Tillett to prepare a report to clarify courses affected and meet with the deans regarding this policy. Mrs. Tillett is to present the findings as an information item on the February EPC agenda.

Action Item 12: Establishment of an Exercise Science [EXSI] major with two concentrations—Exercise Physiology [EXPH] and Exercise Specialist [EXSP]—within the Bachelor of Science [BS] degree. This major is currently a concentration with two options in the Physical education [PEP] major.

Dean Mahoney stated that some of the concentrations within the College of Education, Health and Human Services have grown into programs of their own. He explained that the two concentrations represent two paths—one to prepare for graduate education and the other is for those interested in physical health. This structure will better fit for accreditation. Dean Mahoney also explained that the college expects an increase in interest in the program, similar to the phenomenon that occurred when Sport Administration became a major. Dean Mahoney moved for approval of the item, which was seconded by Dean Laura Cox Dzurec. With no discussion, the motion passed unanimously.

Action Item 13: Establishment of a Construction Management [COMA] minor.

Dean Verna M. Fitzsimmons explained that this proposal was a follow-up to a conversation with the College of Business in which a minor in construction management would be useful in conjunction with many degrees but especially general degrees as it gives them more direction. Dean Fitzsimmons moved that the item be approved, which was seconded by Assistant Professor Bruce J. Gunning. Provost Frank added that this proposal is part of the university's bandwidth efforts. The motion passed unanimously.

Action Item 14: Inactivation of the Management Technology [MTEC] option in the 2+2 concentration for associate degree graduates in the Industrial Technology [INDT] major within the Bachelor of Science [BS] degree.

Action Item 15: Inactivation of the Plastics Manufacturing [PLCM] option in the 2+2 concentration for associate degree graduations in the Technology [TECH] major within the Bachelor of Science [BS] degree.

Dean Fitzsimmons asked that both action items 14 and 15 be considered together. She explained that these were specific 2+2 programs to go along with an associate degree. Dean Fitzsimmons also stated that there have been no more than five students enrolled in the program at a time. Dean Fitzsimmons moved for approval of both items, which Professor Zapytowski seconded. With no discussion, the motion passed unanimously.

Action Item 16: Revision of the name and program requirements of the Computer Design and Animation Engineering Technology [CDAT] major within the Associate of Applied Science [AAS] degree conferred on the Tuscarawas campus. Name changes to Computer Design, Animation and Gaming [CDAG].

Ms. Gay Lindsay, representing Dean Gregory L. Andrews, said the proposal is to change the name of the Computer Design and Animation Engineering Technology major. She then turned the floor over to Academic Program Director Kamal Bichara, who explained that beginning in 1994 this program became very successful. The name change is necessary, he said, because over the years there have been changes in game design and has become a $74 billion industry. Dr. Bichara added that game design has been added to the curriculum for this major. Ms. Lindsay moved for approval of the proposal, which was seconded by Dean Dzurec.

Dean Moerland said that in preparation for this meeting, he and Dean Fitzsimmons noticed that both of their colleges had similar changes regarding gaming. He stated that rather than go ahead with all of the courses we are going to see if we cannot enter into a joint effort. He explained that they want input from the EPC. Dr. Bichara clarified that the item before the council strictly involves the associate degree program. Dean Fitzsimmons said that she appreciated that it was for the associate degree level only and that she and Dean Moerland are looking at it as a program that smoothly translates into more degrees. Another member added that since information design is also offered in the College of Communication and Information, members from Journalism and Mass Communication and Visual Communication Design would like to be included in the discussion with Deans Fitzsimmons and Moerland. Provost Frank added that there is no question that there is value to this discussion and asked how long the conversation would be. He also added that the program proposal on the floor is a functioning degree at this time. Dean Fitzsimmons said that she does not have any real concerns about moving forward on the proposal up for consideration. She said that she is just concerned about the bachelor's level. Dean Moerland agreed with Dean Fitzsimmons and added that Dr. Bichara should be included in the larger discussion if he felt this program is moving in the "gaming" direction. Provost Frank asked how someone would become part of the discussion. Dean Fitzsimmons stated that anyone interested could contact either her or Dean Moerland.

The motion passed unanimously.

Provost Frank asked the council if anyone had any concerns with the information or lesser action items.

A member mentioned that he was concerned after seeing that some of the Occupational Assistant Therapy courses were reducing credit hours from 3 to 2 citing that it is sometimes difficult to staff those courses. Provost Frank noted that these courses are only offered on regional campuses and asked Mrs. Lindsay if there were any concerns about the reduction in hours. Mrs. Lindsay answered in the negative.

Another member asked that Provost Frank update the council on the status of the College of Public Health. Provost Frank stated that the Ohio Board of Regents will give the university a formal approval of the prospectus within six weeks at which time the proposal will come back for review by the Educational Policies Council. He stated that there will be three degrees housed in the College of Public Health, a Bachelor of Science in Public Health, a Master of Public Health and, eventually, a doctoral degree.

On a related note, another member asked the Provost to update the council on Kent State's status within the consortium with the Northeast Ohio Universities Colleges of Medicine (NEOUCOM). Dean Evelyn S. Goldsmith stated that members of the consortium are postponing making any unpopular decisions, and that Kent State can continue to be part of the consortium until the College of Public Health is accredited. A member asked what is Kent States current relationship with NEOUCOM. Provost Frank explained that Dean Goldsmith goes to the consortium meetings. President Lester A. Lefton no longer sits on NEOUCOM's Board of Trustees but Kent State has a good relationship with several members. The member then asked for confirmation that Kent State's students in the Bachelor of Science/Doctor of Medicine (BS/MD) program will not have difficulty matriculating to NEOUCOM. Provost Frank replied in the affirmative, explaining that Dean Moerland is Kent State's representative for the BS/MD program. Dean Moerland said that there are approximately 27 Kent State students that attend NEOUCOM with a large attrition rate.

With no further business brought to the floor, the meeting adjourned at 4:09 p.m.

Respectfully submitted,

Lisa N.H. Delaney
Academic Program Coordinator, Curriculum Services
Office of the Provost

HONORS COLLEGE

Interdepartmental Correspondence

To: Stephane Booth, Associate Provost

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

Subject: Course Proposal for EPC Action

Date: February 14, 2009

The University Requirements Curriculum Committee has approved the following course for domestic Diversity course status, effective Fall 2009:

RPTM 36085, Leisure and Culture, 3 cr.

Relevant cover memos, CCP, BDS, Diversity information form, sample syllabus, and catalog changes are attached.

Cc: Therese Tillett, Curriculum Services
Joanne Arhar, Education, Health and Human Services
URCC

Proposal Summary

Title: Recreation Park Tourism Management (RPTM) Diversity Proposal

Subject Specification: Proposal to designate RPTM 36085 - Leisure and Culture as a diversity course.

Background Information: This course is required for students in the Recreation and Parks Management concentration of RPTM, but it also provides another option for students within the school and across campus who want to take a diversity course outside their major. As such, this course may increase enrollment from other departments on campus, particularly Exploratory students. This course covers definition of, and issues surrounding, six core cultural identity markers including: race/ethnicity, disability, gender, SES, sexual identity, and age. In addition, these topics are explored in terms of their relation to leisure activities, leisure values, and expressions of self through leisure. This course meets all of the criteria outlined by the university for this designation.

Alternatives and Consequences: Impact on Students: This course offering will allow students within the Recreation and Parks Management concentration of RPTM and the School of Exercise, Leisure and Sport to add a diversity component to their education. In addition, it will attract students from other departments that want to add a diversity component to their educational experience at Kent State University. Impact on Other Courses: This course offering will not have an impact on other courses.

Specific Recommendation and Justification: It is recommended that this curricular change be approved as it is in the best interests of the students of the University.

Timetable and Actions Required: SELS approved: Nov. 4, 2008. This proposal would require the approval of the appropraite committees in Fall 2008 so that it may be implemented in the Fall 2009.

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: Recreation, Parks, and Tourism Management/ School of Exercise, Leisure, and Sport

Course Number: RPTM 36085 **Credit Hours:** 3

Course Title: Leisure and Culture

Diversity Category: Domestic (U.S.)

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.

   The purpose of this course, as stated in the course description, is "To provide students with the opportunity to gain knowledge of diverse cultures, beliefs, and values as they relate to leisure and the provision of leisure services. Students will learn how to respond to people from diverse cultures, ethnic, racial, and related backgrounds from planning, programmatic, and administrative perspectives. Furthermore, the course objectives state that students will be able to demonstrate the following:

   1. an understanding of diversity and potential responses to diversity issues.
   2. an understanding of cultural identity markers and their relationship to leisure values and expressions.
   3. an understanding of specific American cultural values (i.e., consumerism, sport, work ethic, and deviance) and their relationship to leisure values and expression.
   4. an understanding of how to address various cultural issues in the delivery of leisure services
   5. an understanding of how to address various cultural issues in the administration of leisure services

   Leisure plays a significant part in the lives of humans. It is an important context for human psychological, social, emotional, and physcial development. This course examines leisure from a cultural perspective; both in the way that a person's leisure is a reflection of and influenced by his or her cultural identity, and how leisure practices can influence culture. The course begins with a discussion of the concepts of diversity, discrimination, culture, and identity. Roughly the first half of the course is spent examining six primary identity markers: (dis)ability, race/ethnicity, gender, age, social class, and sexual orientation. The second half of the course examines dominant American cultural values associated with work, consumerism, sport, and

deviance expressed in leisure. Within these discussions, both of the diversity course objectives of "to promote awareness of differences" and to "identify shared values" are met. The lectures and discussions are designed to present information about the experience of individuals who identify with each identity marker. With each topic, individual differences and the pitfalls of overgeneralizations are emphasized, along with the commonalities that identify a cultural group. Through class discussion, students are encouraged to "explore and respect differences." by presenting stereotypes in order to question their validity. Students are required to bring in "cultural artifacts" representing the current topic and concepts related to that topic for discussion. For example, a student may bring in a story of a woman hockey player and discuss the woman's participation in hockey as resistance to dominant gender ideology and the gender appropriateness of certain acivities. Within each of the six primary identity markers, unequal and/or discriminatory treatment are discussed; positive and negative implications of centric perspectives (e.g., What are the arguments for and against a leisure service agency providing specific programs and services targeted toward individuals who are LGBT?) Students are also encouraged to understand their own culture by interviewing someone from a cultural group different than their own in order to compare and contrast the diffrerent cultures. Frequently students choose someone from a different race or ethnic group, but it is clear in the assignment that other identity markers are viable options. Students have interviewed persons with disabilities and different sexual orientations from their own.

Within each topic the issue of appropriate and respectful language is reiterated and students "explore ways to communicate and participate constructively in a diverse community." Students are also called to examine ways in which individual behaviors , professional practices, policies, and/or procedures either reinforce , indicate passive acceptance of, or facilitate change in relation to stereotypes and discrimination

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 was first offered in the Fall of 1993. A summary of student course evaluations is attached. The course was not modified to meet the objecives and criteria of the diversity requirement.

3. For what audience would this be a particularly good diversity course? Explain.

   Any student would benefit from this course. Leisure is a major aspect of quality of life and many students would benefit on a personal level in terms of understanding how their leisure practices and values are shaped by culture and how those practices and values shape the culture in which they live. This course would "help educate students to live in a world of diverse communities, many of which are becoming increasingly permeated with cultural and idelogoical differences." As these differences increase, it is highly likely that our students will be working with individuals who are different than themselves. In human services fields, it is also highly likely that future professionals will be responsible for providing services for people who are different than themselves.

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. Mary Parr currently teaches the course and has for the past 4 years. Dr. Mary Ann Devine is also qualified to teach the course and has taught it in the past. No special efforts have been made to prepare these faculty. Both faculty have been interested in cultural issues for many years and are knowledgeable regarding issues of diversity. Dr. Devine is a nationally recognized expert on inclusion of individuals with disabilities in recreation and leisure.

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?

   A maximum of 30 students per section is proposed. With our current resources, we anticipate offering one section per year. Given the discussion orientation of the course, it is important to keep enrollment per section low. Dependent upon enrollment, a larger section could be offered with graduate teaching assistance for small group discussions. Additional sections could be added, but this would require additional faculty load time.

6. How will the teaching and learning be evaluated? How will the effectiveness of the course, specifically its diversity aspect, be assessed?

   Learning is evaluated through the course assignments , exams, and class participation. Students are required to bring in a minimum of 4 artifacts, along with a summary analysis of the artifact and its relation to course concepts. This assignment is designed to get students to actively identify cultural messages they encounter on a regular basis that reinforce or challenge cultural beliefs. The presentation of these artifacts stimulate class discussion and debate, allowing opportunities for additional learning. Students are also required to write two analysis papers. Students can select to interview someone from a different cultural background, analyze a movie or tv show, or analyze the positives and negatives of an artifact of children's leisure such as violent video games or Barbie dolls. The artifacts and papers are evaluated largely on the basis of the student's ability to demonstrate their understanding of course concepts and how it is reflected in the subject of their analysis. Students are given participation credit for bringing a question related to the current topic for discussion during class time.

7. Does this course address primarily domestic (U.S.) diversity issues or global diversity issues, or both? Explain.

   This course addresses primarily domestic issues

Name of person preparing form: Mary Parr Submission date: 10/13/08

L J Munson 01/18/08

Signature of chair/director verifying curriculum committee approval Date

SEI Summary Table – Fall '04 – Fall '07

Fall '07

Course #	Total 7-16 Mean*	Unit M	Item 19 Mean	Unit M
LEST 36085 (Leisure and Culture, n=26)	4.30	4.25	4.12	4.01

Fall '06

Course #	Total 7-16 Mean	Unit M	Item 19 Mean	Unit M
LEST 36085 (Leisure and Culture, n=14)	4.43	4.29	4.43	4.02

Fall '05

Course #	Total 7-16 Mean	Unit M	Item 19 Mean	Unit M
LEST 36085 (Leisure and Culture, n=28)	4.46	4.21	4.5	3.94

Fall '04

Course #	Total 7-19		Item 20		Item 21	
(reverse coded)	Mean**	Unit M	Mean	Unit M	Mean	Unit M
LEST 36085 Leisure and Culture, n=21)	1.93	2.01	2.10	2.16	2.55	2.40

* 1 = strongly disagree, 5 = strongly agree

** 1 = strongly agree, 5 = strongly disagree

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **13-Oct-08** Curriculum Bulletin _____
Effective Date **Fall 2009** Approved by EPC _____

Department	**Exercise, Leisure &Sport**
College	**EH - Education, Health and Human Services**
Proposal	**Revise Course**
Course Subject	**RPTM** Course Number **36085**
Course Title	**Leisure and Culture**
Minimum Credits	**03** Maximum Credits **03**

Checked items are new or revised

- ☐ Subject
- ☐ Number
- ☐ Title
- ☐ Title Abbreviation
- ☐ Credit Hours
- ☐ Prerequisites
- ☐ Description
- ☐ Schedule Type
- ☐ Cross-Listed / Slash
- ☐ Grade Rule
- ☐ Credit by Exam
- ☐ Course Content
- ☐ Liberal Education Requirements (LER)
- ☐ Writing-Intensive (WIC)
- ☒ Diversity
- ☐ 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): **Course currently taught by Dr. Mary Parr. Dr. Mary Ann Devine is also qualified to teach this course.**

Units consulted (other departments, programs or campuses affected by this proposal): **None**

REQUIRED ENDORSEMENTS

Department Chair / School Director / Campus Dean	12/18/08
College Dean	12/19/08
Executive Dean of Regional Campuses / Dean of Graduate Studies	___/___/___
Senior Vice President for Academic Affairs and Provost	___/___/___

BASIC DATA SHEET

Complete all fields. Data entered below should reflect new/revised information.

Preparation Date **13-Oct-08** Requested Effective Term **Fall 2009**

Course Subject **RPTM** Course Number **36085**

Course Title **Leisure and Culture**

Title Abbreviation

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

Contact Hours Per Week
☒ Lecture Minimum Hours **03.00** ☐ to ☐ or Maximum Hours **03.00**
☐ Laboratory Minimum Hours ☐ to ☐ or Maximum Hours
☐ Other Minimum Hours ☐ to ☐ or Maximum Hours
NOTE: Contact hours should be per week.

Repeat Status **select one**
If repeats, course limit OR maximum hours

Course Level **UG - Undergraduate**

Grade Rule **B - Letter**

Schedule Type(s) **LEC - Lecture**

Course Attribute(s) **DIVD - Diversity/Domestic**

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) **None**

Corequisite(s) **None**

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 **Leisure behaviors and beliefs for people from diverse cultures, factors perpetuating inequality in the United States, and strategies for leisure programming in a pluralistic society.**
(do not include prerequisites)

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	**I.Introduction**
	A. Guidelines
	B. Working assumptions
	C. Terminology
	D.Oppression discussed
12.00	**II. Influences on Leisure Beliefs and Behaviors**
	A. Race and ethnicity
	B. Religion
	C. Gender and sexual orientation
	D. Age
	E. Socioeconomic status
6.00	**III. Leisure Patterns of Different Cultures**
	A. Understanding personal heritage and lesiure behaviors
	B. Similarities and differences of leisure behaviors
9.00	**IV. Leisure and ethnicity**
	A. Leisure in a pluralistic society
	B. Impacts on U.S. leisure behavior from diverse culture
9.00	**V. Leisure programming strategies**
	A. Coalition building
	B. Multicultural programming
3.00	**VI. Leisure a right or a privilege**
3.00	**VII. Considerations for the future**

45.00 Total Contact Hours

Textbook(s) Used in this Course	**Allison, M.T., & Schneider, I.E. (2000). Diversity and the Recreation Profession: Organizational Perspectives. State College, PA; Venture**
Writing Expectations	**Research paper, journal and essay examinations are required.**
Instructor(s) Expected To Teach	**Parr**
Instructor(s) Contributing to Content	**Parr**

REQUIRED ENDORSEMENT

Department Chair / School Director / Campus Dean

10/18/08

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 26-Nov-08 Curriculum Bulletin _____

Effective Date Fall 2009 Approved by EPC _____

Department

College AS - Arts and Sciences

Degree ~~BS - Bachelor of Science, BA, BGS~~ Pre-professional

Program Name **Pre-Medicine/Pre-Osteopathy/Pre-Veterinary Medicine** Program Code **PMED**

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

Proposal Revise Program Changes to Pre-Medicine/Pre-Osteopathy PMDO

Description of proposal:

Revise the existing PMED program so that it covers Pre-Medicine/Pre-Osteopathy only to better prepare students for admission to medical schools; a separate Pre-Veterinary Medicine program is recognized

Does proposed revision change program's total credit hours? ☒ Yes ☐ No

Current total credit hours: 48-49 Proposed total credit hours 53-54

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

Some units may see enrollments in different courses shift due to the changed curricula

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

BSCI, CHEM, PHY, PSYC, MATH

REQUIRED ENDORSEMENTS

Mary Ann Haley 12/12/08

Department Chair / School Director / Campus Dean

Mary Ann Haley 12/12/08

College Dean

_____ ___/___/___

Executive Dean of Regional Campuses / Dean of Graduate Studies

_____ ___/___/___

Senior Vice President for Academic Affairs and Provost

A&S 4

PROPOSAL SUMMARY

TITLE

Revision of the College of Arts and Sciences' Pre-Professional Medical/Health Sciences Advising Programs (Pre-Medicine, Pre-Osteopathy, Pre-Dentistry, Pre-Veterinary Medicine, Pre-Pharmacy)

SUBJECT SPECIFICATION

The College of Arts and Sciences proposes to revise the Pre-Medicine/Pre-Osteopathy/Pre-Veterinary Medicine (PMED) program and separate it in to two programs, Pre-Medicine/Pre-Osteopathy (~~PMED~~) and Pre-Veterinary Medicine (~~PVET~~); revise the Pre-Dentistry (PDNT) program; and revise the Pre-Pharmacy (PPHM) program. Each of these can be associated with a student's Bachelor of Science (BS), Bachelor of Arts (BA), or Bachelor of General Studies (BGS) degree programs but can not be the student's only academic program.

BACKGROUND INFORMATION

For many years the College of Arts and Sciences has provided Kent State University students with an opportunity to prepare for further training in Medical and Health Sciences fields. Typically these students are interested in applying to medical, osteopathic medicine, dental, veterinary medicine, or pharmacy schools after either completing an undergraduate degree or finishing the necessary coursework to gain admission to these professional programs.

These programs are frequently referred to as 'secondary' majors since they provide the necessary prerequisites for further training. Students must also be enrolled in Bachelor of Science, Bachelor of Arts, or Bachelor of General Studies degree programs.

It has been some time since these programs have been reviewed or updated to reflect the necessary preparation that the professional schools require. The College of Arts and Sciences formed an ad hoc committee to accomplish this task. Representatives of the Departments of Biological Sciences, Chemistry, Physics and Psychology participated in the initial review of these programs and determination of a course of action. Representatives from the Departments of Biological Sciences and Chemistry have met with the Assistant Dean for Curriculum and the Associate Dean for Advising and Undergraduate Affairs throughout Fall Semester 2008 to craft the proposed revisions presented here.

Specifically, this proposal:

1. Separates and revises the Pre-Medicine/Pre-Osteopathy/Pre-Veterinary Medicine programs in to two programs, Pre-Medicine/Pre-Osteopathy and Pre-Veterinary Medicine, reflecting the different admission requirements that students will encounter when applying to Colleges or Schools of Medicine, Osteopathic Medicine and Veterinary Medicine.

2. Revises the Pre-Dentistry program by updating the list of courses students should take to gain admission to and prepare for further training in Colleges or Schools of Dentistry.

3 Revises the Pre-Pharmacy program by updating the list of courses students should take to gain admission to and prepare for further training in Colleges or Schools of Pharmacy.

These revisions are being made in concert with the Departments of Biological Sciences and Chemistry which are developing specific tracks within their degree programs to serve the academic needs of Kent State University students, current and future, interested in these areas.

Students interested in these programs typically are better-prepared for a university experience. Having updated and clearly understood programs to help these students prepare for further training will contribute to the overall university goal of increased enrollment and retention.

No additional resources are required to implement this proposal. No new courses will be established. The courses included in these programs are currently part of the established Kent State curriculum.

Since it is expected that many students will choose to enroll in the new concentrations developed in Biological Sciences and Chemistry, the enrollment in the College of Arts and Sciences Pre-Professional Medical/Health Sciences Advising Programs is expected to decrease. This will meet the College's objective of having students successfully enrolled in degree programs that will offer them the greatest opportunity for success, both in further academic training and future careers.

ALTERNATIVES AND CONSEQUENCES

The only alternative to this proposal is to leave the existing programs as they are, out-of-date. Students interested in such programs would be likely to look at other institutions to provide them with the necessary preparation for admission to medical, osteopathic medicine, dental, veterinary medicine, and pharmacy schools. Kent State University would lose the opportunity to attract and educate well-qualified students.

SPECIFIC RECOMMENDATION

The College of Arts and Sciences recommends the revision of the pre-professional medical/health science advising programs in order to provide quality preparatory programs to interested students.

TIMETABLE

Fall 2008	Proposed revisions developed
December 2008	College of Arts and Sciences Curriculum Committee approval
January 2009	Educational Policies Committee approval
January 2009	Faculty Senate approval
Fall 2009	Published in Undergraduate Catalog and programs implemented

KENT STATE
UNIVERSITY

TO: The College of Arts and Sciences Curriculum Committee

FROM: Mary Ann Haley, Assistant Dean Mary Ann Haley

RE: Revision of the Pre-Professional Medical/Health Sciences Advising Programs (Pre-Medicine/Pre-Osteopathy/Pre-Dentistry/Pre-Veterinary Medicine/Pre-Pharmacy

DATE: November 26, 2008

Attached please find all the materials necessary to revise the Pre-Professional Medical/Health Sciences Advising Programs administered through the College of Arts and Sciences. Currently two of these programs are referred to as 'secondary majors' meaning they can be pursued as long as students are enrolled in other Bachelor of Science or Bachelor of Arts majors or are enrolled in the Bachelor of General Studies program. These two are Pre-Medicine/Pre-Osteopathy/Pre-Veterinary Medicine and Pre-Dentistry. A third program is Pre-Pharmacy, currently referred to as a non-degree program.

This proposal will separate and revise the Pre-Medicine/Pre-Osteopathy and Pre-Veterinary Medicine programs, revise the Pre-Dentistry program, and revise the Pre-Pharmacy program and give it equal status as the others. This proposal is designed to give Kent State Students (current and future) programs that will best prepare them for additional training in medical, osteopathic medicine, dental, veterinary medicine, and pharmacy schools.

The Dean's Office has worked closely with representatives from the Departments of Biological Sciences and Chemistry to prepare this proposal. In addition, representatives from the Departments of Physics and Psychology were involved in the preliminary discussions.

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College of Arts and Sciences
105 Bowman Hall • P.O. Box 5190 • Kent, Ohio 44242-0001
(330) 672-2062 • Fax (330) 672-2646 • http://www.kent.edu

PROPOSED

Advertising
Communication Studies
Design
Electronic Media
Media Literacy
Photo Illustration
Public Relations
Visual Journalism
Web Design and Programming

Education, Health, and Human Services
The following minors within the College of Education, Health, and Human Services are available to all undergraduate students at Kent State University. Please see Pages 353-355 for program requirements.

Athletic Coaching
Community Health Education
Family, Food and Nutritional Studies
Gerontology
Hospitality Management
Human Sexuality
Recreation and Park Management
Sport Administration
Sports Medicine
Tourism Management

Technology
The following minors within the College of Technology are available to all undergraduate students at Kent State University. Please see Pages 387 for program requirements.

Electronic Technology
Flight Technology
Technology

To successfully complete a minor in another college, arts and sciences students must meet the cumulative GPA requirement for that minor.

SOME OPTIONS WITHIN FIELDS
The College of Arts and Sciences offers certain options within general fields of study; these fields of study can also include programs in other colleges. Some of these options are offered through regular majors, while others are programs outside the scope of a major.

Computer Science/Information Systems Programs
Students interested in careers in computer science and information systems have several options at Kent State University. Within the College of Arts and Sciences, they may pursue the B.S. degree in computer science offered by the Department of Computer Science. This program is described above in the Bachelor of Science section.

In the College of Business Administration, students may pursue a degree in information systems. This program is offered through the Department of Management and Information Systems; it is described in the Business Administration section of this *Catalog*.

For further information about any of these computer science options, students should consult the Departments of Computer Science and Management and Information Systems, respectively.

Health-Related Programs
Kent State University has particularly strong programs in areas related to health. In the College of Arts and Sciences, programs in pre-medicine, pre-osteopathy, pre-veterinary medicine ~~and~~ pre-dentistry and pre-pharmacy are offered. These programs must be taken in conjunction with a primary major or field of concentration. They are described in this section of the *Catalog* under Pre-medical Health Sciences Programs. These programs are intended to provide specific preparation for advanced professional training in medicine or other health sciences fields. They also can be used, however, as general background for other areas of work related to health.

In addition, the College of Arts and Sciences offers a Three-Plus-One program in medical technology. This program, which combines three years of study at Kent State University with a year of clinical study in an area hospital, is intended to prepare students for direct entry into careers in medical technology. This program is described above under Three-Plus-One program.

The College of Arts and Sciences, in cooperation with the Northeastern Ohio Universities College of Medicine, also offers a six-year program leading to the combined degrees of B.S. in integrated life sciences and Doctor of Medicine (B.S./M.D.). Further information about this program is given above under Integrated Life Sciences Six-Year Medical Program.

Students interested in careers related to health also should consider programs offered elsewhere in the university and described in other sections of this *Catalog*. The College of Nursing offers a program leading to a B.S. in nursing, and several of the Regional Campuses offer two-year programs leading to the degree of Associate of Applied Science in Nursing. In addition, programs in community health education and community health are offered through the College of Education, Health, and Human Services.

Students interested in any of the health-related programs offered through the College of Arts and Sciences may obtain further information about those programs from the office of the College of Arts and Sciences, 105 Bowman Hall. Information about programs in nursing and health education may be obtained from the Colleges of Nursing and Education, respectively.

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dependent upon a student's ability to secure placement with one of the hospital affiliates. The university does not assume responsibility or liability for completion of the major in cases of student dismissal from a hospital program or loss of hospital training sites due to program closures beyond university control. For their professional study, students register through Kent State University for the CLS courses taught in the hospital facility.

Students who successfully complete the clinical (professional study) year are eligible to take a certification examination such as those offered by the National Certification Agency for Medical Laboratory Personnel (NCA) and the Board of Registry of the American Society of Clinical Pathologists (ASCP). The Kent State University degree, however, is not contingent upon passing the Registry Examination.

See Pages 189-191 for the general requirements (including LER, diversity and writing-intensive requirements) for the B.S. program in the College of Arts and Sciences.

I.	**Years 1-3**		**89**
US	10097	First Year Experience FLASH Point	1
BSCI	10110	Biological Diversity	4
	10120	Biological Foundations	4
	20140	Cell Biology	4
	30030	Human Physiology	4
	30050	Human Genetics	3
	30171	General Microbiology	4
	40174	Immunology	3
	40581	Animal Parasitology	4
CHEM	10060	General Chemistry I	4
	10061	General Chemistry II	4
	10062	General Chemistry Laboratory I	1
	10063	General Chemistry Laboratory II	1
	20481	Basic Organic Chemistry I	4
	30101	Quantitative Analysis	2
	30102	Quantitative Analysis Laboratory	1
	30284	Introductory Biological Chemistry	4
	30360	Aqueous Descriptive Inorganic Chemistry	2
CS	10061	Introduction to Computer Programming	3
ENG	11011	College Writing I	3
	21011	College Writing II	3
MATH	12001	Algebra and Trigonometry	4
	30011	Basic Probability and Statistics	3
Humanities and Fine Arts LER			9
Social Science LER			9

Refer to the university and College of Arts and Sciences Liberal Education Requirements and diversity requirements. Note: Students majoring in medical technology are not required to meet the foreign language proficiency requirement.

II.	**Professional Study (Year 4)**		**32**
CLS	49010	Clinical Microbiology: Theory	4
	49011	Clinical Microbiology: Applications	4
	49012	Clinical Immunology: Theory	1
	49013	Clinical Immunology: Applications	1
	49014	Clinical Mycology: Theory and Applications	1
	49015	Clinical Parasitology: Theory and Applications	1
	49020	Clinical Chemistry: Theory	4
	49021	Clinical Chemistry: Applications	4
	49022	Urinalysis: Theory	1
	49023	Urinalysis: Applications	1
	49030	Immunohematology: Theory	2
	49031	Immunohematology: Applications	2
	49032	Coagulation: Theory and Applications	1
	49033	Clinical Hematology: Theory	2
	49034	Clinical Hematology: Applications	2
	49040	Topics in Lab Management	1
		TOTAL	**121**

Pre-MEDICAL/HEALTH SCIENCES PROGRAMS

~~PRE-MEDICAL PROGRAMS~~

Program Requirements

Students pursuing a pre-medical /health science program must complete all of the General Requirements for the degree elected. They must also complete all the requirements for the primary major or field of concentration. Students often choose to pursue the primary major in the biological sciences, chemistry or psychology; they may, however, pursue any major in the college along with the pre-medical /health science program. The first major must be in the College of Arts and Sciences. It is not necessary to have a major in the medically-related sciences in order to be admitted to medical school, but it is necessary to complete the appropriate pre-medical /health science program. Students who elect to design their own Bachelor of General Studies (B.G.S.) degree must include the appropriate pre-medical /health science program within their degree program.

Students pursuing a B.G.S. or a primary major in a nonscience field should also seek advice from the pre-medical /health science advisors in the Departments of Biological Sciences and Chemistry. Pre-medical /health science program requirements are given below, along with recommended coursework that may be taken as elective coursework or as part of a primary major.

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PROPOSED

BSCI 30156 Elements of Genetics 3
BSCI 30171 General Microbiology 4
BSCI 40430 Animal Physiology 3

Choose one: 4-5
MATH12002 Analytic Geometry and Calculus I (5)
MATH12021 Calculus for Life Sciences (4)

Choose one: 3
MATH12022 Probability & Statistics for Life Sciences (3)
MATH30011 Basic Probability & Statistics (3)

and

Pre-medicine, Pre-osteopathy, Pre-veterinary Medicine

See Pages 189-191 for the general requirements (including LER, diversity and writing-intensive requirements) for the B.S. program in the College of Arts and Sciences.

BSCI 10120 Biological Foundations 4
3 20140 Cell Biology 4
~~CHEM 30475 Organic Chemistry Laboratory I ..... 1~~
~~30476 Organic Chemistry Laboratory II ..... 1~~
~~MATH*12002 Analytic Geometry and Calculus I ..... 5~~
Choose one of the following groups: 10
→ GROUP ONE: ←
CHEM 10060 General Chemistry I (4)
10061 General Chemistry II (4)
10062 General Chemistry Laboratory I (1)
10063 General Chemistry Laboratory II (1)

GROUP TWO: ←
CHEM 10960 Honors General Chemistry (5)
10961 Honors General Chemistry (5)

~~Choose from the following: ..... 7-8~~
~~BSCI 30156 Elements of Genetics (3)~~
~~30171 General Microbiology (4)~~
~~30513 Vertebrate Anatomy (4)~~
~~30519 Vertebrate Embryology and Developmental Anatomy (4)~~
~~40430 General Physiology (4)~~
~~Choose from the following: ..... 6~~
~~CHEM 20481 Basic Organic Chemistry I (4)~~
~~20482 Basic Organic Chemistry II (2)~~
~~30481 Organic Chemistry I (3)~~
~~30482 Organic Chemistry II (3)~~
~~Choose from the following: ..... 10~~
~~PHY 13001 General College Physics I (4)~~
~~13021 General College Physics Laboratory I (1)~~
~~or~~
~~13002 General College Physics II (4)~~
~~13022 General College Physics Laboratory II (1)~~
~~or~~
~~23101 General University Physics I (5)~~
~~or~~
~~23102 General University Physics II (5)~~

TOTAL ~~48-49~~ 53-54

* MATH 12001, which is a prerequisite for MATH 12002, should be bypassed by students with sufficient background.

Some medical schools may also require the following strongly recommended courses: CHEM 40245, Biochemical Foundations of Medicine, or 40247, Principles of Biochemistry; MATH 30111,

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College of Arts and Sciences 10

See Pages 189-191 for the general diversity and writing-intensive re program in the College of Arts a

BSCI 10120 Biological Founda 6
20140 Cell Biology ....
CHEM 30475 Organic Chemistr 1
30476 Organic Chemistr 1
MATH 12001 Algebra and Trigo
Choose one of the following grou
CHEM 10060 General Chemistr
CHEM 10061 General Chemistr
10062 General Chemistr
10063 General Chemistr
or
CHEM 10960 Honors General C
10

Choose one group:
Group One:
CHEM20481 Basic Organic Chemistry I (4)
CHEM20482 Basic Organic Chemistry II (2)
Group Two:
CHEM30481 Organic Chemistry I (3)
CHEM30482 Organic Chemistry II (3)
Both groups take:
CHEM30475 Organic Chemistry Lab I
CHEM30476 Organic Chemistry Lab II

Choose one group:
Group One:
PHY 13001 General College Physics I (4)
PHY 13002 General College Physics II (4)
PHY 13021 General College Physics Lab I (1)
PHY 13022 General College Physics Lab II (1)
Group Two:**
PHY 23101 General University Physics I (5)
PHY 23102 General University Physics II (5)

TOTAL 47-48

o require the following strongly M 30101, 30102, 30103, 30284 utive requirements in the social sci behavioral science areas (sociology

duate Catalog

A&S 9

Teaching Programs
Students with an interest in college or university teaching as a career should prepare for several years of postgraduate study leading to the Ph.D. In the physical sciences, the biological sciences and mathematical sciences, the B.S. degree generally is considered appropriate for students who wish to enter Ph.D. programs. However, superior students with the B.A. degree also may be admitted to such science and math programs. In other areas, the B.A. is the usual degree required for admission to a Ph.D. program. A Bachelor of General Studies may also be acceptable for admission to graduate studies if it includes a significant focus in the appropriate discipline or in related fields. Students interested in pursuing graduate work should seek extensive and detailed advice from faculty members in the field they are considering.

Students who want to teach in one of the traditional disciplines on the high school level may choose either of two routes toward that goal. They may pursue a degree through the College of Education, Health, and Human Services, with a major in the chosen teaching field. Alternatively, for certain fields, they may pursue a degree in the College of Arts and Sciences with a major in the desired teaching field, and at the same time complete a minor in education. Satisfactory completion of the arts and sciences degree, along with the minor in education, will lead to certification for high school teaching in the state of Ohio. Further information about this program is contained above in the section Minors in Other Colleges. Students interested in pursuing a degree in arts and sciences with a minor in education should seek early advice from both the College of Arts and Sciences and the College of Education, Health, and Human Services. Students should note College of Education, Health, and Human Services GPA requirements.

Nonmajor Preprofessional Advising Programs
The College of Arts and Sciences provides advising programs for students preparing for professional training elsewhere. These advising programs are of two sorts: the first is intended for students who wish to pursue a professional undergraduate program, and the second is intended for those who wish to pursue professional study on the graduate level.

Advising programs for students preparing for undergraduate professional study are available in pre-engineering and prepharmacy. These programs are designed for students who wish to take one or two years of coursework at Kent State University before transferring to another institution with specialized undergraduate programs not available here.

Students preparing for graduate professional study in law or library science also are advised through nonmajor advising programs. These advising programs will help students make the appropriate choice of courses and prepare for professional study.

Pre-Engineering
(Byron Anderson, Advisor, Department of Physics)

Students who wish to prepare for a career in engineering may begin their studies at Kent State University. They should, however, be thoroughly acquainted with the admission requirements of the schools of engineering to which they plan to apply. Curriculum information may be obtained from the pre-engineering advisor in the Department of Physics, the pre-engineering Web site (http://phys.kent.edu/pre-eng/) or from the college office.

Pre-Pharmacy
(Shun-Che Tsai, Advisor, Department of Chemistry)
Saumitra Basu

Pre-pharmacy study may be completed at Kent State University by taking basic academic courses through the College of Arts and Sciences. Pre-pharmacy students are encouraged to take the courses listed below to enhance their opportunities to enter a pharmacy school:

BSCI 10120, 20140, 30030, 30171 and 30518
CHEM 10060, 10061, 10062 and 10063; or 10960 and 10961
CHEM 30475, 30476, 30481 and 30482
ENG 11011, 21011
MATH 12001, 12002, 12003
PHY 13001, 13002, 13021 and 13022; or 23101 and 23102.

Remaining coursework should be selected from the social sciences (see LER listings in anthropology, economics, geography, political science, psychology and sociology; most pharmacy schools also consider history to fall into this category) and from the Humanities (see LER listings for English, philosophy and fine arts).

All students should be familiar with the requirements of the school of pharmacy to which they plan to apply and attend. Students should immediately consult the prepharmacy advisor in the Department of Chemistry or with the college office upon entering the university.

Pre-Library Science
(Rhonda S. Filipan, Academic Program Coordinator, School of Library and Information Science)

Students seeking admission to a master's program in library science accredited by the American Library Association should have a broad, general undergraduate education, including courses in humanities, sciences and social sciences. Employment opportunities are enhanced for those with competency in one or more of the following areas: foreign languages, computer science, mathematics or statistics, or business

Information on the pre-pharmacy program is found earlier in the section titled "Pre-Medical/Health Sciences Programs."

PROPOSED

While individual medical or osteopathy schools may require a variety of additional courses, the following list is **highly recommended** to strengthen a student's preparation for the MCAT:

BSCI 30518 Vertebrate Anatomy (4)
Choose one: CHEM 30284 Introductory Biological Chemistry (4)
CHEM 40245 Biochemical Foundations of Medicine (4)

Students are encouraged, after consultation with a faculty pre-medicine and pre-osteopathy advisor, to select from the following Liberal Education Requirements (LERs) and general elective courses to help prepare for a career in medicine:

COMM 15000 Introduction to Human Communication* (3)
ECON 22060 Principles of Microeconomics* (3)
ECON 42086 Economics of Healthcare (3)
PHIL 21001 Introduction to Ethics* (3)
PSYC 11762 General Psychology* (3)
PSYC 40111 Abnormal Psychology (3)
PSYC 41363 Biopsychology (3)
SOC 12050 Introduction to Sociology* (3)
SOC 42563 Sociology of Health and Health Care (3)

*Courses that also satisfy the Liberal Education Requirements

Admission requirements differ among medical and osteopathic medicine schools. Students should consult with a faculty advisor each semester for assistance in choosing classes, the appropriate sequencing of classes, and to ensure entrance requirements for selected schools are being met.

** The pre/corequisite for PHY 23101 is MATH 12002; the pre/corequisite for PHY 23102 is MATH 12003.

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COLLEGE OF ARTS AND SCIENCES
KENT STATE UNIVERSITY

NAME: _____

ID NUMBER: _____

2008-09 UNDERGRADUATE CATALOG

DATE: _____

The premedicine, osteopathy, veterinary program is available only as a "secondary" major. Students who declare the premedicine, osteopathy, veterinary program must also complete a "primary" program of study under either the Bachelor of Arts, Bachelor of Science, or Bachelor of General Studies degree program. Students should consult the program requirement sheet for their "primary" major and the Undergraduate Catalog for a summary of the General Graduation Requirements they are required to satisfy.

BSCI Biological Foundations	10120	____	4
BSCI Cell Biology	20140	____	4
CHEM Organic Chemistry Lab I	30475	____	1
CHEM Organic Chemistry Lab II	30476	____	1
MATH Analytic Geometry and Calculus I	*12002	____	5
PLUS TWO OF.....7-8			
BSCI Elements of Genetics	30156	____	3
BSCI General Microbiology	30171	____	4
BSCI Vertebrate Anatomy	30518	____	4
BSCI Vertebrate Embryol/Develop Anat	30519	____	4
BSCI General Physiology	40430	____	4
Choose Group One or Group Two.....10			
Group One:			
CHEM General Chemistry I	10060	____	4
CHEM General Chemistry II	10061	____	4
CHEM General Chemistry Lab I	10062	____	1
CHEM General Chemistry Lab II	10063	____	1
Group Two:			
CHEM Honors General Chemistry	10960	____	5
CHEM Honors General Chemistry	10961	____	5
Choose one series from.....6			
CHEM Basic Organic Chemistry I	20481	____	4
CHEM Basic Organic Chemistry II	20482	____	2
OR			
CHEM Organic Chemistry I	30481	____	3
CHEM Organic Chemistry II	30482	____	3
Choose one series from.....10			
PHY General College Physics I	13001	____	4
PHY General College Physics Lab I	13021	____	1
OR			
PHY General College Physics II	13002	____	4
PHY General College Physics Lab II	13022	____	1
OR			
PHY General University Physics I	23101	____	5
PHY General University Physics II	23102	____	5

TOTAL MAJOR HOURS.....48-49

*NOTE: MATH 12001, WHICH IS A PREREQUISITE FOR MATH 12002, SHOULD BE BYPASSED BY STUDENTS WITH SUFFICIENT BACKGROUND.

SOME MEDICAL SCHOOLS MAY ALSO REQUIRE THE FOLLOWING STRONGLY RECOMMENDED COURSES: CHEM 40245, BIOCHEMICAL FOUNDATIONS OF MEDICINE, OR 40247, PRINCIPLES OF BIOCHEMISTRY; MATH 30011, BASIC PROBABILITY AND STATISTICS. DISTRIBUTIVE REQUIREMENTS IN THE SOCIAL SCIENCES SHOULD BE TAKEN IN THE BEHAVIORAL SCIENCE AREA (SOC 12050 PLUS 42563, MEDICAL SOCIOLOGY; PSYC 11762 PLUS 40111, ABNORMAL PSYCHOLOGY, RECOMMENDED).

VETERINARY MEDICINE
THE CURRENT "ADMISSION GUIDELINES" OF THE OHIO STATE UNIVERSITY COLLEGE OF VETERINARY MEDICINE INDICATE THAT, IN ORDER TO BE ELIGIBLE FOR "ADMISSION WITHOUT CONDITION," STUDENTS
PURSUING THE KENT PREMED PROGRAM SHOULD SELECT BSCI 30156, ELEMENTS OF GENETICS, AND 30171, GENERAL MICROBIOLOGY, FROM AMONG THE BIOLOGICAL SCIENCES OPTIONS AND SHOULD ADD EITHER CHEM 30284, INTRODUCTORY BIOLOGICAL CHEMISTRY, OR 40247, PRINCIPLES OF BIOCHEMISTRY, TO THE CHEMISTRY REQUIREMENTS ABOVE IF NEITHER IS ALREADY BEING TAKEN AS PART OF THE SECOND MAJOR. IN ADDITION, OSU RECOMMENDS COURSE WORK IN ECONOMICS, SOCIOLOGY, AND PSYCHOLOGY TO FULFILL THE SOCIAL SCIENCES REQUIREMENT. SPEECH (COMMUNICATIONS), HISTORY, CLASSICAL STUDIES, AND/OR COMPARATIVE LITERATURE ARE RECOMMENDED FOR THE HUMANITIES. A COURSE IN STATISTICS ALSO IS ENCOURAGED. MATH 30011, BASIC PROBABILITY AND STATISTICS, IS RECOMMENDED.

CURRENT

DISTRIBUTION: ADVISOR _____ STUDENT _____

[200880]

A&S 20

COLLEGE OF ARTS AND SCIENCES
KENT STATE UNIVERSITY

2008-09 UNDERGRADUATE CATALOG

NAME: _____

ID NUMBER: _____

DATE: _____

The Pre-Medicine/Pre-Osteopathy Program is designed for students who want to prepare for admission to medical or osteopathic medicine schools but aren't pursuing a degree in Biology or Chemistry. Students selecting this program declare a major in a Bachelor of Arts or Bachelor of Science degree program or in the Bachelor of General Studies program in the College of Arts and Sciences.

Students interested in a career in medicine must consult with a faculty pre-medicine/pre-osteopathy advisor as early as possible after admission to Kent State University. This will ensure that students enroll in the proper coursework needed to prepare for the Medical College Admissions Test (MCAT) and to meet the requirements for admission to medical school.

BSCI Biological Foundations	10120	____	4
BSCI Cell Biology	30140	____	4
BSCI Elements of Genetics	30156	____	3
BSCI General Microbiology	30171	____	4
BSCI Animal Physiology	40430	____	3
Choose one:			
MATHCalculus for Life Sciences	12021	____	4
MATHAnalytic Geometry & Calculus I	12002	____	5
Choose one:			
MATHBasic Probability & Statistics	30011	____	3
MATHProbability & Statistics for Life Sciences	12022	____	3
Choose one group:			
Group One:			
CHEM General Chemistry I	10060	____	4
CHEM General Chemistry II	10061	____	4
CHEM General Chemistry Lab I	10062	____	1
CHEM General Chemistry Lab II	10063	____	1
Group Two:			
CHEM Honors General Chemistry	10960	____	5
CHEM Honors General Chemistry	10961	____	5
Choose one group:			
Group One:			
CHEM Basic Organic Chemistry I	20481	____	4
CHEM Basic Organic Chemistry II	20482	____	2
Group Two:			
CHEM Organic Chemistry I	30481	____	3
CHEM Organic Chemistry II	30482	____	3
Both groups take:			
CHEM Organic Chemistry Lab I	30475	____	1
CHEM Organic Chemistry Lab II	30476	____	1
Choose one group:			
Group One:			
PHY General College Physics I	13001	____	4
PHY General College Physics Lab I	13021	____	1
PHY General College Physics II	13002	____	4
PHY General College Physics Lab II	13022	____	1
Group Two:**			
PHY General University Physics I	23101	____	5
PHY General University Physics II	23102	____	5
TOTAL HOURS			53-54

While individual medical or osteopathy schools may require a variety of additional courses the following list is **highly recommended** to strengthen a student's preparation for the MCAT:

BSCI	30518	Vertebrate Anatomy (4)
Choose one:		
CHEM	30284	Introductory Biological Chemistry (4)
CHEM	40245	Biochemical Foundations of Medicine (4)

Students are encouraged, after consultation with a faculty pre-medicine and pre-osteopathy advisor, to select from the following Liberal Education Requirements (LERs) and general elective courses to help prepare for a career in medicine:

COMM	15000	Introduction to Human Communication* (3)
ECON	22060	Principles of Microeconomics* (3)
ECON	42086	Economics of Healthcare (3)
PHIL	21001	Introduction to Ethics* (3)
PSYC	11762	General Psychology* (3)
PSYC	40111	Abnormal Psychology (3)
PSYC	41363	Biopsychology (3)
SOC	12050	Introduction to Sociology* (3)
SOC	42563	Sociology of Health and Health Care (3)

*Courses that also satisfy the Liberal Education Requirements

**Admission requirements differ among medical and osteopathic medicine schools. Students should consult with a faculty pre-medicine/pre-osteopathy advisor each semester for assistance in choosing classes, the appropriate sequencing of classes, and to ensure entrance requirements for selected medical schools are being met.

The pre/corequisite for PHY 23101 is MATH 23101; the pre/corequisite for PHY 23102 is MATH 12003.

Proposed

DISTRIBUTION: ADVISOR _____ STUDENT _____

[200880]

A&S 21

HALEY, MARY

From: STEPHENS, MARY ANN
Sent: Wednesday, December 03, 2008 7:05 PM
To: HALEY, MARY
Cc: DOWD, E THOMAS; FOLK, JOCELYN
Subject: RE: Revision of Pre-Professional Medicine/Health Programs

Hi Mary Ann

The Department of Psychology supports the proposed revisions to the pre-professional medicine/health programs. We believe these changes will facilitate appropriate advising and course placement, and will optimize the educational experiences of students. If we can be of further assistance with this matter, please let me know.

Mary Ann Parris Stephens, Ph.D.
Professor and Chair
Department of Psychology
Kent State University

From: HALEY, MARY
Sent: Tuesday, December 02, 2008 3:55 PM
To: BLANK, JAMES; CARLSON, ROBERT; TUBERGEN, MICHAEL; SAMPSON, PAUL; SEED, ALEXANDER; TONGE, ANDREW; mdavidso@kent.edu; ANDERSON, BRYON; MANLEY, MARK; STEPHENS, MARY ANN; DOWD, E THOMAS; FOLK, JOCELYN
Cc: POOTS, KATHY; MOORE, E TIMOTHY
Subject: Revision of Pre-Professional Medicine/Health Programs

Colleagues,

As most of you are aware the College has been working with a number of departments to update the Pre-Professional Advising Programs. An initial meeting took place earlier in the semester with representatives from CHEM, BSCI, PHY, PSYC. A smaller group has worked since that time on this effort. Attached is the documentation to revise the existing advising programs to more accurately reflect the coursework students would need to gain admission to a variety of professional schools.

The proposal:

1. Separates and revises the Pre-Medicine/Pre-Osteopathy/Pre-Veterinary Medicine program in to two programs, Pre-Medicine/Pre-Osteopathy and Pre-Veterinary Medicine, reflecting the different admission requirements that students will encounter when applying to Colleges or Schools of Medicine, Osteopathic Medicine and Veterinary Medicine.

2. Revises the Pre-Dentistry program by updating the list of courses students should take to gain admission to and prepare for further training in Colleges or Schools of Dentistry.

3. Revises the Pre-Pharmacy program by updating the list of courses students should take to gain admission to and prepare for further training in Colleges or Schools of Pharmacy.

This proposal will be presented to CCC on Thursday for an initial reading. I hope that you will be able to support this proposal. Please let me know if I can answer any questions or provide any further clarification.

Best regards,
Mary Ann

Mary Ann Haley, Ph.D.
Assistant Dean for Curriculum
College of Arts and Sciences
Kent State University
105 Bowman Hall

HALEY, MARY

From: SAMPSON, PAUL
Sent: Thursday, December 11, 2008 9:31 AM
To: HALEY, MARY
Cc: SEED, ALEXANDER; TUBERGEN, MICHAEL
Subject: RE: Revision of Pre-Professional Medicine/Health Programs

Hi Mary Ann,

The Chemistry Department is happy to support the new College-based pre-professional medicine/health programs, which nicely complement the new degree pathways in Chemistry and Biology for pre-professional students interested in a career in medicine.or other related health areas.

Best wishes. Paul Sampson (assistant Chair, Chemistry)

From: HALEY, MARY
Sent: Wednesday, December 10, 2008 3:43 PM
To: SEED, ALEXANDER; SAMPSON, PAUL
Subject: FW: Revision of Pre-Professional Medicine/Health Programs

Hi Alex and Paul,

Last week I emailed you the information to revise the College-based pre-professional medicine/health programs. I was hoping you could send a response indicating your support.

Thank you,
Mary Ann

Mary Ann Haley, Ph.D.
Assistant Dean for Curriculum
College of Arts and Sciences
Kent State University
105 Bowman Hall
330-672-8968

From: HALEY, MARY
Sent: Tuesday, December 02, 2008 3:55 PM
To: BLANK, JAMES; CARLSON, ROBERT; TUBERGEN, MICHAEL; SAMPSON, PAUL; SEED, ALEXANDER; TONGE, ANDREW; mdavidso@kent.edu; ANDERSON, BRYON; MANLEY, MARK; STEPHENS, MARY ANN; DOWD, E THOMAS; FOLK, JOCELYN
Cc: POOTS, KATHY; MOORE, E TIMOTHY
Subject: Revision of Pre-Professional Medicine/Health Programs

Colleagues,

As most of you are aware the College has been working with a number of departments to update the Pre-Professional Advising Programs. An initial meeting took place earlier in the semester with representatives from CHEM, BSCI, PHY, PSYC. A smaller group has worked since that time on this effort. Attached is the documentation to revise the existing advising programs to more accurately reflect the coursework students would need to gain admission to a variety of professional schools.

The proposal:

1. Separates and revises the Pre-Medicine/Pre-Osteopathy/Pre-Veterinary Medicine program in to two programs, Pre-Medicine/Pre-Osteopathy and Pre-Veterinary Medicine, reflecting the different admission requirements that students will encounter when applying to Colleges or Schools of Medicine, Osteopathic Medicine and Veterinary Medicine.

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2 Revises the Pre-Dentistry program by updating the list of courses students should take to gain admission to and prepare for further training in Colleges or Schools of Dentistry.

3 Revises the Pre-Pharmacy program by updating the list of courses students should take to gain admission to and prepare for further training in Colleges or Schools of Pharmacy.

This proposal will be presented to CCC on Thursday for an initial reading. I hope that you will be able to support this proposal. Please let me know if I can answer any questions or provide any further clarification.

Best regards,
Mary Ann

Mary Ann Haley, Ph.D.
Assistant Dean for Curriculum
College of Arts and Sciences
Kent State University
105 Bowman Hall
330-672-8968

HALEY, MARY

From: MANLEY, MARK
Sent: Friday, December 12, 2008 11:19 AM
To: HALEY, MARY
Subject: Revision of Pre-Professional Medicine/Health Programs

Dear Mary Ann,

This message is to indicate the support of the Physics Department for the proposed changes in the Pre-Professional Medicine/Health Programs, including Pre-Medicine, Pre-Osteopathy, Pre-Veterinary Medicine, Pre-Pharmacy, and Pre-Dentistry.

Best regards,
Mark Manley
Professor and Undergraduate Coordinator

Department of Physics
Kent State University
Kent, OH 44242
330-672-2407
manley@kent.edu

AAS 30

HALEY, MARY

From: CARLSON, ROBERT
Sent: Friday, December 12, 2008 11:52 AM
To: HALEY, MARY
Subject: RE: Revision of Pre-Professional Medicine/Health Programs

Dear Mary Ann

The Department of Biological Sciences strongly supports the revisions to the Arts and Sciences pre-professional medicine/health secondary majors. The revised course recommendations fit well with the courses proposed in the new pre-professional concentration in Biology.

Bob Carlson
Undergraduate Coordinator
Department of Biological Sciences
Kent State University
Kent, OH 44242 USA
Phone: (330) 672-8602
E-mail: rcarlson@kent.edu

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 26-Nov-08 Curriculum Bulletin _____

Effective Date Fall 2009 Approved by EPC _____

Department

College AS - Arts and Sciences

Degree ~~BS - Bachelor of Science, BA, BGS~~ Pre-professional

Program Name ~~Pre-Medicine/Pre-Osteopathy~~/Pre-Veterinary Medicine Program Code ~~PMED~~ (~~change to PVET~~)

Concentration(s) Concentration(s) Code(s) PVMD

Proposal ~~Revise Program~~ Estabolish program

Description of proposal:

Revise the existing PMED program so that a separate Pre-Veterinary Medicine (PVET) program is recognized to better prepare students for admission to veterinary medicine schools

Does proposed revision change program's total credit hours? ☒ Yes ☐ No

Current total credit hours: 48-49 Proposed total credit hours 80

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

Some units may see enrollments in different courses shift due to the changed curricula

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

BSCI, CHEM, PHY, PSYC, MATH

REQUIRED ENDORSEMENTS

Mary Ann Haley 12/12/08

Department Chair / School Director / Campus Dean

Mary Ann Haley 12/12/08

College Dean

_____ ___/___/___

Executive Dean of Regional Campuses / Dean of Graduate Studies

_____ ___/___/___

Senior Vice President for Academic Affairs and Provost

A&S 5

PROPOSAL SUMMARY

TITLE

Revision of the College of Arts and Sciences' Pre-Professional Medical/Health Sciences Advising Programs (Pre-Medicine, Pre-Osteopathy, Pre-Dentistry, Pre-Veterinary Medicine, Pre-Pharmacy)

SUBJECT SPECIFICATION

The College of Arts and Sciences proposes to revise the Pre-Medicine/Pre-Osteopathy/Pre-Veterinary Medicine (PMED) program and separate it in to two programs, Pre-Medicine/Pre-Osteopathy (~~PMED~~) and Pre-Veterinary Medicine (~~PVET~~); revise the Pre-Dentistry (PDNT) program; and revise the Pre-Pharmacy (PPHM) program. Each of these can be associated with a student's Bachelor of Science (BS), Bachelor of Arts (BA), or Bachelor of General Studies (BGS) degree programs but can not be the student's only academic program.

BACKGROUND INFORMATION

For many years the College of Arts and Sciences has provided Kent State University students with an opportunity to prepare for further training in Medical and Health Sciences fields. Typically these students are interested in applying to medical, osteopathic medicine, dental, veterinary medicine, or pharmacy schools after either completing an undergraduate degree or finishing the necessary coursework to gain admission to these professional programs.

These programs are frequently referred to as 'secondary' majors since they provide the necessary prerequisites for further training. Students must also be enrolled in Bachelor of Science, Bachelor of Arts, or Bachelor of General Studies degree programs.

It has been some time since these programs have been reviewed or updated to reflect the necessary preparation that the professional schools require. The College of Arts and Sciences formed an ad hoc committee to accomplish this task. Representatives of the Departments of Biological Sciences, Chemistry, Physics and Psychology participated in the initial review of these programs and determination of a course of action. Representatives from the Departments of Biological Sciences and Chemistry have met with the Assistant Dean for Curriculum and the Associate Dean for Advising and Undergraduate Affairs throughout Fall Semester 2008 to craft the proposed revisions presented here.

Specifically, this proposal:

1. Separates and revises the Pre-Medicine/Pre-Osteopathy/Pre-Veterinary Medicine programs in to two programs, Pre-Medicine/Pre-Osteopathy and Pre-Veterinary Medicine, reflecting the different admission requirements that students will encounter when applying to Colleges or Schools of Medicine, Osteopathic Medicine and Veterinary Medicine.

2. Revises the Pre-Dentistry program by updating the list of courses students should take to gain admission to and prepare for further training in Colleges or Schools of Dentistry.

3 Revises the Pre-Pharmacy program by updating the list of courses students should take to gain admission to and prepare for further training in Colleges or Schools of Pharmacy.

These revisions are being made in concert with the Departments of Biological Sciences and Chemistry which are developing specific tracks within their degree programs to serve the academic needs of Kent State University students, current and future, interested in these areas.

Students interested in these programs typically are better-prepared for a university experience. Having updated and clearly understood programs to help these students prepare for further training will contribute to the overall university goal of increased enrollment and retention.

No additional resources are required to implement this proposal. No new courses will be established. The courses included in these programs are currently part of the established Kent State curriculum.

Since it is expected that many students will choose to enroll in the new concentrations developed in Biological Sciences and Chemistry, the enrollment in the College of Arts and Sciences Pre-Professional Medical/Health Sciences Advising Programs is expected to decrease. This will meet the College's objective of having students successfully enrolled in degree programs that will offer them the greatest opportunity for success, both in further academic training and future careers.

ALTERNATIVES AND CONSEQUENCES

The only alternative to this proposal is to leave the existing programs as they are, out-of-date. Students interested in such programs would be likely to look at other institutions to provide them with the necessary preparation for admission to medical, osteopathic medicine, dental, veterinary medicine, and pharmacy schools. Kent State University would lose the opportunity to attract and educate well-qualified students.

SPECIFIC RECOMMENDATION

The College of Arts and Sciences recommends the revision of the pre-professional medical/health science advising programs in order to provide quality preparatory programs to interested students.

TIMETABLE

Fall 2008	Proposed revisions developed
December 2008	College of Arts and Sciences Curriculum Committee approval
January 2009	Educational Policies Committee approval
January 2009	Faculty Senate approval
Fall 2009	Published in Undergraduate Catalog and programs implemented

KENT STATE
UNIVERSITY

TO: The College of Arts and Sciences Curriculum Committee

FROM: Mary Ann Haley, Assistant Dean Mary Ann Haley

RE: Revision of the Pre-Professional Medical/Health Sciences Advising Programs (Pre-Medicine/Pre-Osteopathy/Pre-Dentistry/Pre-Veterinary Medicine/Pre-Pharmacy

DATE: November 26, 2008

Attached please find all the materials necessary to revise the Pre-Professional Medical/Health Sciences Advising Programs administered through the College of Arts and Sciences. Currently two of these programs are referred to as 'secondary majors' meaning they can be pursued as long as students are enrolled in other Bachelor of Science or Bachelor of Arts majors or are enrolled in the Bachelor of General Studies program. These two are Pre-Medicine/Pre-Osteopathy/Pre-Veterinary Medicine and Pre-Dentistry. A third program is Pre-Pharmacy, currently referred to as a non-degree program.

This proposal will separate and revise the Pre-Medicine/Pre-Osteopathy and Pre-Veterinary Medicine programs, revise the Pre-Dentistry program, and revise the Pre-Pharmacy program and give it equal status as the others. This proposal is designed to give Kent State Students (current and future) programs that will best prepare them for additional training in medical, osteopathic medicine, dental, veterinary medicine, and pharmacy schools.

The Dean's Office has worked closely with representatives from the Departments of Biological Sciences and Chemistry to prepare this proposal. In addition, representatives from the Departments of Physics and Psychology were involved in the preliminary discussions.

A&S 1

College of Arts and Sciences
105 Bowman Hall • P.O. Box 5190 • Kent, Ohio 44242-0001
(330) 672-2062 • Fax (330) 672-2646 • http://www.kent.edu

PROPOSED

PRE-VETERINARY MEDICINE (fulfills the required prerequisites for the Ohio State University College of Veterinary Medicine)

Required Courses

BSCI	10110	Biological Diversity	4
BSCI	10120	Biological Foundations	4
BSCI	30140	Cell Biology	4
BSCI	30156	Elements of Genetics	3
BSCI	30171	General Microbiology	3
CHEM	10060	General Chemistry I	4
CHEM	10061	General Chemistry II	4
CHEM	10062	General Chemistry Lab I	1
CHEM	10063	General Chemistry Lab II	1
CHEM	30481	Organic Chemistry I*	3
CHEM	30482	Organic Chemistry II	3
CHEM	30284	Introduc.ory Biological Chemistry	4
MATH	11010	Algebra for Calculus	3
MATH	11022	Trigonometry	2
PHY	13001	General College Physics I	4
PHY	13002	General College Physics II	4
PHY	13021	General College Physics Lab I	1
PHY	13022	General College Physics Lab II	1
ENG	11011	College Writing I**	3

Electives (Suggested coursework, minimum credits must be met for each category)

Humanities and Social Sciences 14

Courses in Psychology, Speech, Sociology, History and/or Economics)

Biology 7

- BSCI 30518 Vertebrate Anatomy (4)
- BSCI 30519 Vertebrate Embryology and Developmental Anatomy (4)
- BSCI 40143 Eukaryotic Cell Biology (3)
- BSCI 40174 Immunology (3)
- BSCI 40430 Animal Physiology (3)
- BSCI 40433 Mammalian Physiology I (3)
- BSCI 40444 Mammalian Physiology Laboratory I (1)
- BSCI 40515 Animal Behavior (3)
- BSCI 40556 Vertebrate Zoology (4)
- BSCI 40581 Animal Parasitology (4)

Mathematics*** 3

MATH 30011 Basic Probability and Statistics

TOTAL HOURS 80

AES 11

PROPOSED

*Ohio State University College of Veterinary Medicine recommends an Organic Chemistry Lab, but it is not required. However, organic chemistry laboratory courses are required by other veterinary schools.

**Ohio State University College of Veterinary Medicine requires one semester of writing/composition. Other veterinary schools require two semesters; ENG 21011 College Writing II is recommended.

***Additional mathematics courses are recommended but not required.

COLLEGE OF ARTS AND SCIENCES
KENT STATE UNIVERSITY

NAME: _____

ID NUMBER: _____

2008-09 UNDERGRADUATE CATALOG

DATE: _____

The Pre-Veterinary Medicine Program is designed for students who want to prepare for admission to veterinary medicine school but aren't pursuing a degree in Zoology or Biology. This program fulfills the required prerequisites for the Ohio State University College of Veterinary Medicine. Students selecting this program declare a major in a Bachelor of Arts or Bachelor of Science degree program or in the Bachelor of General Studies program in the College of Arts and Sciences.

Students interested in a career in veterinary medicine must consult with the faculty pre-veterinary medicine advisor as early as possible after admission to Kent State University. This will ensure that students enroll in the proper coursework needed to prepare for the Medical College Admissions Test (MCAT) or the Graduate Record Exam (GRE) and to meet the requirements for admission to veterinary medicine school.

Required Courses

BSCI Biological Diversity	10110	____	4
BSCI Biological Foundations	10120	____	4
BSCI Cell Biology	30140	____	4
BSCI Elements of Genetics	30156	____	3
BSCI General Microbiology	30171	____	4
CHEM General Chemistry I	10060	____	4
CHEM General Chemistry II	10061	____	4
CHEM General Chemistry Lab I	10062	____	1
CHEM General Chemistry Lab II	10063	____	1
CHEM Organic Chemistry I*	30481	____	3
CHEM Organic Chemistry II	30482	____	3
CHEM Introductory Biological Chemistry	30284	____	4
MATH Algebra for Calculus	11010	____	3
MATH Trigonometry	11022	____	1
PHY General College Physics I	13001	____	4
PHY General College Physics Lab I	13021	____	1
PHY General College Physics II	13002	____	4
PHY General College Physics Lab II	13022	____	1
ENG College Writing I**	11011	____	3

Electives (Suggested coursework, minimum credits must be met for each category)

Humanities and Social Sciences 14
Courses in Psychology, Sociology, Speech, History and/or Economics

_____ _____ _____ _____ ___
_____ _____ _____ _____ ___
_____ _____ _____ _____ ___
_____ _____ _____ _____ ___
_____ _____ _____ _____ ___

Biology 7

BSCI Vertebrate Anatomy	30518	____	4
BSCI Vertebrate Embryology and Developmental Anatomy	30519	____	4
BSCI Eukaryotic Cell Biology	40143	____	3
BSCI Immunology	40174	____	3
BSCI Animal Physiology	40430	____	3
BSCI Mammalian Physiology I	40433	____	3
BSCI Mammalian Physiology Laboratory I	40444	____	1
BSCI Animal Behavior	40515	____	3
BSCI Vertebrate Zoology	40556	____	4
BSCI Animal Parasitology	40581	____	4

Mathematics***

MATH Basic Probability and Statistics	30011	____	3

TOTAL HOURS 80

*Ohio State University College of Veterinary Medicine recommends an Organic Chemistry Lab, but it is not required. However, organic chemistry laboratory courses are required by other veterinary schools.

**Ohio State University College of Veterinary Medicine requires one semester of writing/composition. Other veterinary schools require two semesters; ENG 21011 College Writing II is recommended.

***Additional mathematics courses are recommended but not required.

PROPOSED

DISTRIBUTION: ADVISOR _____ STUDENT _____

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 20-Oct-08 Curriculum Bulletin _____
Effective Date Fall 2009 Approved by EPC _____

Proposal - inactivate Management Systems concentration and establish four concentrations.

Department M&IS
College BU - Business Administration
Degree PHD - Doctor of Philosophy
Program Name **Business Administration** Program Code ~~PhD~~ BAD
Concentration(s) Human Resource Management Concentration(s) Code(s) HRM
Proposal Establish Program

Description of proposal:
To change the name of our concentration so that it more accurately reflects our degree.

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):
There will be minimal effect, if any, on our current program. Course schedules for the academic year 2008-2009 are already in place. Assuming that our proposal is approved, students will take the proposed curriculum starting Fall 2009, which brings greater efficiency and flexibility in scheduling through our collaboration with the Department of Marketing. To improve this further, we will bring greater focus to our recruiting efforts. For example, we might recruit students interested in Information Systems and Operations Management in even years, and Human Resource Management and Strategic Management students in odd years.

Units consulted (other departments, programs or campuses affected by this proposal):
Department of Marketing, PhD program committee, Graduate Council, Department of Economics

REQUIRED ENDORSEMENTS

10/20/08
Department Chair / School Director / Campus Dean

10/21/08
College Dean

___/___/___
Executive Dean of Regional Campuses

___/___/___
Senior Vice President for Academic Affairs and Provost

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 20-Oct-08 Curriculum Bulletin _____
Effective Date Fall 2009 Approved by EPC _____

Department	M&IS		
College	BU - Business Administration		
Degree	PHD - Doctor of Philosophy		
Program Name	**Business Administration**	Program Code	~~PHD~~ BAD
Concentration(s)	Information Systems	Concentration(s) Code(s)	INSY
Proposal	Establish Program		

Description of proposal:
To change the name of our concentration so that it more accurately reflects our degree.

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):
There will be minimal effect, if any, on our current program. Course schedules for the academic year 2008-2009 are already in place. Assuming that our proposal is approved, students will take the proposed curriculum starting Fall 2009, which brings greater efficiency and flexibility in scheduling through our collaboration with the Department of Marketing. To improve this further, we will bring greater focus to our recruiting efforts. For example, we might recruit students interested in Information Systems and Operations Management in even years, and Human Resource Management and Strategic Management students in odd years.

Units consulted (other departments, programs or campuses affected by this proposal):
Department of Marketing, PhD program committee, Graduate Council, Department of Economics

REQUIRED ENDORSEMENTS

Department Chair / School Director / Campus Dean	10/20/08
College Dean	10/21/08
Executive Dean of Regional Campuses	___/___/___
Senior Vice President for Academic Affairs and Provost	___/___/___

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 20-Oct-08 Curriculum Bulletin _____
Effective Date Fall 2009 Approved by EPC _____

Department M&IS
College BU - Business Administration
Degree PHD - Doctor of Philosophy
Program Name **Business Administration** Program Code ~~PhD~~ BAD
Concentration(s) Operations Management Concentration(s) Code(s) OPMG
Proposal Establish Program

Description of proposal:
To change the name of our concentration so that it more accurately reflects our degree.

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):
There will be minimal effect, if any, on our current program. Course schedules for the academic year 2008-2009 are already in place. Assuming that our proposal is approved, students will take the proposed curriculum starting Fall 2009, which brings greater efficiency and flexibility in scheduling through our collaboration with the Department of Marketing. To improve this further, we will bring greater focus to our recruiting efforts. For example, we might recruit students interested in Information Systems and Operations Management in even years, and Human Resource Management and Strategic Management students in odd years.

Units consulted (other departments, programs or campuses affected by this proposal):
Department of Marketing, PhD program committee, Graduate Council, Department of Economics

REQUIRED ENDORSEMENTS

10/20/08
Department Chair / School Director / Campus Dean

10/21/08
College Dean

___/___/___
Executive Dean of Regional Campuses

___/___/___
Senior Vice President for Academic Affairs and Provost

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 20-Oct-08 Curriculum Bulletin _____
Effective Date Fall 2009 Approved by EPC _____

Department	M&IS		
College	BU - Business Administration		
Degree	PHD - Doctor of Philosophy		
Program Name	**Business Administration**	Program Code	~~PHD~~ BAD
Concentration(s)	Strategic Management	Concentration(s) Code(s)	STMG
Proposal	Establish Program		

Description of proposal:
To change the name of our concentration so that it more accurately reflects our degree.

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):
There will be minimal effect, if any, on our current program. Course schedules for the academic year 2008-2009 are already in place. Assuming that our proposal is approved, students will take the proposed curriculum starting Fall 2009, which brings greater efficiency and flexibility in scheduling through our collaboration with the Department of Marketing. To improve this further, we will bring greater focus to our recruiting efforts. For example, we might recruit students interested in Information Systems and Operations Management in even years, and Human Resource Management and Strategic Management students in odd years.

Units consulted (other departments, programs or campuses affected by this proposal):
Department of Marketing, PhD program committee, Graduate Council, Department of Economics

REQUIRED ENDORSEMENTS

Department Chair / School Director / Campus Dean	10/20/08
College Dean	10/21/08
Executive Dean of Regional Campuses	___/___/___
Senior Vice President for Academic Affairs and Provost	___/___/___

KENT STATE
UNIVERSITY
Graduate School of Management

Memo

To: Therese Tillett

From: Stephanie Zimmerman, Secretary

Date: October 22, 2008

Re: Updated Curriculum Changes for EPC Agenda

Therese,

Enclosed are the updated Certification of Curriculum Proposals for the Management and Information Systems Department in the College of Business.

If you have any questions, please let me know.

Stephanie Zimmerman
(21235)

KENT STATE
UNIVERSITY
Graduate School of Management

Memo

To: Therese Tillett

From: Stephanie Zimmerman, Secretary

Date: April 16, 2008

Re: Curriculum Changes for EPC Agenda

Therese,

Attached please find the curriculum changes for the Management and Information Systems Department in the College of Business that we discussed for placement on the EPC Agenda. These changes have been approved by the PhD Subcommittee and the Graduate Council.

Could you please let me know if this will be on the April or May agenda? A representative from the department would like to attend the meeting.

Thank you,

Stephanie Zimmerman
(21235)

KENT STATE
UNIVERSITY

Memo

From: Felix Offodile, Chair, Department of Management and Information Systems

Date: 13 March 2008

Subject: PhD program revision and concentration name change

Summary Statement

To revise the PhD curriculum, and to change the name of the concentration. This change will

- enhance our program by providing greater methodological depth and subject area focus
- provide better marketing opportunities through a concentration name change that is a more accurate reflection of the degree, and
- improve course offerings through collaborative efforts with other departments

Proposal Summary

Title

Curriculum and Concentration Name revision

Subject Specification

The intent is to revise the curriculum for the PhD in Business Administration with concentration in Management Systems [PhD, MGSY], and to more accurately reflect the degree, also propose a name change to the concentration.

Background Information

Our department is comprised of four distinct, but related, functional areas. The changes in our curriculum have been considered to provide greater methodological rigor and better subject-area focus for each of our functional areas of concentration. Further, the current degree name, PhD in Business Administration with concentration in Management Systems [MGSY], does not *accurately* reflect any of these areas of concentration. The proposed names for the concentrations more accurately reflect the degrees received by PhD students from our department, and provide for better marketing opportunities for our program.

College of Business Administration
Management and Information Systems • Graduate School of Management
P.O. Box 5190 • Kent, Ohio 44242-0001
(330) 672-2750 • Fax (330) 672-2953 • http://asgard.kent.edu/mis

Description of Action

The following areas of action are proposed, and are discussed in detail below:

1. Degree concentration name change
2. Curriculum revision

Degree Name

Current: PhD in Business Administration with concentration in Management Systems [MGSY]

Proposed: PhD in Business Administration with concentration in (one of the following) Operations Management, Information Systems, Human Resource Management, or Strategic Management. Specifically, to one of the four depending on a student's area of concentration.

- PhD in Business Administration with concentration in Operations Management
- PhD in Business Administration with concentration in Information Systems
- PhD in Business Administration with concentration in Human Resource Management
- PhD in Business Administration with concentration in Strategic Management

Rationale: Our department is comprised of four distinct, but related, functional areas. The current degree name, PhD in Business Administration with concentration in Management Systems [MGSY], does not *accurately* reflect any of these functional areas of concentration. The proposed names for the concentrations more accurately reflect the degrees received by PhD students from our department, and provide for better marketing opportunities for our program.

Curriculum Revisions

A comparison between our current program and the proposed program is shown below. It is important to note the following:

- **No new courses** are being proposed.
- We retain the current structure of the PhD program. That is, we still require the same number of courses under College Core, Departmentally Selected, and Concentration.
- We are requesting a name change for three courses, which more accurately reflects the content in these courses.
- In alignment with our doctoral program, we are now requesting that the BAD 6/74011 Systems Simulation class be split into two courses, BAD 64011 (Master's level), and BAD 84011 (Doctoral level).
- The College Core and Departmentally Selected courses in the proposed program now reflect a greater emphasis on research methodology courses.
- The Concentration courses in the proposed program provide a better and more relevant focus to the area of study.
- To remove redundancy and bring greater efficiency in course offerings, we have identified five courses that we will collaboratively teach with the Department of Marketing.

M&IS Curriculum

Current

- College Core
  - BAD 74023: Linear Statistical Models
  - BAD 84112: Research Methodology
  - BAD 72050 or 72051: Micro or Macro Economics
- Departmentally Selected
  - BAD 84007: Information Technology
  - BAD 84047: Manufacturing Technology and Strategy
  - BAD 84261: Strategic Decision Making
- Concentration
  - BAD 84266: Readings in Management Systems
  - BAD 84291: Seminar in Management Systems
  - Operations Management (Choose 3)
    - BAD 84012: Scheduling and Capacity Planning
    - BAD 84015: Stochastic Models
    - BAD 84020: Advanced Statistical Models
    - BAD 84031: Quality and Reliability Systems
  - Information Systems (choose 3)
    - BAD 84045: System Development Methodologies
    - BAD 84080: Emerging Hardware/Software
    - BAD 84081: Data Communications
    - BAD 84082: Database
  - Human Resource Management
    - BAD 84263: Selection and Appraisal
    - BAD 84277:Organizational Behavior and Theory
    - BAD 84108: Advanced Topics
  - Strategic Management
    - BAD 84262: Competitive Strategic Analysis
    - BAD 84275: Strategic Global Management
    - BAD 84285: Managing High Technology

Proposed

- College Core
  - BAD 74023: Linear Statistical Models
  - BAD 74017: Multivariate Statistics
  - BAD 72050 or 72051: Micro or Macro Economics
- Departmentally Selected
  - BAD 85057: Marketing Research
  - BAD 84112: Research Methodology
  - BAD 84011: Systems Simulation
- Concentration
  - BAD 84266: Readings in Management Systems
  - Operations Management
    - BAD 74019: Research Seminar in Supply Chain Management (old title Quantitative Management)
    - BAD 84047: Manufacturing, Technology, Strategy
    - Choose 2
      - BAD 74018: Mathematical Programming
      - BAD 84012: Scheduling and Capacity Planning
      - BAD 84015: Stochastic Models
  - Information Systems
    - BAD 84007: Information Technology
    - BAD 84080: Emerging Hardware and Software Technologies
    - Choose 2
      - BAD 84045: System Development Methodologies
      - BAD 84081: Data Communications
      - BAD 84082: Database
      - BAD 84291: Seminar in Management Systems (Special Topics)
  - Human Resource Management
    - BAD 84263: Selection and Appraisal
    - BAD 84277: Organizational Behavior and Theory
    - BAD 84108: Advanced Topics in Human Resource Management & Organizational Behavior
    - Choose 1
      - EDU 85516: Qualitative Research
      - SOC 72220: Survey Research Methods
      - PSYC 71654: Psychometric Methods
  - Strategic Management
    - BAD 84262: Competitive Strategic Analysis
    - BAD 84275: Corporate and Global Strategy (old title Strategic Global Management)
    - BAD 84285: Technology Management & Entrepreneurship (old title Managing High Technology)
    - Choose 1
      - BAD 72055: Econometrics II
      - BAD 84047: Manufacturing Technology and Strategy

Course Number Change

In alignment with the doctoral program, we are requesting that BAD 6/74011 Systems Simulation be split into two courses, BAD 64011, and BAD 84011.

Course Name Change

To more accurately reflect the content, we are requesting a name change for the following courses

Course	Current Name	Proposed Name
BAD 74019	Quantitative Management Modeling	Research Seminar in Supply Chain Management
BAD 84275	Strategic Global Management	Corporate and Global Strategy
BAD 84285	Managing High Technology	Technology Management & Entrepreneurship

Courses Dropped

The following courses in the current program have been dropped from the major requirements in the proposed program. But, as these courses are still offered as part of our minor requirements, they will be retained in our course list.

- BAD 84261: Strategic Decision Making
- BAD 84020: Advanced Statistical Models
- BAD 84031: Quality and Reliability Systems

Courses Moved

The following courses in the current program are now offered in a different part of the proposed program

Course	Current Program	Proposed Program
BAD 84112: Research Methodology	College Core	Departmentally Selected
BAD 84007: Information Technology	Departmentally Selected	IS Concentration
BAD 84047: Manufacturing Technology and Strategy	Departmentally Selected	OM Concentration
BAD 84291: Seminar in Management Systems	Concentration	IS Concentration

Course Scheduling and Cross Collaboration

With our greater emphasis on research methodology in the proposed program, we have identified five courses whose content and interest overlap with the Department of Marketing. We are proposing that we collaboratively schedule and teach these courses. These changes will reduce redundancy, and provide greater efficiency and flexibility in course offerings for both departments, and by extension, to the College of Business. Further, by coordinating course content for these methodology courses, we also attract a bigger pool of students for each course offering.

The five courses are:

1. BAD 74023: Linear Statistical Models
2. BAD 74017: Multivariate Statistics
3. BAD 85063: Analytical Methods in Marketing Research
4. BAD 85057: Marketing Research
5. BAD 84112: Research Methodology

Effect on Current Programs

There will be minimal effect, if any, on our current program. Course schedules for the academic year 2008-2009 are already in place. Assuming that our proposal is approved, students will take the proposed curriculum starting Fall 2009, which brings greater efficiency and flexibility in scheduling through our collaboration with the Department of Marketing. To improve this further, we will bring greater focus to our recruiting efforts. For example, we might recruit students interested in Information Systems and Operations Management in even years, and Human Resource Management and Strategic Management students in odd years.

Specific Recommendation and Justification

Our primary objectives for proposing a revised curriculum are to provide greater methodological rigor and subject-area focus. We achieve this through a reorganization of courses, with minimal impact on other programs. These changes strengthen our program, and result in a better doctoral education for our graduates.

The name change in concentrations reflects more accurately the degree received by a student from our department. It also helps with our marketing efforts to attract desirable candidates for our PhD program.

Certification of Curriculum Proposal

Memos Concerning Duplication

Current Catalog Copy Edited in Red Pen

Graduation Requirement Sheet

Questions

- Are there any new courses created? No. All courses currently exist in our curriculum. One course, Systems Simulation, is now split into a Master's course, and a Doctoral course. Our revised curriculum provides better focus and depth through rearrangement of existing courses.
- How does collaboration with Marketing help? We have identified several courses some of the contents of which are being taught in both departments. By collaborating, we bring greater efficiency in resource management, and also provide flexibility with course offerings.

Actual offerings and schedule will vary from year to year and CAED and GSM will jointly provide a preapproved Recommended Courses of Study. Students who wish to take a different course of study need to obtain separate approvals from CAED and GSM graduate coordinators. Contact the CAED graduate secretary for details on coursework registration.

Master of Business Administration/ Programs at International Universities

M.B.A. students who wish to study abroad may apply for the M.B.A. exchange program with Groupe Ecole Superieure Commerce de Rennes (Groupe ESC Rennes) in France. If students are able to spend a full year abroad, they may be able to satisfy the master's requirements at both institutions and thereby earn dual master's degrees.

Kent State M.B.A. students who are able to take and pass their final examinations in French will receive the M.B.A. from Rennes in addition to an M.B.A. from Kent State. If they instead take their examinations in English, they can receive the M.A. in International Business. Students who elect to spend a single semester at Ecole Superieure Commerce de Rennes will receive the certificate in International Business upon successful completion of requirements, along with the Kent State M.B.A.

Dual-Degree Cautionary Note

Students will be cautioned that those admitted to any dual-degree program must satisfy all program requirements as specified. Should a student decide to leave one of the programs and pursue a single degree, he or she will be informed that program requirements will then be the same as those normally needed for a single degree.

Doctor of Philosophy

Doctoral study in business administration prepares highly qualified candidates for positions of professional responsibility in university teaching, research, and administration or research careers in governmental and private agencies. The Ph.D. is a scholarly degree. Its purpose is to develop the intellectual potential of the student through emphasis on specific areas within the framework of the major business disciplines.

ADMISSION

Admission to the Ph.D. program is limited to persons who show outstanding potential for doctoral study and for later professional achievement. The Ph.D. program is designed for full-time study only. By definition, a full-time graduate student is one registered for 8 to 16 hours in any one semester, with 16 hours being the maximum number that may be carried per semester.

Applicants for admission to the Ph.D. program must meet the standards of the College of Business Administration. Among the factors considered for admission are the applicant's previous academic record, scores on the Graduate Management Admission Test and professional experience and recommendations. Most students have earned master's degrees in business or related fields, and many have prior teaching and/or business experience. Applicants whose native language is not English must take the Test of English as a Foreign Language (TOEFL) and have the official test results submitted directly to Kent State University. All applicants are encouraged to visit the school to learn more about the program and meet the professors in their areas of interest.

Concentrations are available in the following areas:

- Accounting
- Finance
- Management Systems Concentration name change
- Marketing

In addition to the above areas, minor fields may also be chosen from the following areas:

- Applied Statistics
- Economics
- Information Systems
- International Business

PROGRAM REQUIREMENTS

The Ph.D. program consists of five phases: proficiency requirements, supportive coursework, concentration and minor coursework, comprehensive examinations and dissertation. The course requirements in the proficiency phase are roughly equivalent to an AACSB-accredited M.B.A. degree, and certain courses may be waived based upon completed graduate and undergraduate coursework.

The Ph.D. program calls upon the student to complete a minimum of six courses in quantitative analysis, economic theory and other analytical courses supportive of the student's area of concentration; five courses in his or her major area; and a four-course minor.

After completion of the coursework, each student must pass comprehensive examinations in his or her major area. No universal language requirement for the Ph.D. degree in business administration is necessary.

Successful completion of the comprehensive examinations and approval of a dissertation topic shall constitute admission to candidacy for the Ph.D. degree. The final phase of the Ph.D. program is the preparation of the Ph.D. dissertation. Upon completion, the dissertation is defended before a committee of the graduate faculty.

Course Numbering System

Courses offered primarily for students in the Master of Business Administration, Master of Science in Accounting and Doctor of Philosophy programs have the Business Administration (B AD) prefix.

KENT STATE
UNIVERSITY

TO: Dr. Murali Shanker, Ph.D. Director, M&IS

FROM Richard Kolbe, Chair R. Kolbe

SUBJ: Doctoral Program Enhancements

DATE: February 29, 2008

On behalf of the Department of Marketing, I wish to offer our endorsement of the changes you have affected in the doctoral program. These changes will have an important effect on the efficiency and quality of training students receive in the Ph.D. program within the College of Business. We hope that this will be the first of other efforts in which departments come together to improve doctoral training in the College.

Please let me know how we can help support these efforts to increase the substance, rigor, and efficiency of your efforts.

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

TILLETT, THERESE

From: SHANKER, MURALI
Sent: Wednesday, February 18, 2009 11:31 AM
To: TILLETT, THERESE; SCHROATH, FREDERICK
Cc: OFFODILE, O. FELIX; SILLIMAN, PAMELA
Subject: RE: PhD-BAD Management Systems concentrations

Thank you very much. The wording that you describe in your email, and which I copy below is what was approved, and which more accurately describes the program we offer. I appreciate it.

> Inactivation of the Management Systems [MGSY] concentration and establishment of four new concentrations in the Business Administration [BAD] major within the Doctor of Philosophy [PHD] degree program. The four new concentrations are Information Systems [INSY], Operations Management [OPMG], Strategic Management [STMG] and Human Resource Management [HRM].

Thanks.

Murali

From: TILLETT, THERESE
Sent: Wednesday, February 18, 2009 11:21 AM
To: SHANKER, MURALI; SCHROATH, FREDERICK
Cc: OFFODILE, O. FELIX; SILLIMAN, PAMELA
Subject: RE: PhD-BAD Management Systems concentrations

Hello, Murali,

Thank you for the clarification. I had discussed the proposal with Rick, and the item—as seen on the EPC agenda—is what Rick said should happen (see his e-mail below). If this is contrary to what the department and the college has agreed, I will certainly amend the agenda.

Please reply by e-mail and let me know if the wording below is what you want:

> Inactivation of the Management Systems [MGSY] concentration and establishment of four new concentrations in the Business Administration [BAD] major within the Doctor of Philosophy [PHD] degree program. The four new concentrations are Information Systems [INSY], Operations Management [OPMG], Strategic Management [STMG] and Human Resource Management [HRM].

Therese E. Tillett | Director of Curriculum Services | Kent State University
Tel: 330-672-8558 | Fax: 330-672-2644 | ttillet1@kent.edu | www.kent.edu

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From: SHANKER, MURALI
Sent: Wednesday, February 18, 2009 12:19 AM
To: SCHROATH, FREDERICK; TILLETT, THERESE
Cc: OFFODILE, O. FELIX; SILLIMAN, PAMELA
Subject: RE: PhD-BAD Management Systems concentrations

Dear Therese,

Rick sent me this email regarding our program proposal that comes up for the next EPC meeting. I met with Rick today, and indicated my concern, especially the name change in the concentration.

Our department is called Management and Information Systems. We had proposed four concentrations, Information Systems, Human Resource Management, Operations Management, and Strategy. The abbreviations for these, we determined from the Registrar's Office. But, I now notice in Attachment 5 of the EPC agenda (http://www.kent.edu/Administration/provost/curriculum_svcs/epc/upload/09feb_attach5.pdf) that the concentration names are all preceded by the word Management Systems, and the abbreviations have all changed. The abbreviations do not matter much, but the names do. "Management Systems" reflects neither our department, or any area of concentration. It was a compromise that we had to adopt several years back, and part of the incentive for our proposal is to accurately reflect our concentrations, or areas of study in the department. I have asked Rick to please discuss this with you, but I would also appreciate any feedback to this change, and why the proposed names could not be retained.

Thank you.

Murali

From: SCHROATH, FREDERICK
Sent: Monday, February 16, 2009 3:28 PM
To: TILLETT, THERESE
Subject: RE: PhD-BAD Management Systems concentrations

Therese:

Yea!

Rick

Dr. Frederick W. (Rick) Schroath, Special Advisor to the Dean,
College of Business Administration and Graduate School of Management,
Kent State University
Voice (330) 672-1231 Fax (330) 672-3381
http://business.kent.edu/FSD/faculty.aspx?id=24793

From: TILLETT, THERESE
Sent: Monday, February 16, 2009 1:37 PM
To: SCHROATH, FREDERICK
Subject: RE: PhD-BAD Management Systems concentrations

Rick, can you give me a yea or nay?

Therese E. Tillett | Director of Curriculum Services | Kent State University
Tel: 330-672-8558 | Fax: 330-672-2644 | ttillet1@kent.edu | www.kent.edu

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From: TILLETT, THERESE
Sent: Wednesday, February 11, 2009 5:47 PM
To: SCHROATH, FREDERICK
Subject: PhD-BAD Management Systems concentrations

Rick, this is for the EPC agenda. Please review and let me know if it is correct. It doesn't match what's in the proposal; however, it is what we discussed over the phone.

College of Business Administration and Graduate School of Management

3. Establishment of four options in the Management Systems [MGSY] concentration in the Business Administration [BAD] major within the Doctor of Philosophy [PHD] degree program. The options are

Management Systems—Information Systems [MSIS], Management Systems—Operations Management [MSOM], Management Systems—Strategic Management [MSSM], Management Systems—Human Resource Management [MSHR]. For housekeeping purposes, Management Systems as a stand-alone concentration will be inactivated.

Effective Fall 2009 ***Dean Robert B. (Yank) Heisler***

Attachment X

Therese E. Tillett | Director of Curriculum Services | Kent State University
Tel: 330-672-8558 | Fax: 330-672-2644 | ttillet1@kent.edu | www.kent.edu

KENT STATE UNIVERSITY
COLLEGE OF NURSING

INTERDEPARTMENTAL MEMORANDUM

DATE: February 2, 2009
Rev. 02-05-09

TO: Robert G. Frank, Senior Vice President and Provost
Evelyn S. Goldsmith, Interim Dean, Graduate Studies
Laura C. Dzurec, Dean, College of Nursing
Therese E. Tillett, Director, Curriculum Services

FROM: Karen W. Budd, Sr. Academic Program Director, Nursing Graduate Programs (on behalf of a 14-member Steering Committee comprised of seven Kent State and seven University of Akron faculty members, Colleges of Nursing faculties, and Deans Laura Dzurec and Margaret Wineman)

SUBJECT: A JOINT PROFESSIONAL DOCTOR OF NURSING PROGRAM: PROGRAM DEVELOPMENT PLAN

The Colleges of Nursing at The University of Akron and Kent State University intend to propose a joint professional nursing doctoral degree program, which will prepare nurses with a baccalaureate degree for advanced practice nursing. Advanced practice nurse roles are authorized by the Ohio Board of Nursing (Ohio Revised Code 4723- Nurse Practice Act), and include certified clinical nurse specialists, certified nurse practitioners, certified nurse anesthetists, and certified nurse midwives. The professional doctoral degree for advanced practice nurses will be designated the Doctor of Nursing Practice (DNP).

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.

Presently, at both colleges, preparation leading to board certification of advanced practice nurses occurs at the Master's level; and both colleges have large, high quality programs. In October, 2004, however, the American Association of Colleges in Nursing (AACN) released a position statement with a strong recommendation that all clinical master's programs would transition to the DNP by 2015 (AACN 2004). Such a position was taken as the result of intensive study of the health care system, and was based upon the findings and recommendations of many national groups. The conclusion was reached that due to the growing complexity of health care compounded by an escalating demand for services, burgeoning growth in scientific knowledge, and increasing sophistication in technology, the nursing profession's current practice of preparing advanced practice nurses in master's degree programs no longer was adequate. The National Academy of Sciences also recommended that nursing develop a "non-research" doctorate to develop clinicians who are prepared to function with interdisciplinary teams in highly complex health care systems. Both the Institute of Medicine (2003) and the National Research Council of the National Academies (2005) recommended that graduate nursing education prepare nurses who can work with information systems, guide quality improvement, and effect patient safety outcomes.

On October 30, 2006, the AACN member institutions endorsed the *Essentials of Doctoral Education for Advanced Practice Nursing* (2006). Further, in 2008, the Commission on

Collegiate Nursing Education (CCNE), the accrediting arm of AACN, approved the revised *Standards for Accreditation of Baccalaureate and Graduate Degree Programs* (2008), which now include DNP programs. These guidelines and standards, in combination with the *Criteria for Evaluation of Nurse Practitioner Programs* (National Task Force, 2008), will be used to develop the DNP program

Building on the experience of developing and implementing the Joint PhD in Nursing program, which is in its ninth academic year, the DNP program will be offered by Kent State University and The University of Akron and will be administered jointly by the two universities. The proposed DNP program will move the advanced practice master's programs at both colleges to the doctoral level by adding additional course work to support the expanding knowledge base needed by advanced practice nurses. The proposed implementation for the DNP program is fall 2010.

2. Description of the proposed curriculum.

This collaborative Doctor of Nursing Practice (DNP) program will prepare nursing leaders to engage in professional nursing practice at the highest level in complex interdisciplinary healthcare environments and emergent systems. The DNP curriculum supports the students' education in the design and implementation of innovative models of health care delivery, translation of research for practice, evaluation of clinical outcomes and best practices, identification and management of the health care of individuals, communities and populations regionally and nationally within a global context. Emphasis is on the interplay among advances in scientific knowledge, technology, and information systems in the support of quality patient care outcomes and their impact on the human health experience.

The DNP curriculum consists of a core set of courses that provide a foundation for diverse advanced practice roles. Core courses are integrated among or build upon the advanced practice specialty courses currently in place at the two colleges. The DNP curriculum has been designed for students with a bachelor's degree in nursing. For these students, the complete program will require approximately 65 total semester credit hours, depending on the chosen specialty concentration. Students also may enter with a master's degree in nursing and complete 29 credit hours. See a list of specialty courses in Table 1, the full-time 3-Year Sample Curriculum plan for bachelor's prepared students in Table 2, and the full-time 2-Year Sample Curriculum plan for post masters students in Table 3.

3. Administrative arrangements for the proposed program: department and school or college involved.

A Memorandum of Understanding (MOU) has been established between Kent State University and The University of Akron to develop and implement the joint DNP program. Each college of nursing has master's programs that are accredited by the Commission on Collegiate Nursing Education (CCNE) and contain flourishing advanced practice nursing (APN) concentrations. The joint DNP program will preserve the strength of the individual APN concentrations yet share resources where plausible. The experience gained by the two colleges in successfully implementing a joint PhD curriculum is useful for designing a joint DNP program. The distinctiveness of the DNP from the PhD is recognized, yet also appreciated are the benefits of sharing resources because of the better fiscal outcome that may be realized.

The DNP program will be administered through a joint program committee comprised of the two deans, the administrator from each college with graduate program responsibilities, and representative graduate faculty from both colleges, which will meet once each semester to

guide the program. Courses of the DNP curriculum have been identified as “specialty” or “DNP” courses. The specialty courses, which are the concentration clinical courses, will remain under the purview of each college. The DNP courses will be the same regardless of college and may be taught jointly, may be taught by only one college, or may be taught by each college depending on the particular demand and circumstance.

Admission criteria will be the same for both colleges, but the student will be admitted to the student’s selected university. A blended tuition rate will be charged for the DNP courses as it is done for the Joint PhD in Nursing Program. Students will register and pay for DNP courses at the institution where the faculty teaching the course is located.

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 AACN’s 2004 virtual mandate that advanced practice master’s programs transition to the DNP by 2015, the Colleges of Nursing at Kent State University and the University of Akron have an obligation to begin to make this transition. Not to do so places our fine programs at risk of obsolescence. The AACN website (http://www.aacn.nche.edu/DNP/DNPProgramList.htm) lists 82 universities that are now accepting students into DNP programs. There are four Ohio schools on the list: Case Western Reserve, Ohio State, University of Toledo, and Wright State. The latter two offer a joint post-master’s program. Ohio State’s program also is post-master’s only at this time. Case Western Reserve’s program was the first in the nation. Although it is located within our geographic region, we do not attract the same population of students because its tuition is approximately three times higher than ours.

5. Prospective enrollment.

The University of Akron has 288 graduate students enrolled in the Master’s program and Kent State University has 274 currently enrolled graduate students with a combined enrollment of 562. Together, the colleges graduate about 110 students each year. As soon as they are revised and approved by the appropriate curricular bodies, both Kent State and The University of Akron intend to substitute the DNP courses, where appropriate, for the existing core Master’s courses (theory, inquiry, health policy, pathophysiology, pharmacology, and clinical diagnostics). Thus, both Kent State and The University of Akron will begin the transition immediately to the post-BSN DNP curriculum while still graduating MSN students. Upon approval of the program, both universities will begin to offer the post-BSN DNP and post-Master’s DNP curriculum.

Numbers of applications to the post-BSN DNP program are expected to approximate the current numbers for the advanced practice MSN concentrations of the two colleges. The pool of applicants for the post-Master’s DNP will be individuals working in health care systems and colleges or schools of nursing in the Northeast Ohio region who wish to advance their careers in clinical practice or clinical teaching environments. For these individuals, pursuit of a clinical doctorate is preferred over the goal of a research doctorate. Eight students for each university will be accepted in the first year the post-Master’s DNP curriculum is offered.

6. Special efforts to enroll and retain underrepresented groups in the given discipline.

Students of diverse backgrounds make up 32% of the graduate student body in the colleges. Diversity is defined by ethnicity (African American, Asian, Hispanic, Alaskan and Native American Indian) and by gender (male). The Universities have ongoing diversity programs to

attract qualified ethnically diverse and academically gifted minority applicants to enroll in the graduate programs. Some of these initiatives include: a) recruitment efforts from recent graduates and from participating clinical sites in the greater Akron and Cleveland areas; b) increasing the diversity of the faculty to act as role models for diverse students; c) actively marketing the availability of scholarships; and d) collaborating closely with campus minority organizations to recruit students.

Applicants who meet the academic criteria and identify themselves as an underrepresented minority will be targeted and cultivated for admission by the College. Currently at The University of Akron, Minority Fellowships are available with full tuition and a stipend for full time students meeting the criteria. These fellowships do not have a work commitment. Currently, the colleges have six graduate faculty members from underrepresented minority groups; two African American, two Asians and three males.

7. Availability and adequacy of the faculty and facilities available for the new degree program.

The strength of this proposed DNP program is the collaborative utilization of faculty resources from both programs for the core DNP courses. We have a complement of faculty at both universities who have worked in concert with each other since 2000 to implement and sustain the Joint PhD in Nursing Program. Kent State University has 14 regular full time faculty with tenure, and 8 on the tenure track. The University of Akron has 12 full time faculty with tenure and 11 in various phases of the tenure track. In addition, each college of nursing has several non-tenure track (NTT) certified APNs who teach in the Master's specialty courses. At present, four MSN faculty members (KSU=1; UA=3) are enrolled in DNP programs and four (KSU=1; UA=3) are enrolled in PhD programs.

We will build upon our established partnerships with major healthcare facilities in Northeast Ohio (Summa Health System, Akron; Akron General Medical Center; Children's Hospital Medical Center of Akron; MetroHealth Medical System, Cleveland; University Hospitals of Cleveland; Cleveland Clinic Health System) to engage their PhD and DNP clinicians and researchers, thereby strengthening our resources and building bridges to potential inter organizational and inter professional collaborative endeavors.

8. Need for additional facilities and staff and the plans to meet this need.

By beginning transition to the DNP through the revised MSN core courses, there will be a short period of two to three semesters after the start-up of the DNP program when current advanced practice MSN students are finishing the MSN program. During this first year of the DNP program, the DNP students will be enrolled in the revised, former MSN core courses and new DNP courses (e.g., Evidenced-Based Practice, Epidemiology and Environmental Health, etc.). The existing facilities and faculties will be sufficient to offer these courses

Further, during the first one to two years of offering the Post-Master's DNP curriculum, both colleges will have sufficient doctoral-prepared certified advanced practice nurse faculty resources to teach the DNP Role Development course to the first semester Post-Master's DNP students. As increased numbers of DNP students progress through the curriculum, additional doctoral-prepared faculty members will be hired as needed to teach the role development, advanced practice specialties, and DNP residency clinical courses. Also, the MSN-prepared advanced practice specialties faculty will be urged to obtain the DNP.

9. Projected additional costs associated with the program and evidence of institutional commitment and capacity to meet these costs.

Because the DNP program is replacing the advanced practice concentrations of the MSN program, enrollment is projected to be similar to that of the current MSN concentrations. Revenue generated by the 29 credit hours of tuition from post-Master's students with negligible additional costs should be sufficient to cover hiring new faculty members as needed for the DNP clinical courses.

Table 1. Specialty Courses by University and Specialty

Kent State University

Acute Care Nurse Practitioner

Course		Credits
NURS 60021	Acute Care for Nurse Practitioners	5*
NURS 60022	Acute Care Therapeutics	3
NURS 60042	Adult Primary Health Care I	5*
NURS 60092	NP Summer Practicum	2*
NURS 60792	Acute Care NP Role Practicum	2-6*
		Total 15- 21

Adult Clinical Nurse Specialist

Course		Credits
NURS 60000	CNS I	4*
NURS 60023	CNS II	4*
NURS 60035	CNS III	4*
		Total 12

Adult Gerontological Clinical Nurse Specialist

Course		Credits
NURS 60303	Gerontology CNS I	4*
NURS 60304	Gerontology CNS II	4*
NURS 60305	Gerontology CNS III	4*
		Total 12

Adult Nurse Practitioner

Course		Credits
NURS 60042	Adult Primary Health Care I	5*
NURS 60043	Adult Primary Health Care II	5*
NURS 60092	NP Summer Practicum	2*
NURS 60432	Adult Nurse Practitioner Role Practicum	4*
		Total 16

Geriatric Nurse Practitioner

Course		Credits
NURS 60082	Geriatric Primary Care I	5*
NURS 60083	Geriatric Primary Care II	5*
NURS 60192	Adult Geriatric NP Practicum	2*
NURS 60204	Health Care Issues of Aging: Nursing Concepts	3
NURS 60292	Adult Geriatric Primary Care NP Role Practicum	4*
		Total 19

Family Nurse Practitioner

Course		Credits
NURS 60006	Intro to Family Assessment and Counseling in Nursing	3
NURS 60042	Adult Primary Health Care I	5*
NURS 60043	Adult Primary Health Care II	5*
NURS 60092	NP Summer Practicum	2*
NURS 60492	Family Primary Care NP Role Practicum: Ob/Gyn and Pediatrics	4*
NURS 61021	Adv Pediatric Assessment & Health Promotion	5*
NURS 61022	Primary Care Acutely Ill Children	5*
		Total 29

Pediatric Nurse Practitioner or Clinical Nurse Specialist

Course		Credits
NURS 60006	Introduction to Family Assessment & Counseling in Nursing	3
NURS 61021	Advanced Pediatric Assessment and Health Promotion**	(5)*
NURS 61022	Primary Care of Acutely Ill Children	5*
NURS 61024	Care Of Chronically Ill Children	5*
NURS 60037	Pediatric NP Clinical Practicum	2*
NURS 60074	Pediatric NP Capstone	4*
NURS 61023	Care of Acutely Ill Children	5*
NURS 60075	Pediatric Clinical Nurse Specialist Capstone	4*
	Total	22-24

Psychiatric Mental Health-Adult Clinical Nurse Specialist or Nurse Practitioner and Psychiatric Mental Health Adolescent Clinical Nurse Specialist

Course		Credits
NURS 60001	PMH APN Adult I: Individual and Family	3
NURS 60002	PMH APN Adult II: Group, Organization, Community	3
NURS 60201	Theory for Advanced Psychiatric Mental Health Nursing	3
NURS 61003	Neurobiology and Psychopharmacology of Maj. Psych.Dis.	3
NURS 60004	PMH APN Child/Adolescent I: Individual and Family	i3
NURS 60005	PMH APN Child/Adolescent II: Group, Organization, Community	3
NURS 60208	Theory for Advanced Psychiatric Mental Health Nursing, Child Adolescent Focus	3
NURS 61006	Neurobiology and Psychopharmacology of Major Psychiatric Disorders: Child/Adolescent Focus	3
NURS 60332	Clinical Specialization in Psychiatric Mental Health Nursing	4*
NURS 64492	Psychiatric Mental Health Nursing Practicum I	2*
NURS 65592	Psychiatric Mental Health Nursing Practicum II	2*
	Total	16-20

Women's Health Nurse Practitioner

Course		Credits
NURS 60080	Health Care of the Well Woman	3*
NURS 60081	Health Care of the Reproductive Age Woman	3*
NURS 60085	Primary Health Care of Women	3*
NURS 60036	Women's Health NP Practicum	2*
NURS 60072	Women's Health Nurse Practitioner Capstone Practicum	4*
	Total	15

Advanced Role Option: Nursing & Health Care Management

Course		Credits
BAD 64270	Organizational Analysis and Design	3
PADM OR BAD Accounting courses		6
BAD 64271 or PADM 60375 Human Resources or Public Personnel Mgmnt		3
NURS 61005 or BAD 64042 Nursing Informatics or MIS		3
NURS 65092	Practicum: Nursing and Health Care Management I	3-5*
NURS 65192	Practicum: Nursing and Health Care Management II	3-5*
	Total	21-25

The University of Akron

Adult/Gerontological Health Clinical Nurse Specialist

Course		Credits
8200:671	Adult/Gerontological Health CNS I	2
8200:673	Adult/Gerontological Health CNS IV	1
8200:674	Adult/Gerontological Health Nursing CNS I Practicum	2*
8200:675	Adult/Gerontological Health CNS II	2
8200:676	Adult/Gerontological Health Nursing CNS II Practicum	2*
8200:677	Adult/Gerontological Health CNS III	2
8200:678	Adult/Gerontological Health Nursing CNS III Practicum	2*
8200:679	Adult/Gerontological Health Nursing CNS IV Practicum	3*
		Total 16

Adult/Gerontological Health Nurse Practitioner

Course		Credits
8200:620	Adult/Gerontological Health NP I	2
8200:621	Adult/Gerontological Health NP II	2
8200:622	Adult/Gerontological Health NP III	2
8200:623	Adult/Gerontological Health NP Practicum:	2*
8200:624	Adult Gerontological Health Nursing NP IV	1
8200:627	Adult/Gerontological Health Nursing NP I Practicum	2*
8200:678	Adult/Gerontological Health Nursing NP II Practicum	2*
8200:629	Adult/Gerontological Health Nursing NP III Practicum	2*
8200:690	Clinical Management I	3
8200:692	Clinical Management II	3
8200:694	Clinical Management III	3
		Total 24

Psychiatric Nursing Nurse Practitioner

Course		Credits
8200:610	Advanced Adult/Gerontological Assessment w/practicum	3
8200:611	Advanced Mental Health Assessment	3
8200:612	Advanced Clinical Pharmacology (elective only)	3
8200:660	Psychiatric Mental Health. APN I Practicum	2
8200:661	Psychiatric Mental Health. APN I	3
8200:662	Clinical Psychopharmacology	3
8200:663	Psychiatric Mental Health. Internship (elective only)	1-4
8200:664	Psychiatric Mental Health. APN II Practicum	2
8200:665	Psychiatric Mental Health. APN II	3
8200:667	Psychiatric Mental Health. APN III	3
8200:668	Psychiatric Mental Health. APN III Practicum	2
8200:669	Psychiatric Mental Health. APN IV Practicum	2
8200:670	Psychiatric Mental Health. Synthesis APN IV	3
		Total 29

Child and Adolescent Health Nursing (CAH) Nurse Practitioner

Course		Credits
7400:585	Nutrition for Pediatric Nurse Practitioners	2
8200:650	Pediatric/Adolescent Assessment **	3
8200:651	Child/Adolescent Health Nursing I	3
8200:652	Child/Adolescent Health Nursing I Practicum	2*
8200:653	Child/Adolescent Health Nursing II Practicum	2*
8200:654	Child/Adolescent Health Nursing III Practicum	2*
8200:655	Child/Adolescent Health Nursing II	3
8200:656	Pharmacology: Child/Adolescent Health **	3
8200:657	Child/Adolescent Health Nursing III	3
8200:658	CAH: NP Residency (elective only)	1-4*

8200:659	Child &Adolescent Health Nursing IV Practicum	2
8200:680	Child & Adolescent Health Nursing IV	3
		Total 28

Child & Adolescent Health Nurse Practitioner-Acute Care

All courses listed above for Child and Adolescent Health Nursing the courses listed below.

Course		**Credits**
8200:685	Child & Adolescent Health Nursing III Acute Care PNP	3
8200:686	Child & Adolescent Health Nursing III Acute Care PNP Practicum	2
8200:687	Child & Adolescent Health IV Acute Care PNP	3
8200:688	Child & Adolescent Health IV Acute Care PNP Practicum	2

Nursing Anesthesia

Course		**Credits**
8200:561	Advanced Physiological Concepts in Health Care I **	(3)
8200:562	Advanced Physiological Concepts in Health Care II	3
8200:609	Pathophysiology for Nurse Anesthetists **	(3)
8200:637	Residency I	4*
8200:640	Scientific Components of Nurse Anesthesia	3
8200:641	Pharmacology for Nurse Anesthesia I**	(3)
8200:642	Introduction to Nurse Anesthesia	2
8200:643	Principles of Nurse Anesthesia I	4*
8200:644	Pharmacology for Nurse Anesthesia II	3
8200:645	Principles of Nurse Anesthesia II	4*
8200:646	Residency II	4*
8200:647	Professional Role Seminar	2
8200:648	Residency III	4*
8200:649	Residency IV	4*
		Total 46

Advanced Role Option: Nursing Service Administration

Course		**Credits**
8200:630	Resource Management in Nursing Settings	3
8200:632	Fiscal Management in Nursing Administration	3
8200:633	Nursing Leadership in Organizations I	3
8200:634	Nursing Leadership in Organizations II	3
8200:635	Organizational Behavior in Nursing Settings	3
8200:638	Administration Practicum I	2*
8200:639	Administration Practicum II	2*
		Total 19

* Includes Clinical Practice Hours

Table 2. Full-time 3-Year Sample Curriculum Plan for Bachelor's Prepared Students.

DOCTOR OF NURSING PRACTICE PROJECTED SEQUENCE OF COURSES

	Fall	CH	Spring	CH	Summer	CH
			Year 1			
	+ Theory + Pathophysiology + Inquiry	3 3 3	* HC Policy *** EBP** + Adv. Assess	3 **3** 3	***Epidemiology and environ. health** *** Informatics**	**3** **3**
9 15		9		**3** 6		**6**
			Year 2			
	*** Leadership & Mgm't** + Specialization *** DNP Role Devel**	**3** 4 **2**	*** Genomics** ***** Specialization II + Pharmacology *** DNP Role Devel**	**2** 4 3 **2**	+ Clinical Diagnostics + Specialization III	3 4
9 18		**5** 4		**4** 7		7
			Year 3			
	*** Program Devel. & Eval.** + Specialization IV **+ Capstone Project I**	**2** 4 **1**	**+ Capstone Project II** **+ Transition to DNP Role** **+ DNP Residency**	**1** **2** **3**	**+ DNP Residency**	**2**
11 4		**3** 4		**6**		**2**
29 37		**7** 17		**13** 13		**8** 7

29 cr. hr. new DNP courses **Approx. 37 cr. hr. clinical specialization courses** (some clinical specialties may require more)

+ UA and KSU teach
* Only UA or KSU teaches

New DNP courses to be taught at only one school:

EBP (3)	Leadership & Mgmt (3)
Informatics (3)	Genomics (2)
Epidemiology (3)	Prog. Eval. (2)

Note: Prerequisite—Graduate-level Statistics Course

Table 3. Full-time 2-Year Sample Curriculum Plan for Post Master's Students.

DOCTOR OF NURSING PRACTICE PROJECTED SEQUENCE OF COURSES

POST MASTER'S PLAN

	Fall	CH	Spring	CH	Summer	CH
	Year 1					
	* Leadership & Mgm't * DNP Role Devel	3 2	* EBP *Genomics *DNP Role Devel	3 2 2	* Informatics *Epidemiology and environ. health	3 3
18		5		7		6
	Year 2					
	+ Capstone Project I * Program Devel. & Eval.	1 2	+ Capstone Project II + Transition to DNP Role + DNP Residency	1 2 3	+ DNP Residency	2
11		3		6		2

29 cr. hr. new DNP courses

+ UA and KSU teach
* Only UA or KSU teaches

New DNP courses to be taught at only one school:

EBP (3)	Leadership & Mgmt (3)
Informatics (3)	Genomics (2)
Epidemiology (3)	Prog. Eval. (2)

Note: Prerequisite—Graduate-level Statistics Course

KENT STATE UNIVERSITY

OFFICE OF THE PROVOST

TO: Educational Policies Council

FROM: Robert G. Frank, Provost

SUBJECT: Agenda for Monday, 30 March 2009
Kent Student Center, Room 204, 3:20 p.m.

DATE: 24 March 2009

In the event that any of the hyperlinked proposals require corrections or create 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, 27 March, to ensure that the materials are available at the meeting for review.

ACTION ITEMS

1. Approval of minutes of 23 February 2009.
   Attachment 1

Libraries and Media Services

2. Unit name change to University Libraries (UL). Course subject changes from LMS to LIB.
   Effective Fall 2009 ***Dean Mark W. Weber***
   Attachment 2

College of Communication and Information

School of Library and Information Science

3. Establishment of a Center for the Study of Information and Religion.
   Effective Fall 2009 ***Dean Jeffrey W. Fruit***
   Attachment 3: Proposal | Letters of Support

College and Graduate School of Education, Health and Human Services

4. Reorganization of the college. The current structure of three departments (Adult, Counseling, Health and Vocational Education; Education Foundations and Special Services; Teaching, Leadership and Curriculum Studies) and three schools (Exercise, Leisure and Sport; Family and Consumer Studies; Speech Pathology and Audiology) will be restructured to four schools (Health Sciences; Foundations, Leadership and Administration; Lifespan Development and Educational Sciences; and Teaching, Learning and Curriculum Studies).
   Effective July 2009: faculty, staff in new schools ***Dean Daniel F. Mahony***
   Effective January 2010: programs, courses, students in new schools
   Attachment 4

School of Family and Consumer Studies

5. Establishment of an International Institute for Human Service Workforce Research and Development.
   Effective Fall 2009 ***Dean Daniel F. Mahony***
   Attachment 5: Proposal | Letters of Support

ACTION ITEMS *continued*

College and Graduate School of Education, Health and Human Services
School of Family and Consumer Studies
College of Business Administration and Graduate School of Management

6. Establishment of a combined baccalaureate/master's degree program: Gerontology and Nursing Home Administration [GNHA] concentration in the Human Development and Family Studies [HDFS] major within the Bachelor of Science [BS] degree combined with the Master of Business Administration [MBA] degree. Eligible students will substitute maximum 12 credit hours of selected MBA courses for their undergraduate degree coursework; and 6 credit hours of specific MBA course requirements will be waived for students completing selected courses. Total credit hours to program completion are 157 (121 for the undergraduate and 36 for the graduate).
Effective Spring 2010 ***Dean Daniel F. Mahony***
Dean Robert (Yank) Heisler Jr.
Attachment 6: Proposal | Program Requirements | Letters of Support

INFORMATION ITEMS

Ohio Board of Regents

1. All public institutions of higher education (PIOHE) in Ohio shall adhere to the following policy in awarding Advanced Placement Program (AP) credits:
   a. A score of 3 or higher will provide credit at any PIOHE in Ohio. The credit must count towards graduation and will meet a general education requirement if the course to which the AP credit is equivalent fulfills a requirement at the receiving institution.
   b. When it clearly enhances the opportunity for student success, an institution should strongly advise that an AP score of at least a 4 is needed for a student to be successful in a second course in a highly dependent sequence of courses in a STEM (Science, Technology, Engineering, Medicine) area. For example, an advisor should strongly recommend that an AP score of at least a 4 is needed on the AP Chemistry exam in order for the student to be successful in the second course in Chemistry.
   c. A score of 3 or higher on an AP exam in a foreign language area will provide credit for at least the first year of foreign language at any PIOHE.
   d. Each PIOHE in Ohio will provide information on awarding AP credits, which should include the number of credits awarded and the course equivalents earned for scores of 3 or higher.
   e. Credits earned via AP exams are transferable within PIOHE in Ohio according to the state's transfer module and transfer policy.

   Effective Fall 2009
   Attachment 7: Directive | Catalog Copy | Kent State's AP Chart for Fall 2008 and Fall 2009 | AP Course Credit Alignment Recommendations | College Board: AP Validity Research and Recommendations for Providing Credit and/or Placement | Letter of Support for Policy for World Language and Literature Exams

Regional Campuses

2. Per request of the Kent State Board of Trustees, the revised name of the Computer Design and Animation Engineering Technology [CDAT] major will be Computer Design, Animation and Game Design [CDAG]. The EPC had approved the name change to Computer Design, Animation and Gaming at its 26 January 2009 meeting. The major is within the Associate of Applied Science [AAS] degree, conferred on the Tuscarawas campus.
Effective Fall 2009
Attachment 8 | January EPC Proposal

LESSER ACTION ITEMS

College and Graduate School of Education, Health and Human Services

School of Family and Consumer Studies

1. Revision of the program requirements for the Gerontology [GERO] concentration in the Human Development and Family Studies [HDFS] major within the Bachelor of Science [BS] degree. Requirement HDFS 44031 becomes a major elective, major elective GERO 30656 becomes a requirement and major electives decrease from 15 to 14 credit hours. Total credit hours to program completion are unchanged at 121.
Effective Fall 2010

2. Revision of the program requirements for the Gerontology and Nursing Home Administration [GNHA] concentration in the Human Development and Family Studies [HDFS] major within the Bachelor of Science [BS] degree. New courses GERO 43092, 44032 replace requirements GERO 44092 and 41095; requirement HDFS 44031 becomes a major elective; and major elective GERO 30656 becomes a requirement. Total credit hours to program completion decrease, from 131 to 121.
Effective Fall 2010

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		

Liberal Education Requirements Changes, Approved by the URCC, Effective Fall 2009

MATH 11008 Explorations in Modern Mathematics (3) ..... PD
Revised prerequisite: None.
Revised description: (added after last sentence) Students taking this course should have appropriate placement scores (minimum ACT 22 or equivalent) or have minimum C (2.0) grade in MATH 10007 or any math course numbered MATH 10023 or higher.

MATH 11009 Modeling Algebra (4)..... PDs
Revised prerequisite: None.
Revised description: (added after last sentence) Students taking this course should have appropriate placement scores (minimum ACT 22 or equivalent) or have minimum C (2.0) grade in MATH 10007 or 10023.
Revised schedule: Lecture (LEC)

MATH 11010 Algebra for Calculus (3) ..... PD
Revised prerequisite: None.
Revised description: (added A last sentence) Students taking this course should have appropriate placement scores (minimum ACT 22 or equivalent) or have minimum C (2.0) grade in MATH 10007 or 10024.

MATH 14001 Basic Mathematics Concepts I (4) ..... PD
Revised prerequisite: None.
Revised description: (added after last sentence) Students taking this course should have appropriate placement scores (minimum ACT 22 or equivalent) or have minimum C (2.0) grade in MATH 10007 or any math course higher than MATH 10023.

Course Changes Effective Fall 2009

LMS	10010	Information Fluency for College Success (3) to: LIB 10010	S
LMS	30010	Information Fluency in the Workplace and Beyond (3) to: LIB 30010	S
MATH	10004	Developmental Mathematics (4)	Inact
MATH	10005	Introduction to College Mathematics (3)	Inact
MATH	10006	Core Mathematics I and II (4)	New
MATH	10007	Core Mathematics III and IV (4)	New
MATH	10021	Core Mathematics I (2)	New
MATH	10022	Core Mathematics II (2)	New
MATH	10023	Core Mathematics III (2)	New
MATH	10024	Core Mathematics IV (2)	New
MATH	10031	Fundamental Mathematics I (1)	Inact
MATH	10032	Fundamental Mathematics II (1)	Inact
MATH	10033	Fundamental Mathematics III (1)	Inact
MATH	10034	Fundamental Mathematics IV (1)	Inact
MATH	10035	Fundamental Mathematics V (1)	Inact
MATH	10036	Fundamental Mathematics VI (1)	Inact
MATH	10041	Elementary Probability and Statistics (3)	PD
MATH	11022	Trigonometry (2)	PD

Course Changes Effective Spring 2010

GERO	43092	Practicum in Nursing Home Administration I (5)	New
GERO	43192	Practicum in Nursing Home Administration II (5)	New
GERO	44032	Long Term Care Administration (3)	New
GERO	54032	Long Term Care Administration (3)	New
HIED	66675	Design and Delivery of Education Abroad Programs (3)	New
HIED	76675	Design and Delivery of Education Abroad Programs (3)	New
PAS	26000	The Legacy of Slavery (3)	New

Course Changes Effective Fall 2010

Large-scale change moving the following EDPF courses to the new CULT course subject:

20091 29535 32139 39595 39596 40093 42150 49570 50093 59570 60199 60299
65530 65531 65532 69530 69543 69560 69564 69565 69567 69568 69570 69571
69575 69591 69592 69595 69596 69598 70093 79510 79530 79543 79552 79560
79564 79565 79567 79568 79570 79571 79575 80085 80090 80091 80199 80299
85535 89571 89581 89582 89591 89592 89595 89596 89598

Large-scale change moving the following EDPF courses to the new EPSY course subject:

29525 50093 60199 60299 65520 65521 65523 65524 65529 68901 68902 68904
69091 69092 69095 69096 69098 70093 75529 78905 80090 80199 80299 89091
89092 89095 89096 89098

Large-scale change moving the following EDPF courses to the new EVAL course subject:

50093 60199 60299 65510 65511 68710 68711 68712 68713 68714 68791 68792
68795 68796 68798 68807 70093 75510 78710 78711 78712 78713 78714 78716
78728 78898 80090 80199 80299 85515 85516 85517 85518 88791 88792 88795
88796 88798

Correction to 26 January 2009 EPC Agenda

SPAD	25059	Sport in Society (3)	***Withdrawn***	New

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

EDUCATIONAL POLICIES COUNCIL
Minutes of the Meeting
Monday, 23 February 2009

Ex-officio Members present: Executive Dean Gregory L. Andrews; Deans John R. Crawford, James E. Dalton, Laura Cox Dzurec, Verna M. Fitzsimmons, Jeffrey W. Fruit, Evelyn S. Goldsmith, Timothy S. Moerland, Gary M. Padak, Mark W. Weber; Provost representative Stephane E. Booth for Robert G. Frank; dean representatives Kathryn S. Wilson for Robert B. (Yank) Heisler, Jr., Victoria Bocchicchio for Donald R. Williams

Faculty Senate-Appointed Representatives present: Paul P. Abraham, Min He, Thomas Janson, Erica B. Lilly, Mandy Munro-Stasiuk, James A. Tyner, Lowell S. Zurbuch

Faculty Senate-Appointed Representatives not present: Donald (Mack) Hassler, Barbara J. Hipsman-Springer, Fred T. Smith

Faculty Senate Appointed Alternates present:

College Curriculum Committee Representatives present: E. Thomas Dowd, David A. Dumpe, Diana L. Fleming, Bruce J. Gunning, John W. Hawks, Shawn Simmons, Stephen M. Zapytowski

College Curriculum Committee Representatives not present: Charles L. Harker

Observers present:

Observers not present: Sean Mostov, Katie Purcell

Consultants and Guests Present: Joanne M. Arhar, Nancy E. Barbour, Karen Budd Timothy J. Chandler, Lisa N.H. Delaney, Carol Drennen, Mary Ann Haley, LuEtt J. Hanson, Nancy E. Mitchell, Murali S. Shanker, Therese E. Tillett

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Associate Provost Stephane E. Booth called to order the Educational Policies Council at 3:27 p.m., Monday, 23 February 2009, in Room 204 of the Kent Student Center.

Action Item 1: Approval of the minutes of 26 January 2009.
Assistant Professor David A. Dumpe moved for approval, seconded by Dean Laura Cox Dzurec. With no corrections or comments, the motion passed unanimously.

Action Item 2: Establishment of diversity status for RPTM 36095 Leisure and Culture.
URCC Co-chair Thomas Janson said that after review, the URCC heartily recommends the diversity status for RPTM 36095 and moved for approval of the item. Professor Stephen M. Zapytowski seconded the motion. A member asked if the diversity status is to be domestic or global in nature. Professor Janson stated that it would be a domestic diversity course. With no further comments or questions the motion passed unanimously.

Action Item 3: Substantial revision and name change of the Pre-Medicine/Pre-Osteopathy/Pre-Veterinary Medicine [PMED] pre-professional major. The program removes the pre-veterinary component and is renamed Pre-Medicine/Pre-Osteopathy [PMDO].

Action Item 4: Establishment of a Pre-Veterinary Medicine [PVMD] pre-professional major.

Dean Timothy S. Moerland introduced the items and turned the floor over to Assistant Dean Mary Ann Haley for explanation of the motions. Assitant Dean Haley said that action items 3 and 4 are a method for advising and tracking pre-med majors, and that these action items are a part of a package for remaking these pre-professional majors. She reminded members that several concentration changes, that were part of this package, were passed at the last meeting. Assistant Dean Haley added that student needs for pre-medicine and pre-veterinary are very divergent and that is why they are being created as separate programs. She moved for approval of both action items 3 and 4; Dean Dzurec seconded the motion. With no comments or questions the item passed unanimously.

Action Item 5: Inactivation of the Management Systems [MGSY] concentration and establishment of four new concentrations in the Business Administration [BAD] major within the Doctor of Philosophy [PHD] degree program. The four new concentrations are Information Systems [INSY], Operations Management [OPMG], Strategic Management [STMG] and Human Resource Management [HRM].

Associate Dean Kathryn S. Wilson stated that the four new concentrations are more reflective of what the students are studying than the current management systems concentration. She moved for approval, which was seconded by Dean Moerland. A member asked if the department is just clarifying and making the degree more specific, to which she replied in the affirmative. Another member questioned why “strategic management” was chosen for the name of a concentration. Professor Murali S. Shanker, Department of Management and Information Systems, explained that strategic management is a term used in the field and is used to differentiate from “management” alone. The same member then asked if this revision will “water down” the numbers enrolled in the Ph.D. program, which may not look good under RCM. Professor Shanker replied that what the department has done is stagger recruitment, thereby making the programs easier to market and clarify the program. Associate Dean Wilson added that, in practice, staggering recruitment is what is being done currently and by doing so it streamlines and makes the programs more transparent.

With no further discussion the motion passed unanimously.

Associate Provost Booth asked if any members wanted to discuss Information Item 1. A member indicated that he did. Associate Provost Booth opened the floor for discussion.

Information Item 1: Program development plan to be sent to the Ohio Board of Regents for preliminary approval to establish a joint professional Doctor of Nursing Practice degree with the University of Akron.

The member who raised the item said that it appeared that the college was making it master’s program larger and making it a Doctor of Nursing Practice (DNP) program and asked what would be done with the Master of Science in Nursing degree program. Dean Dzurec stated that the college is trying to figure that out now. She indicated that the practice programs will now move to the DNP and that the master’s degree programs may be non-advanced and more theoretical. The member asked what the driving force of the program was. Academic Program Director Karen Budd said that the college has to meet professional requirements. She added that the College of Nursing currently has a program that is not “umbrelled” under the professional requirements, and that concentration may become a master’s degree program. She also said that there are other opportunities for other master’s degree programs that could be better feeders to the DNP. The same member said that there are a lot of master’s degree graduates from Kent State already and

asked if there was any plan to fast-track those students into the DNP. Academic Program Director Budd replied in the affirmative adding that is why the DNP is called a post-masters degree; either a nurse specialist or nurse practitioner can apply. She added that the same agency that accredits the master's and bachelor's degrees will also accredit the DNP. Another member asked if the bachelor's degree is still considered the terminal degree. Dean Dzurec replied in the negative, explaining that nurses need an associate's degree; a bachelor's degree ideally. Anything more advanced requires a master's degree. If a student wants to do research or teach, a Ph.D. is required.

With no further questions or comments Associate Provost Booth asked if the council was ready to adjourn. Dean Dzurec moved to adjourn; Dean Evelyn S. Goldsmith seconded the motion.

The meeting adjourned at 3:45 p.m.

Respectfully submitted,

Lisa N.H. Delaney
Academic Program Coordinator, Curriculum Services
Office of the Provost

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 2-Mar-09 Curriculum Bulletin _____

Effective Date Fall 2009 Approved by EPC _____

Department

College LM - Library and Media Services

Proposal Revise Name

Proposal Name **Revise the name of Libraries and Media Services to University Libraries**

Description of proposal:

With the move of Teleproductions from Libraries and Media Services to the College of Communication and Informaiton (October 2008), most media services operations now exist outside Libraries and Media Services. The name is now misleading. On 25 February 2009, the faculty from Libraries and Media Services unanimously voted to change the name to University Libraries (UL)

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):

Name change does not affect other units.

REQUIRED ENDORSEMENTS

_____ ___/___/___

Department Chair / School Director / Campus Dean

Mark W. Weber 03/19/09

College Dean

_____ ___/___/___

Executive Dean of Regional Campuses / Dean of Graduate Studies

_____ ___/___/___

Senior Vice President for Academic Affairs and Provost

To: Therese Tillett **Date: March 2, 2009**

From: Mark Weber

Subject: Name Change for the library

With the move of Teleproductions from Libraries and Media Services to the College of Communication and Information in October of 2008, most media services operations now exist outside of Libraries and Media Services. The name is now misleading and we propose to change the name to University Libraries.

Accordingly, at a faculty meeting on February 25, 2009, the matter was thoroughly discussed and the faculty voted unanimously to change our name *from* Libraries and Media Services (LMS) *to* University Libraries (UL).

I respectfully request that this issue be placed on the agenda of the next EPC meeting for review and hopefully for approval.

Thank you.

Copies: CAC members

KENT STATE.
UNIVERSITY

LIBRARIES AND MEDIA SERVICES
OFFICE OF THE DEAN

To: Therese Tillett

From: Mark Weber, Dean, Libraries & Media Services

Date: February 25, 2009

Subject: Subjecct designation change for library courses

On February 25, Libraries & Media Services faculty approved a name change for our unit from Libraries and Media Services to University Libraries. The reason for this change is that with the removal of Teleproductions from our unit in October 2008 there are now more "media services" units outside LMS than within it. The name change reflects that reality.

In keeping with this change, we ask that with the Fall 2009 listing of courses that our course subject be changed from LMS to LIB. The two-letter college designation of LM can change to UL for University Libraries. The necessary CCP forms are attached for this to be considered by EPC.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **20-Feb-09** Curriculum Bulletin _____

Effective Date **Fall 2009** Approved by EPC _____

Department	
College	**LM - Library and Media Services**
Proposal	**Revise Course**
Course Subject	~~LIB~~ 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

- ☒ Subject to LIB
- ☐ Number
- ☐ Title
- ☐ Title Abbreviation
- ☐ Credit Hours
- ☐ Prerequisites
- ☐ Description
- ☐ Schedule Type
- ☐ Cross-Listed / Slash
- ☐ Grade Rule
- ☐ Credit by Exam
- ☐ Course Content
- ☐ Liberal Education Requirements (LER)
- ☐ Writing-Intensive (WIC)
- ☐ Diversity
- ☐ 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

Barbara J. Schlomann — 2/25/09
Department Chair / School Director / Campus Dean

[illegible] — 2/25/09
College Dean

_____ — ___/___/___
Executive Dean of Regional Campuses / Dean of Graduate Studies

_____ — ___/___/___
Senior Vice President for Academic Affairs and Provost

BASIC DATA SHEET

Complete all fields. Data entered below should reflect new/revised information.

Preparation Date	**21-Feb-08**	Requested Effective Term	~~Spring~~ Fall **2009**
Course Subject	~~LMS~~ XXX LIB	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	/ / 4/5, 4/5/7 or 6/8	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 Per Week	☒ Lecture	Minimum Hours **03.00**	☒ to ☒ or Maximum Hours **03.00**
	☐ 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	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

04/14/08

Department Chair / School Director / Campus Dean

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **20-Feb-09** Curriculum Bulletin _____
Effective Date **Fall 2009** Approved by EPC _____

Department	
College	**LM - Library and Media Services**
Proposal	**Revise Course**
Course Subject	~~LIB~~ LMS Course Number **10010**
Course Title	**Information Fluency for College Success**
Minimum Credits	**03** Maximum Credits **03**

Checked items are new or revised

- ☒ Subject to LIB
- ☐ Number
- ☐ Title
- ☐ Title Abbreviation
- ☐ Credit Hours
- ☐ Prerequisites
- ☐ Description
- ☐ Schedule Type
- ☐ Cross-Listed / Slash
- ☐ Grade Rule
- ☐ Credit by Exam
- ☐ Course Content
- ☐ Liberal Education Requirements (LER)
- ☐ Writing-Intensive (WIC)
- ☐ Diversity
- ☐ 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

Barbara J. Schlomann — 2/25/09
Department Chair / School Director / Campus Dean

John W. Webb — 2/25/09
College Dean

_____ ___/___/___
Executive Dean of Regional Campuses / Dean of Graduate Studies

_____ ___/___/___
Senior Vice President for Academic Affairs and Provost

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~~ LIB	Course Number	**10010**
Course Title	**Information Fluency for College Success**		
Title Abbreviation	**Info Fluency College Success** 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	LIS 10010 Cross-list Banner code LAH 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 Per Week	☒ Lecture	Minimum Hours **03.00**	☒ to ☒ or Maximum Hours **03.00**
	☐ 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 09
OBR Subsidy Code 02
OBR Course Level 1
CIP Code 110401

Catalog Description **~~This course~~ teaches information and technology skills critical to college success, enabling students to become information fluent -- able to find and evaluate information in a variety of contexts and formats, using a variety of technologies, to achieve specific objectives in effective and socially responsible ways.**

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	**Information Fluency, Academic Expectation and Learning Styles**
3.00	**The World of Information and Publication Cycle**
3.00	**Libraries and Library Skills**
3.00	**Information Needs and Problems**
6.00	**Accessing and Retrieving Information**
3.00	**Managing and Organizing Information**
3.00	**Information Ethics, Copyright and Plagiarism**
6.00	**Instructional and Presentation Technologies**
6.00	**Accessing and Managing Digital Information**
3.00	**Evaluating Information**
6.00	**Solving Information Problems in College and the Real World**

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

04/14/08

Department Chair / School Director / Campus Dean

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 13-Feb-09 Curriculum Bulletin _____

Effective Date Fall 2009 Approved by EPC _____

Department SLIS

College CI - Communication and Information

Proposal Establish Center

Proposal Name **Center for the Study of Information & Religion**

Description of proposal:

The proposal is to establish the Center for the Study of Information & Religion (CSIR). The mission of the CSIR is to facilitate research within the Library & Information Science field that is focused on the various institutions and agents of religion and their effect on social knowledge through the use, dissemination, and diffusion of information. The CSIR utilizes an interdisciplinary approach with other fields in the Social Sciences and Humanities, and collaborative partnerships with various representatives of religious faiths and denominations.

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

Though much work is done on religion in disciplines such as Sociology, Psychology, and Religious Studies, this area of investigation is largely untapped in Library & Information Science (LIS). With regard to Kent State, the Philosophy Department is home to a minor in Religious Studies and one current Psychology professor does research in this field. CSIR will only enhance their work. A Center would facilitate research in LIS, encourage interdisciplinary research, and draw national and international attention to Kent State University as the home for research in the area of information and religion. The Center would provide a base for research funding requests. No additional staff is required; existing SLIS faculty will give direction and employ the help of a GA for operational support.

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

Letters of support have been obtained from Dr. David Odell-Scott (Chair, Philosophy)and Dr. Mary Ann Parris Stephens (Chair, Psychology).

REQUIRED ENDORSEMENTS

[illegible] 2/16/09

Department Chair / School Director / Campus Dean

[illegible] 2/18/09

College Dean

_____ __/__/__

Executive Dean of Regional Campuses / Dean of Graduate Studies

Therese E. Tullett 2/23/09

Senior Vice President for Academic Affairs and Provost

TRANSMITTAL MEMO
COLLEGE OF COMMUNICATION AND INFORMATION
Kent State University

TO: Therese E. Tillett, Director of Curriculum Services

FROM: LuEtt Hanson, Associate Dean

SUBJECT: Curriculum Proposal

DATE: February 20, 2009

I am forwarding to you for inclusion on the next EPC agenda supporting materials for the following program proposal:

Establish a Center for the Study of Information and Religion

The following bodies have approved this proposal:

School of Library and Information Science FAC

College of Communication and Information CCC

School of Library & Information Science

MEMO

To : Dr. Robert Frank, Provost
From : Dr. Don A. Wicks, Associate Professor, SLIS
Re. : Establishment of the Center for the Study of Information & Religion
Date : February 2009

Provost Frank:

Attached please find a proposal to establish a new center at Kent State University. As indicated, the purpose of the "Center for the Study of Information & Religion" (CSIR) is to facilitate research within the Library & Information Science (LIS) field that is focused on the various institutions and agents of religion and their effect on social knowledge through the use, dissemination, and diffusion of information. This purpose fits with the mission of the School of Library & Information Science and advances the research agenda of the University. It also takes advantage of the presence on the SLIS faculty of two faculty members who have an interest in the study of the information seeking of clergy (namely, Dr. Dan Roland and myself).

Thank you for your consideration of this proposal.

Don A. Wicks, PhD

LISTING of CURRICULAR / CONSULTIVE BODIES
THAT HAVE APPROVED THIS ACTION:

Department of Philosophy (home to a minor in Religious Studies)
Department of Psychology

Kent State University
Proposal to establish a
Center for the Study of Information and Religion (CSIR)

A. Name and Location:
Center for the Study of Information and Religion (CSIR)
The School of Library and Information Science, Kent State University

B. Purpose/Mission Statement:
The mission of the CSIR is to facilitate research within the LIS field that is focused on the various institutions and agents of religion and their effect on social knowledge through the use, dissemination, and diffusion of information. The CSIR utilizes an interdisciplinary approach with other fields in the Social Sciences and Humanities, and collaborative partnerships with various representatives of religious faiths and denominations.

Background:
The concept of the Center grew out of the interests of two faculty members, Dr. Don Wicks and Dr. Dan Roland. Both individuals conducted their dissertation research in the sphere of information and religion. Wicks' dissertation was on "The Information- Seeking Behaviour of Pastoral Clergy: A Study of the Interaction of Their Work Worlds and Work Roles" and Roland's on "Interpreting Scripture in Contemporary Times : A Study of a Clergy Member's Sense-Making Behavior in Preparing the Sunday Sermon." Both have published and presented on such themes and have ongoing research projects in this area. No other School of Library & Information Science in North America, to our knowledge, has the advantage of two faculty members with such an interest. Also, within SLIS there are other research initiatives related to this area and faculty who might find the Center a helpful vehicle for their research interests. These include:

- Dr. Frank Lambert - research on community informatics and information seeking
- The School's Usability Lab – study of web sites of religious institutions
- The Marantz Picture Book Collection – a resource for study of the depiction of religion in children's literature

Though much work is done on religion in disciplines such as Sociology, Psychology, and Religious Studies, this area of investigation is largely untapped in Library & Information Science. A Center would facilitate such research, encourage interdisciplinary research, and draw national and international attention to Kent State University as the home for research in the area of information and religion.

C. Institutional, research, and professional activities of the Center:

Goals of the CSIR:

1. To investigate the importance of information in the religious world.
2. To understand the relationship between the information-seeking behavior of clergy and the body of knowledge which exists to serve their information needs.
3. To advance our understanding of the role of information in religious practice.

Objectives of the Center:

1. Conduct research in the area of Information and Religion focusing on a variety of topics including but not limited to the following:
    a. The information-seeking behavior of clergy
    b. The role of the sermon as an influential communication medium in society.
    c. The utilization of multi-media in sermon delivery.
    d. Information in its application to local congregations as communities of practice.
    e. Faith and many types of intelligence (e.g., emotional intelligence).
    f. Information, entropy (understood as the rate of transfer of a message), and belief
    g. Case studies of pastors, priests, rabbis, and other religious leaders to explore the role of information in the sermon preparation task.
    h. Longitudinal study of religious leaders engaged in congregational ministries to study changes in the sermon preparation task over the course of their careers.
2. Present research findings at various conferences in the LIS and Sociology of Religion fields.
3. Publish research findings in various peer-reviewed journals of the LIS and Sociology of Religion fields.
4. Establish and publish a quarterly journal for the dissemination of peer-reviewed research in the area of Information and Religion.
5. Work with researchers, organizations, and associations across the disciplines to identify various data sets in the study of religion that includes components applicable to LIS.
6. Establish and maintain a web site dedicated to the publication of data, research findings and research opportunities in the area of Religion and Information. Depending on clearance from participants, the web site might make available to registered users, interview transcripts and other data obtained through the research activities of Center-affiliated researchers. Such data would be cited in such a way as to indicate that CSIR is the publisher.
7. Collaborate with researchers and organizations in the development of research instruments pertaining to the research interests of the CSIR.
8. Recruit Master of Library & Information Science and doctoral students interested in the area of Information and Religion.
9. Work with various faiths and denominations to provide educational opportunities for religious leaders in the application of information technology and information management skills for ministry and congregational administration.
10. Become a provider of commissioned research in the area of information and religion.

Operationalizing the goals and objectives:

Initial Activities

1. Pursue a grant or grants which would partially support the activities which follow. Sources of such a grant(s) include:
   The Louisville Institute
   http://www.louisville-institute.org/Grants/programs.aspx
   National Endowment for the Humanities
   http://www.neh.gov/grants/grantsbydivision.html
   The Pew Forum on Religion & Public Life
   http://www.pewforum.org/
   American Theological Library Association Grants

http://www.atla.com/member/awards_grants_scholarships.html

2. Advertise the creation of the Center and identify faculty who want to participate.
3. Begin conducting research on behalf of the CSIR.
4. Advertise the research and data sets created and maintained by the CSIR on appropriate listservs, at conferences, etc., for the various disciplines who may be interested, viz., LIS, Sociology of Religion, Religious Studies, Communications, plus denominational research offices.
5. Establish a web server which is password protected and can process registration applications and create a database of registered users.
6. Host the first annual conference on Information and Religion.
7. Begin the process of establishing an online, open-access journal. A model would be *Information Research* (ed. Tom Wilson; see http://informationr.net/ir/). Its financial model is described at http://informationr.net/ir/sponsoring.html .
8. Advise MLIS students interested in the area of Information and Religion including supervision of Culminating Experience papers and projects in the area of study.
9. Attendance of and presentation of scholarly work by the Director and/or other interested faculty at appropriate academic conferences including, but not limited to:
    a. The Society for the Scientific Study of Religion
    b. The American Theological Library Association
    c. The American Society for Information Science and Technology
    d. Canadian Association for Information Science

D. Administrative & Reporting Structures

1. Appoint a Center Director who will report to the Director of SLIS.
2. The Center Director acts as editor of the proposed journal. The Center Director may delegate the function as needed.
3. An Advisory Board of interested scholars will be created and their input sought at regular intervals, as needed.

E. Operating Policies and Procedures

1. The Center Director will file an annual report with the Director of SLIS.
2. Financial records will be maintained by SLIS.

F. Current & Future Space Needs

1. For day-to-day operations, CSIR will use space within the School of Library & Information Science (e.g., faculty offices, graduate/research assistant spaces, general office space, storage space).
2. For special events, such as an annual conference, CSIR will make use of University space that units can reserve for such functions (e.g., Student Center rooms, classrooms).

G. Proposed Budget for 2009-2010

Personnel: ½ time Graduate Research Assistant (10 hours)		
Stipend	3076	
Tuition	2242	
		5318
Conference attendance		
Travel	1500	
Registration fees	1000	
		2500
Administrative costs		
Office supplies and support	250	
Mailings	100	
Promotional materials	500	
Web site server (SLIS will provide)	---	
Telephone	100	
		950
Journal costs		
Honorarium for editor/guest editor	250	
Fees for electronic publisher	500	
		750
Local conference activities		
Travel/honorarium for keynote speaker	1500	
Logistical and operational expenses	500	
		2000
TOTAL		11,518

Funding Sources:

Initial seed money for the establishment of the CSIR will be provided by SLIS. Future funding would come from successful grant submissions and revenues collected from the annual conference or other chargeable activities of the Center (such as publications, commissioned research).

H. Measurement and Evaluation of CSIR

In order to assess the value of CSIR to the School, the university, and the profession, evaluation measures will be established. Possible measures could include the following:

1. The funds generated by and findings arising from successful grant applications.
2. Number of articles, reports, and other publications generated by CSIR.
3. Number of conferences and symposia sponsored by the CSIR and attendance at the events.
4. Number of 'hits' on the CSIR web site.
5. Require users of the data assembled on the web site to register in order to obtain data to quantify how many people from different disciplines are examining the data.

6. Number of citations of CSIR, its scholarly journal, and its contributing researchers.
7. Number and source of submissions to the CSIR journal and other publications, and maintain records of reviewers of material being considered for publication or presentation at the annual CSIR conference.
8. Formal evaluations of CSIR events.
9. Number and nature of informal opinion and inquiries to measure interest and estimates of value.
10. Review of financial records to assess the financial sustainability of CSIR and its activities.

I. Timetable

January 2009	SLIS FAC approval
January 2009	approval of SLIS Director
February 2009	approval of CCC
February 2009	approval of CCI Dean
March 2009	approval of EPC
April 2009	approval of Faculty Senate
May 2009	information item on Board of Trustees agenda

Proposal created by Drs. Dan Roland and Don A. Wicks
SLIS, KSU
January 12, 2009

Interdepartmental Correspondence
Department of Philosophy

TO: Don A. Wicks, Associate Professor, School of Library & Information Science

FROM: David Odell-Scott, Chair; and Coordinator of the Religion Studies Program

DATE: 9 February 2009

SUBJECT: Establishment of the Center for the Study of Information & Religion

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I have reviewed the proposal for the establishment of the Center for the Study of Information and Religion which I understand is now under considered by the level of the College of Communication & Information and may soon be reviewed at the level of the Provost. The viability of any program is often a matter of its having something to offer its host program and college, and its ability to draw upon others in the university for support and collaboration. My assessment is that the proposed Center may be able to draw upon not only the faculty specialist in the School of Library & Information Sciences, but also upon the expertise of other faculty especially in the College of Arts & Sciences who work in religion studies. Further, the Ohio Pluralism Project at Kent State University (which I founded and direct) is an affiliate of the nationally recognized Pluralism Project at Harvard University. I anticipate that the proposed Center will be in a position to employ the Project in ways which will further enhance the mission of the center.

I am willing to be of assistance to those developing the Center to explore how religion studies at the University can be of service.

Respectfully submitted.

From: WICKS, DONALD
Sent: Friday, February 13, 2009 12:26 PM
To: HANSON, LUETT
Subject: FW: Request for support of Center for Study of information & Religion
at KSU

------ Forwarded Message
From: "STEPHENS, MARY ANN" <mstephen@kent.edu>
Date: Fri, 13 Feb 2009 10:33:25 -0500
To: "Mail=Dwicks@Kent. Edu" <dwicks@kent.edu>
Subject: RE: Request for support of Center for Study of information & Religion at KSU

Dear Dr. Wicks

I am writing to offer Psychology's support for the proposed Center for the Study of Information and
Religion in the School of Information and Library Science. The purpose and theme of the new center in
no way interferes with our current or planned mission or areas of research expertise. Please let me know
if you need additional information or clarification from me. Best of luck in establishing this important
resource for Kent State University.

Mary Ann Parris Stephens, PhD
Professor and Chair
Department of Psychology
Kent State University
144 Kent Hall
Kent, OH 44242-0001
330-672-2167
330-672-3786 (fax)

From: WICKS, DONALD
Sent: Monday, February 09, 2009 2:49 PM
To: STEPHENS, MARY ANN
Subject: Request for support of Center for Study of information & Religion at KSU

Prof. Stephens,
I am a faculty member in the School of Library & Information Science. We are
seeking to establish a new Center on campus, to be called the Center for the
Study of Information and Religion (CSIR). It would be housed in the School of
Library & Information Science. I am attaching a copy of the proposal which is in
draft form.

To establish such centers on campus, it is required that letters of support be solicited from other interested units. At least one faculty member in your department, Tom Dowd, does research in the area of religion, and perhaps others have such an interest. I have spoken with Prof. Dowd and he has emailed me a note of support for the proposed Center (see below). I am informed by LuEtt Hanson, Associate Dean for the College of Communication & Information, that we need departmental support rather than individual support such as Prof. Dowd has offered. Thus, I would greatly appreciate a note from you endorsing or supporting this proposal. In order to facilitate the process, Assoc. Dean Hanson tells me she would like the supporting letters this week. I apologize for the short notice. If you feel you can support the proposal, an email is all that is required.

If you have questions or concerns, please feel free to contact me.

Thanks for considering this request. It is my hope that the CSIR will bring together researchers from across KSU. Perhaps we will be able to work together on some project, a hosted conference, or in some other way in the future.

Don
--
Don A. Wicks, PhD, Associate Professor
Room 314 Library (P.O. Box 5190)
School of Library & Information Science
Kent State University, Kent, OH 44242-0001
Voice: (330) 672-0011 OR (330) 672-2782
Fax : (330) 672-7965
Email: dwicks@kent.edu

Copy of email from Thomas Dowd, emailed 1/13/09 12:11 PM

I am writing in support of the establishment of a Center for the Study of Information and Religion at KSU. In doing so I speak only for myself and indeed only from the perspective of the field of psychology.

The study of religion in our society is of increasing importance. Within the last 10 or 12 years, psychology has "discovered" religion and the American Psychological Association Press has published several books on the topic. I myself have published "The psychologies in religion: Working with the religious client" (E.T. Dowd & S.L.

Nielsen, Eds., Springer, 2006). There have been centers of religious studies
established at other major universities so the timing for this proposal is excellent.

I would be happy to provide any additional information should you wish it.

Tom
E. Thomas Dowd, Ph.D., ABPP

------ End of Forwarded Message

To: Robert G. Frank, Senior Vice President for Academic Affairs and Provost

From: Daniel F. Mahony, Dean, College of Education, Health and Human Services

Date: March 6, 2008

RE: College Reorganization Proposal

On behalf of the College and Graduate School of Education, Health and Human Services, I submit the attached proposal for review by EPC, and request its approval.

The recommendation comes from discussions with faculty during individual meetings during the Fall 2009 semester, a review of proposals that were developed by a college reorganization committee two years, and discussions with the Leadership Team and the College Advisory Committee. The proposal for four schools has since been discussed at the College's spring semester faculty retreat, meetings of the Undergraduate Council, Graduate Council, department and school Faculty Advisory Committees, Leadership Team, and the College Advisory Committee. The College Advisory Committee has also review the attached proposal and voted to support its implementation.

Proposal Summary:

Beginning on July1, 2009, the College of Education, Health and Human Services will reorganize from three departments (Adult, Counseling, Health and Vocational Education; Education Foundations and Special Services; Teaching, Leadership and Curriculum Studies), and three schools (Exercise, Leisure and Sport; Family and Consumer Studies; Speech Pathology and Audiology) to four schools: Health Sciences; Foundations, Leadership and Administration; Lifespan Development and Educational Sciences; and Teaching, Learning and Curriculum Studies.

Faculty deliberations on new handbooks, policies, and procedures will begin immediately and continue through the 2009-10 academic year

College and Graduate School of Education, Health and Human Services

Reorganization Proposal

ACTION

Beginning on July1, 2009, the College of Education, Health and Human Services will reorganize from three departments (Adult, Counseling, Health and Vocational Education; Education Foundations and Special Services; Teaching, Leadership and Curriculum Studies), and three schools (Exercise, Leisure and Sport; Family and Consumer Studies; Speech Pathology and Audiology) to four schools: Health Sciences; Foundations, Leadership and Administration; Lifespan Development and Educational Sciences; and Teaching, Learning and Curriculum Studies.

RATIONALE

On July 1, 2005, three schools from the College of Fine and Professional Arts – Exercise, Leisure and Sport (ELS), Family and Consumer Studies (FCS), and Speech Pathology and Audiology (SPA) were merged with the former College and Graduate School of Education to form the College and Graduate School of Education, Health and Human Services. At that time, one of the stated goals was to consider "potential academic realignment within the six existing academic units." In addition, it was anticipated that we would develop a "comprehensive and integrated college that would advance research and evidence-based practice." While the transition has been collegial and relatively smooth and there have been some good examples of collaborations across departments and schools, it is clear that the college has not been fully integrated and that many of the advantages presented by the merged college have not been realized.

The primary goal of this reorganization is to bring together programs with commonalities and, thereby, fully take advantage of the opportunities presented by the merged college. We believe the merger will help increase collaboration across academic programs in the college and increase research activity. We also believe that the new structure will help during the reappointment, tenure, and promotion processes, as faculty in each school will have a better understanding of each other's work and be in a better position to both evaluate the quality of the work and to mentor junior faculty so they have the best opportunity possible to be successful. In addition, the reorganization will reduce the number of administrators (i.e., two less chairs), which reduce the overhead costs and help improve the financial condition of the college as we begin to use the RCM budget model.

PROCESS

Soon after the merger of the three schools and the departments from the former College and Graduate School of Education, a committee was formed to examine possible models for reorganizing. This committee developed several models, but no changes were made at the time and transitions in leadership at the Dean's level have kept the reorganization from being a focus for the college. This recommendation comes from discussions with faculty during individual meetings (Fall 2008 semester), a review of proposals that were developed by a college reorganization committee three years ago, and discussions with the Leadership Team, and the College Advisory Committee. The decision to move forward with the reorganization was made in large part because there was support for it among a majority of the faculty. The proposal for four schools has since been discussed at the College's spring semester faculty retreat, meetings of the Undergraduate Council, Graduate Council, department and school Faculty Advisory Committees, Leadership Team, and the College Advisory Committee. In addition, input was received from several programs regarding their placement in the structure and a few revisions were made as a result of that input. The College Advisory Committee has also reviewed this proposal and voted to support its implementation. The faculty members in the new schools have begun to have formal and informal dialogues and have begun planning for the transition.

ANTICIPATED SHORT-TERM, INTERMEDIATE AND LONGER TERM TIMELINES

March-June 2009

1. Approvals to proceed through the Board of Trustees level.
2. Revision of the College Handbook.
3. Develop new budgets for the schools.
4. Reassign staff from the six current schools and departments to the four schools or other offices within the College.
5. Identify directors or interim directors for each school following the process outlined in the Collective Bargaining Agreement.

July 2009

1. Begin operating as four schools.
2. Begin using new shared governance structure and curriculum processes.

July 2009-June 2010

1. Transition the curriculum and students to the four new schools.
2. Develop new handbooks for each school.
3. Examine and develop future plans for facility utilization and budget allocations for various purposes.

BUDGETING AND FACILITIES

The College will determine initial budget allocations for each school prior to July 1, 2009. However, there are a number of budget allocations for which we will need to take more time. For example, the graduate assistant budget will continue to be managed centrally and we will spend the Fall 2009 semester determining how these resources will be allocated in the future to ensure that the allocation is consistent with strategic plan of the College. There will be no major changes in facilities prior to July 1, 2009. Faculty will remain in their same offices for the 2009-10 academic year and there will likely be only a few staff relocations. During the 2009-10, the new Leadership Team and the College Advisory Committee will examine any possible future changes in facility utilization.

STAFFING

Staff members who are assigned to one of the six schools and departments will need to be reassigned to the four schools or other offices within the College. However, we do not anticipate any reduction in the number of staff positions in the College, nor any reductions in compensation.

GOVERNANCE AND CURRICULUM

Revision of the College Handbook began in the Fall 2008 semester, so we anticipate completing this revision and having it approved prior to July 1, 2009. This will address issues such as school representation on the College Advisory Committee and other college level committees, which will be necessary to ensure that a process for shared governance is in place. School handbooks will be revised during the 2009-10 academic year. While that revision is taking place, each school will establish some basic policies to ensure faculty involvement at this level. This will include addressing issues such as faculty representation on the schools advisory committees and curriculum committees.

REAPPOINTMENT, PROMOTION, AND TENURE

Faculty who will be going through the reappointment, promotion, and/or tenure processes over the next three years will have the option of being evaluated by the policies in their prior school/department handbook or the policies established in their new school handbook. In addition, each faculty member will have the option of asking two faculty members who served on the FAC in their prior school/department to be included in their evaluation process at the school level as an ad-hoc member of the review committee. This will ensure that the review committees have a complete understanding of the discussions and decisions during prior reappointment reviews. The goal is to ensure that no faculty member is disadvantaged in the reappointment, promotion, and tenure process because of the reorganization and we believe that this approach will help to ensure that this does not happen.

College of Education, Health and Human Services

School of Health Sciences
Athletic Training (SELS)
Exercise Physiology (SELS)
Health Education (ACHVE)
Integrated Health Studies (ACHVE)
Nutrition and Dietetics (FCS)
Public Health (ACHVE)
Speech Pathology/Audiology (SPA)
Occupational Therapy (SPA)*
Physical Therapy (SPA)*
Radiology (SPA)*

School of Foundations, Leadership and Administration
Cultural Foundations (EFSS)
Educational Studies (ACHVE)
Evaluation and Measurement (EFSS)
Education Administration – Higher Education and K-12 (TLCS)
Hospitality Management (FCS)
Recreation, Park, & Tourism Management (SELS)
Sport Administration/Management (SELS)
Sport Studies (SELS)
Applied Studies (ACHVE)*

School of Lifespan Development and Educational Sciences
Counseling and Human Development Services (ACHVE)
Educational Psychology/Instructional Technology (EFSS)
Human Development and Family Studies/Gerontology/Non-Profit Human Services (FCS)
Rehabilitation Counseling (EFSS)
School Psychology (EFSS)
Special Education (EFSS)

School of Teaching, Learning and Curriculum Studies
Adolescent and Young Adult Education (TLCS)
Career and Technical Teacher Education (ACHVE)
Curriculum and Instruction (TLCS)
Early Childhood Education (TLCS)
Literacy Education (TLCS)
Master of Arts in Teaching (TLCS)
Middle Childhood Education (TLCS)
Physical Education /Human Movement Studies (SELS)

*Program offered only on regional campuses

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 19-Jan-09 Curriculum Bulletin _____

Effective Date Fall 2009 Approved by EPC _____

Department Family and Consumer Studies

College EH - Education, Health and Human Services

Degree

Program Name Program Code

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

Proposal ~~select one~~ establish institute

Description of proposal:

This proposal involves the establishment of the International Institute for Human Service Workforce Research and Development. The proposed Institute plans to establish a partnership with the Child and Youth Care Certification Board (CYCCB) and explore partnerships with other interested universities and human services organizations such as the National Staff Development and Training Association (NSDTA) to conduct research pertaining to and promote the development of the human services workforce within the United States, Canada and (in the future) other countries.

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):

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

REQUIRED ENDORSEMENTS

Mary Dillmann-Jenkins 2/25/09

Department Chair / School Director / Campus Dean

Nancy E Barbour 3/5/09

College Dean

___/___/___

Executive Dean of Regional Campuses / Dean of Graduate Studies

___/___/___

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. Stephane Booth, Associate Provost
Quality Initiatives and Curriculum

FROM: Dr. Nancy Barbour, NB Associate Dean
Administrative Affairs and Graduate Education

DATE: 4 March 2009

SUBJECT: Curricular Proposal for Establishment of Institute: International Institute for Human Service Workforce Research and Development

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Enclosed please find a Proposal Summary for the establishment of an International Institute for Human Service Workforce Research and Development to be housed in Human Development and Family Studies in the School of Family and Consumer Studies together with a CCP, catalog description, and letters of support.

This curricular action received the endorsement of the EHHS Graduate Council on February 20, 2009.

If you have questions or concerns, feel free to contact me or Dr. Dale Curry.

NB:kas
Enclosures: Proposal Summary, Transmittal Memo, CCP, catalog description, and letters of support

TRANSMITTAL MEMO
COLLEGE AND GRADUATE SCHOOL OF EDUCATION, HEALTH AND HUMAN SERVICES
KENT STATE UNIVERSITY

DATE: February, 20, 2009

TO: Nancy Barbour, Associate Dean
College and Graduate School of Education, Health and Human Services

FROM: Mary Dellmann-Jenkins, Director
School of Family & Consumer Studies

RE: Proposal for Establishment of an Institute: International Institute for Human Service Workforce Research and Development

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Summary statement describing the proposed action:
The proposal includes the Institute's name, purpose, research and professional activities, administrative reporting structure, operating procedures, space needs, proposed budget, evaluation and review procedures, and timetable for implementation.

This action has been approved by the following curricular/consultative bodies:

- Human Development and Family Studies program faculty on 12-3-08
- Family and Consumer Studies Curriculum Committee on 1-29-09
- Family and Consumer Studies Faculty Advisory Committee on 2-2-09
- College of EHHS Graduate Council on 2-20-09

Attached are: Institute Proposal Summary for Establishment of the Institute, Catalogue copy, support letters, and CCP for the new Institute.

Proposal Summary for the Establishment of Institutes and Centers

Name of Center or Institute: *International Institute for Human Service Workforce Research and Development*

1.) Purpose and background:

The proposed Institute plans to establish a partnership with the Child and Youth Care Certification Board (CYCCB) and explore partnerships with other interested universities and human services organizations such as the National Staff Development and Training Association (NSDTA) to conduct research pertaining to and promote the development of the human services workforce within the United States, Canada and (in the future) other countries. In addition to representatives from the NSDTA and CYCCB, it is anticipated that the initial Advisory Board will include representatives with human services workforce experience from the Academy for Educational Development (Center for Youth Development and Policy Research), the University of Pittsburgh (program in Applied Developmental Psychology), the University of Wisconsin-Milwaukee (Youth Work Learning Center), the University of Oklahoma (National Resource Center for Youth Services), University of California-Berkeley (Social Work Education Center), Cornell University (Family Life Development Center), University of California, Davis (Center for Human Services), University of North Carolina, Greensboro, the Ohio Child Welfare Training Program, Ryerson University (School of Child and Youth Care, Toronto, Canada) and the Scottish Institute for Residential Child Care. Additional representatives/partners (e.g., potential partners from the United Kingdom and South Africa have expressed an interest in becoming involved) will be pursued in the future.

Child and Youth Worker Certification - In 2006 and 2007, Kent State University partnered with the Association for Child and Youth Care Practice and Ryerson University in conducting an international (involving Canada and the U.S.) pilot validation study of a National Certification Exam for Child and Youth Care Practitioners. The study results provided a significant amount of information to facilitate implementation of a reliable and valid certification exam to be used as a major component of a national certification process for child and youth workers from a variety of settings (e.g., education, community-based, out-of-home care). In 2007, the Child and Youth Care Certification Board (CCYCB) established itself as a non-profit organization and initiated national certification in 2008.

An internationally accepted definition of child and youth care practice is defined as the following:

Professional Child and Youth Care Practice focuses on infants, children, and adolescents, including those with special needs, within the context of the family, the community, and the life span. The developmental-ecological perspective emphasizes the interaction between persons and their physical and social environments, including cultural and political settings. Professional practitioners promote the optimal development of children, youth, and their families in a variety of settings, such as early care and education,

community-based child and youth development programs, parent education and family support, school-based programs, community mental health, group homes, residential centers, day and residential treatment, early intervention, home-based care and treatment, psychiatric centers, rehabilitation programs, pediatric health care, and juvenile justice programs. Child and youth care practice includes assessing client and program needs, designing and implementing programs and planned environments, integrating developmental, preventive, and therapeutic requirements into the life space, contributing to the development of knowledge and practice, and participating in systems interventions through direct care, supervision, administration, teaching, research, consultation, and advocacy.

This certification initiative is the first national effort to credential those who work with children and youth from a variety of ages (early childhood through adolescence), populations (e.g., those with developmental disabilities, emotional disorders, involved with the juvenile justice system, etc.) and settings (community-based prevention, residential treatment, etc.). Although precise numbers are difficult to obtain, it is estimated that the U.S. child and youth care workforce is larger than all of the other helping professionals combined. A 2003 report from the Annie Casey Foundation estimates almost 6 million child and youth care workers (including part-time). Thus, the potential to make a significant impact on the well-being of children and youth and families in the U. S. is great.

Human Services Training and Development Professional Certification – In 2009, Kent State University may have the opportunity to become the interim office of a certification program for human services training and development (HSTD) professionals. The certification program is sponsored and funded by the National Staff Development and Training Association (NSDTA), an affiliate of the American Public Human Services Association (formerly the American Public Welfare Association). The mission of the NSDTA is *to build professional and organizational capacity in human services through a national network of membership, sharing ideas and resources on organizational development, staff development, and training. It has a vision of competent and caring people in effective organizations creatively working together to improve the well-being of society's children, adults, and families.*

The field and emerging profession of HSTD has experienced dramatic growth. Increasingly complex social problems (e.g., poverty, homelessness, domestic violence, child maltreatment, unemployment, substance abuse) co-existing with increased funding challenges have elevated the need for a well-trained human services workforce. During the same period, changes have also occurred within the field of staff development and training in general moving from a narrow perspective of training to broader concepts of human performance improvement and human resource development. With the availability of Title IV-E funding, significant increases in federal and state funding for training has occurred. For example, more than $250 million were spent in 2000 in the U.S. on child welfare training alone. Yet, human service workforce leaders continue to warn policy makers of what has been described as a workforce crisis regarding recruitment, retention, and personnel preparation problems. The NSDTA has helped to move the HSTD field forward through its annual conferences/institutes (since 1985), HSTD roles and competency model, professional journal and conference proceedings articles, Code of Ethics, Standards for Training and Development organizations, and the currently developing certification program for HSTD professionals. However, the HSTD

knowledge base is just beginning to emerge. Partnering with the NSDTA could position the Institute to become a recognized leader in this fast growing field and emerging profession.

There is potential to partner with both the NSDTA and the CYCCB. The CYCCB plans to contract research and development activities pertaining to the certification process to a university-based research center/institute (provided funding is available). In addition to certification fee revenue, the CYCCB is pursuing funding via foundation grants. Having a university-based research partner, will strengthen proposals to potential funders. The CYCCB would like to continue its partnership with Kent State University.

The NSDTA will also need an entity to help initiate its certification efforts.
The Institute could potentially provide that function and position itself for ongoing research and development efforts in this area. A partnership with both of these national human service workforce organizations and the Advisory Committee would give instant credibility to the Institute and positive visibility for Kent State University.

2.) Institutional, research, professional service activities:

The **mission** of the Institute will be:

Promote the development of competent and caring human service professionals through research, collaboration and knowledge sharing on human service workforce issues.

Institute activities include:

- Conducting ongoing research and development of the National Child and Youth Care Practitioner Certification Exam.
- Conducting research pertaining to and evaluation of human service training and development programs.
- Administering the National Child and Youth Care Practitioner Certification Exam as a CYCCB approved testing center.
- Assessing human service workforce needs.
- Conducting research pertaining to critical human service workforce issues (e.g., staff retention)
- Providing editorial leadership for the journal *Training and Development in Human Services*, the journal of the National Staff Development and Training Association.
- Providing a website that highlights and synthesizes national (and eventually international) research and development activities relevant to the human service workforce.
- Disseminating knowledge pertaining to the human services workforce via the Institute website, journal of the NSDTA, white papers and other appropriate venues.
- Advocating for best practice standards pertaining to the human service workforce.

Ongoing research and assessment of human service workforce needs will be the priority of the Institute. Initial activities will utilize data gathered from the national certification exam study to explore the impact of credentialing on worker performance. Workforce indicators such as supervisor performance ratings and turnover-retention rates will be explored. Demographic variables will be used to examine possible adverse impacts on certain population groups. Necessary ongoing revision of the certification exam may be indicated. Implications for education and training will also be explored. The pilot study revealed significant differences in performance on the certification exam between examinees from Canada and the U.S. (Canadian examinees had higher scores). Although the Canadian sample was small and not necessarily representative of all Canadian child and youth workers, there are significant differences in child and youth care educational programs between Canada and the United States (Canada appears to have many more applied programs specific to child and youth work than the U.S.). Qualitative descriptions of higher educational program similarities and differences among countries will be explored by the Institute.

Funding for these initial research efforts will be sought in collaboration with CYCCB and the other Institute partners. Foundations whose past histories show support for these activities include: Dewitt-Wallace Reader's Digest Fund, Anne E. Casey Foundation, Bill and Linda Gates Foundation, Atlantic Philanthropies, Broad Foundation, Mott Foundation, Skillman Foundation, Eckerd Foundation, Packard Foundation, Haas Foundation, Irvine Foundation, and Compassion Capitol Fund. The Atlantic Philanthropies Foundation has indicated an initial interest and funded one of the Institute's partners (Academy for Educational Development) to coordinate a Summit Planning Meeting for child and youth care leaders to promote the credentialing initiative.

Funding has also been pursued through the Kent State University – University Research Council. Dr. Dale Curry is a 2009 recipient of a University Research Council Summer Research Appointment/Stipend.

3.) Administrative and reporting structures:

The Institute will be housed at Kent State University, College and Graduate School of Education, Health and Human Services, Program in Human Development and Family Studies. The program in Human Development and Family Studies has an established Concentration of studies in Youth Development and nationally recognized faculty expertise in this area. Other faculty members within the College of Education, Health and Human Services have lines of research in related areas and may want to be affiliated with the Institute.

The Institute Director will be Dr. Dale Curry, Associate Professor, reporting to the School Director, (School of Lifespan Development and Educational Sciences). Dr. Curry is a recognized leader in the human services workforce development area and served as the Principal Investigator of the validation study of the National Child and Youth Care Practitioner Certification Exam. He is a Board member of both the CYCCB and the NSDTA. He is also the Chair of the CYCCB Research and Development Committee and

Chair of the NSDTA Certification Committee (he is also the Co-chair of the NSDTA Evaluation and Research Committee).

A graduate assistant will be assigned (four hours/week) and additional staffing available based upon securing additional external funding.

Additional Institute affiliated faculty/consultants will be employed as needed dependent upon external funding on a project-specific basis.

Reports will be provided to the CYCCB and NSDTA Certification Committee monthly. An annual report will be provided to the School Faculty Advisory Committee (FAC) and ongoing updates at FAC meetings. The annual report will also be made available to the Kent State University community (e.g., posted on the School website).

As stated previously, an international Advisory Board will be established consisting of university faculty and other professionals with expertise in human services workforce development.

4.) **Operating policies and procedures**:

Operating procedures will involve monthly reports to the CYCCB, quarterly reports to the International Advisory Committee, and annual reports to the School Faculty Advisory Committee (as well as ongoing updates at FAC meetings. The annual report will also be made available to the Advisory Committee, the Kent State University community and other interested parties external to the university (e.g., posted on the School website).

Written agreements between the Institute and its partners will be determined.

5.) Current and future space needs:

No additional space is needed currently. Most of the initial work will be conducted virtually.

6.) Proposed budget:

2009/2010 Academic year:

Approximately $20,000 salary and fringe annually for the Institute Director (one course per year buyout and 4 weeks summer) contingent upon external funding.

Approximately $25,836 for a full-time grad assistant (12-month including tuition). Four hours/week is currently provided to the proposed Institute Director until external funds are provided.

Approximately $500 for supplies and postage annually.

Total - $50,836 in year one.

Approximately 4% increase in funding annually for existing personnel.

7.) Evaluation procedures:

Initial evaluation of the Institute will focus on:

1. The amount of external funds secured for research and development activities.
2. The amount of involvement from Institute affiliated organizations in the research and development activities (e.g., how many organizations/universities are involved in the research and development efforts?).
3. The number of manuscripts published/submitted for publication pertaining to the human service workforce.
4. A description of how research data is used by the CYCCB and other human service organizations.
5. The extent that the Institute's efforts have been able to identify/describe the impact of credentialing on child and youth/human services.

8.) Timetable:

The Institute plans to initiate work activities in the 2009/2010 academic year.

Draft Catalogue Description: International Institute for Human Service Workforce Research and Development

The **mission** of the Institute is to p*romote the development of competent and caring human service professionals through research, collaboration and knowledge sharing on human service workforce issues*. An international Advisory Board provides guidance to the Institute regarding critical human service workforce issues such as personnel recruitment, selection and retention, training, transfer of learning, and assessment of workforce interventions. Institute activities include:

- Conducting research pertaining to critical human service workforce issues (e.g., transfer of training and staff retention) and evaluating human service training and development programs.
- Assessing human service workforce needs.
- Conducting ongoing research and development of the National Child and Youth Care Practitioner Certification Exam.
- Administering the National Child and Youth Care Practitioner Certification Exam as an approved testing center.
- Coordinating national certificate training programs and a certification process for human service training and development professionals, provided by the National Staff Development and Training Association (NSDTA).
- Providing editorial leadership for the journal *Training and Development in Human Services*, the journal of the NSDTA.
- Disseminating knowledge pertaining to the human services workforce via the Institute website, journal of the NSDTA, white papers and other appropriate venues.
- Advocating for best practice standards pertaining to the human service workforce.

The Institute is located in the College and Graduate School of Education, Health and Human Services, program in Human Development and Family Studies. For additional information about the Institute, contact the Institute Director:

Dale Curry, Ph.D., LSW, CYC-P
Associate Professor, Human Development and Family Studies
Phone: 330-672-2998
E-mail: dcurry@kent.edu

KENT STATE
UNIVERSITY
GERALD H. READ CENTER FOR
International and Intercultural Education

To: Dr. Dale Curry

Re: Proposed Institute for Human Service Workforce Research and Development at Kent State University

Date: February 20, 2009

The Gerald H. Read Center for International and Intercultural Education (CIIE) in the College and Graduate School of Education, Health, and Human Services is pleased to endorse the proposed Institute for Human Service Workforce Research and Development at Kent State University. With its longstanding international outreach, CIIE offers its support to the Institute for HSWRD with its long term goal of international certification for youth and child workers. It is our understanding that this proposal is a result of international research conducted by Dr. Dale Curry and a partner at Ryerson University in Toronto. It seems fitting that we partner with our northern neighbor, Canada, with the strong NAFTA ties for workforce development and trade.

The College and Graduate School of Education, Health, and Human Services has set internationalization as one of its strategic goals, along with increasing the research and scholarship for our faculty and our students. This Institute's work will propel us forward in achieving the College's goals and the goals of the University.

It is the vision of Kent State's leadership team to make KSU a leader that serves not only northeastern Ohio, the State of Ohio, and the international community, stronger workforce research with Canada certainly fit within this parameter. We strongly support this new visionary endeavor to serve the children and youth of North America.

Respectfully submitted,
Linda Robertson
Linda Robertson, Ph.D.
Director

KENT STATE
UNIVERSITY

Dale Curry, Ph.D., LSW, CYC-P
Associate Professor, Human Development and Family Studies
School of Family and Consumer Studies
Nixson Hall
Kent State University

Dear Dr. Curry:

It was my pleasure to review your proposal to create an *International Institute for Human Service Workforce Research and Development at Kent State University*. As the Director of Kent State's Institute for the Study and Prevention of Violence (ISPV) I see the growing prominence of workforce issues in the community-based research that we do. Public and private entities, including large child-serving systems are struggling with a myriad of worker training, management, and retention issues endemic to the child/youth care and human services fields.

Several elements from your proposal resonated with me and the work of ISPV. First, I'm excited by the focus of the Institute, both research and development, as well as the scope, developing national and international research and partner collaborations. Kent State is well-positioned to convene and coordinate such collaborations, guided by the nationally recognized faculty in Human Development and Family Studies. Second, the proposed efforts to research and understand the implications of child and human services practitioner training and certification seem long overdue. Human services workers deal with the most vulnerable populations, those to whom society is most obligated to protect and serve. Increasingly, the child and human services fields are being driven by accountability mandates and requirements for using proven and best practices. Such mandates require training, deploying, and supervising core staff who are competent and compassionate practitioners. Formalizing the strong relationship that you have with the Child and Youth Care Certification Board and the National Staff Developing and Training Association provides an ideal entre to conduct such research, and advance a growing field through your findings.

Institute for the Study and Prevention of Violence
230 Cartwright Hall • P.O. Box 5190 • Kent, Ohio 44242-0001
330-672-7917 • Fax: 330-672-4711 • ispvmail@kent.edu • http://www.kent.edu/violence

KENT STATE
UNIVERSITY

Dale Curry, PhD, LSW, CYC-P, Associate Professor
Human Development and Family Studies
School of Family and Consumer Studies
Nixson Hall
Kent State University
Kent, OH 44240

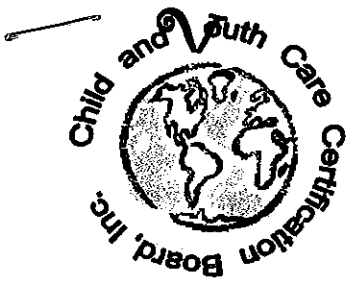
Dear Dr. Curry,

I am pleased to offer my full support for your proposal to create an *International Institute for Human Service Workforce Research and Development* at Kent State University. Through work in my own discipline and in collaborative partnerships with colleagues here at Kent State as well as Akron Children's Hospital, I know that the complex social problems that exist today in our communities and nations require a well-trained human services workforce. The proposed Institute will go a long way toward both training and credentialing the human service workforce, as well as studying, advocating, and disseminating best practices for the discipline.

I was particularly impressed with the support you have received from the National Staff Development and Training Association as well as the Child and Youth Care Certification Board. Certainly, the endorsements of these associations will advance your research and training capacity and will allow you to advance your discipline well. Moreover, because you are working toward an international agenda, the Institute will have a direct cultural and political impact on child and youth care practice throughout the world. This influence will promote life span development in a variety of contexts by addressing the needs of human service workers who assist our most susceptible neighbors.

In addition, I believe the proposed Institute will provide an organizational structure for many collaborative relationships with colleagues from other departments, schools, and programs at Kent State as well as in other agencies in our communities. In fact, as I read your proposal, I saw direct links between the mission of the Institute and work I and a colleague from the Psychology department do in training service providers and studying behavioral parenting programs with Akron Children's Hospital. I think the Institute will provide opportunities for formalizing partnership efforts that will be productive and worthwhile to many.

Educational Foundations and Special Services
P.O. Box 5190 • Kent, Ohio 44242-0001
330-672-2294 • Fax 330-672-2512 • http://efss.educ.kent.edu



Child and Youth Care Certification Board, Inc.

1701 Southwest Parkway Suite 113
College Station, Texas 77840

Phone: 979-764-7306
Fax: 979-764-7307
E-Mail: passageh2h@aol.com

February 5, 2009

Dale Curry, Ph.D., LSW, CYC-P
Associate Professor
Human Development and Family Studies
School of Family and Consumer Studies
Nixson Hall
Kent State University
P.O. Box 5190
Kent, Ohio 44242

Dear Dr. Curry;

I appreciate your keeping me apprized as your work moves forward on creating the Institute for Human Service Workforce Research and Development at Kent State. As you know from our conversations, CYCCB heartily supports your efforts.

Over the extended period that we partnered with you and the Kent State program on the validation of the national full professional certification, we have been impressed with your commitment and diligence in conducting high quality research that has significantly contributed to the evolution of the child and youth care field. CYCCB established a good working relationship with Kent State University during the pilot validation study and we would like to continue that relationship.

In January the CYCCB board completed development of a 5-year strategic plan. We believe that one of the key tasks that must be prioritized is research that better describes the child care workforce and the impact of credentialing on practice. We are also interested in exploring how current workforce problems provide a basis for higher standards and increased funding within the field. CYCCB intends to partner with a university-based research center/institute to provide ongoing research and development related to the national Child and Youth Care Practitioner Certification Exam and these other facets related to workforce understanding and development. We believe that our previous relationship provides a logical reason for that university-based research center to be located at Kent State.

This effort is described in our 5-year plan. We intend to include it in grant proposals as we move forward to find funding for our initiatives. We have budgeted increasing funding over the 5-year period to support research development.

KENT STATE.
UNIVERSITY

December 2, 2008

Dale Curry
Family and Consumer Studies
Kent State University

Dear Dale:

Congratulations! It is my pleasure to inform you, on behalf of Provost Frank and the University Research Council, that you have been chosen to be the recipient of a 2009 Summer Research and Creative Activity Appointment.

The appointment carries a stipend of $6,500, which is paid as summer salary and is subject to the usual tax and retirement withholding, etc. It is paid in installments, over Summer I and Summer III. *Please note that you and your department are responsible for initiating a Personnel Action Form to set the payment process in motion.* Your income tax status can be determined through the IRS Publication 520, "Tax Information for American Scholars in the U.S. and Abroad."

Summer Research and Creative Activity Appointments are made contingent upon your willingness to accept no other employment during the ten-week term of the research appointment between Summer I and Summer III and to return to the University in the Fall. Please so indicate by signing the attached copy of this letter and returning it to me. If you find later that you cannot accept the appointment, please let me know as soon as possible.

At the end of the appointment period, the Research Council requires a brief report from you on your accomplishments and the value of this appointment to you. Additionally, it is required that you exhibit your work at the Celebration of Scholarship. If relevant, we would also encourage you to consider seeking extramural funding to continue your activities beyond next year. The Research Office is always available to help with proposal preparation and other services. If publications should result, please credit "The Research Council of Kent State University."

Once again, congratulations!

Best wishes,

John L. West

John L. West
Vice President for Research

cc: Mary Dellmann-Jenkins, Director, School of Family and Consumer Studies
Daniel Mahony, Dean, College of Education, Health and Human Services

****

I accept a 2009 Summer Research/Creative Activity Appointment under the conditions set forth above.

Signature

12-4-08
Date

Division of Research and Graduate Studies
330-672-2851 • Fax: 330-672-2658
Graduate Program Services
330-672-2660 • Fax 330-672-2658
P.O. Box 5190 • Kent, Ohio 44242-0001 • http://www.kent.edu

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 24-Nov-08 Curriculum Bulletin _____

Effective Date Spring 2010 Approved by EPC _____

Department Family and Consumer Studies

College EH - Education, Health and Human Services

Degree BS - Bachelor of Science MBA - Master of Business Administration

Program Name **Combined Degree: Bachelor of Science in Human Development & Family Studies, Master of Business Administration**

Program Code **HDFS-MS-GNHA-BU-MBA**

Concentration(s) **Gerontology and Nursing Home Administration** Concentration(s) Code(s) **GNHA**

Proposal **Establish Program**

Description of proposal:

Using existing courses in existing BS-HDFS-GNHA and BU-MBA degree programs, establish a combined degree (BS/MBA) requiring a total of 157 hours.

Does proposed revision change program's total credit hours? ☒ Yes ☐ No

Current total credit hours: **0** Proposed total credit hours **157**

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 Business Administration & Graduate School of Management

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REQUIRED ENDORSEMENTS

H. Bellmann-Jenkins 2/9/2009

Department Chair / School Director / Campus Dean

Joanne Arhar 2/25/2009

College Dean

___/___/___

Executive Dean of Regional Campuses / Dean of Graduate Studies

___/___/___

Senior Vice President for Academic Affairs and Provost

Transmittal Memo

Date: February 20, 2009

To: Joanne Arhar, Ph.D., Associate Dean
Student Services and Undergraduate Education

Frederick Schroath, Ph.D., Associate Dean
Graduate School of Management

From: Mary Dellmann-Jenkins, Ph.D., Director
School of Family & Consumer Studies

Re: Establish a Combined Degree program: BS in HDFS GNHA concentration and MBA

Summary statement describing the proposed action:

The intent of this proposal is to establish a Combined Degree: B.S. in Human Development & Family Studies with a concentration in Gerontology & Nursing Home Administration (HDFS GNHA) with a Master of Business Administration (MBA). This combined program will enable students to substitute up to 12 hours of selected MBA courses for their undergraduate degree coursework. Additionally, 6 hours of specific MBA requirements will be waived for students completing selected courses. Candidates must: a) complete 90 undergraduate credit hours with a 3.3 GPA, b) receive a better-than-average (determined by test year) score on the Graduate Management Admission Test (GMAT), and c) be accepted into the MBA program to take the graduate-level Business Administration courses.

The course substitutions will be:

- **BAD 63037** *Accounting for Managerial Action* for **ACCT 23020** *Financial Accounting*
- **BAD 63038** *Accounting for Managerial Action & Evaluation* for **ACCT 23021** *Introduction to Managerial Accounting*
- **BAD 64158** *Leadership & Managerial Assessment* for **MIS 34165** *Dynamics of Leadership*
- **BAD 64271** *Human Resources Management* for **MIS 34180** *HR Management*

The courses waived will be:

- **BAD 65051** *Marketing Management* for **MKTG 25010** *Marketing* (with B or higher)
- **MBA Elective,** 3 credits for **GERO 43092/43192** *Practicum in Nursing Home Administration I and II*

Listing of all curricular/consultative bodies that have approved this action:

- Human Development & Family Studies/Gerontology program area faculty; Dec. 3, 2008
- FCS Curriculum Committee; January, 29, 2009
- FCS FAC; February 2, 2009
- MBA Subcommittee; February 5, 2009
- Business Administration Graduate Council; February 16, 2009

Proposal Summary

Title: A proposal to establish a combined degree Bachelor of Science in Human Development and Family Studies with a concentration in Gerontology and Nursing Home Administration (HDFS-BS-GNHA) and Master of Business Administration (MBA).

Subject Specification: The intent of this proposal is to establish a Combined Degree: BS HDFS GNHA/MBA. This combined program is designed for gerontology students who, upon graduation, want to secure administrative positions in the nursing home industry.

This combined degree would be marketed to qualified baccalaureate HDFS Gerontology and Nursing Home Administration students who have indicated a strong interest in business management education. The combined program would enable students who meet rigid specifications to substitute up to 12 hours of selected MBA courses for their undergraduate degree coursework, and waive an additional 6 hours of a selected MBA requirements for consideration of specific undergraduate courses taken. Following Kent State University and College of Business Administration (BU) practices, candidates must: a) have completed 90 undergraduate credit hours with a 3.3 GPA, b) have received a better-than-average (determined by test year) score on the Graduate Management Admission Test (GMAT), and c) be accepted into the MBA program in order to take the graduate-level Business Administration courses. The application and all supporting documentation must be received by the deadline set by the College of Business Administration Graduate School of Management.

When undergraduate courses are complete (121 Hr.), the BS in HDFS is awarded. Another 36 credits are required to receive the MBA.

Background Information: Currently, the School of Family and Consumer Studies (in the College of Education, Health, and Human Services-EHHS) offers a B.S. in Human Development and Family Studies with 5 concentration options. One of these options is Gerontology with Nursing Home Administration (GNHA). The proposed combined degree program would be an additional option for qualified HDFS students.

The field of long-term care needs a larger pool of competent nursing home administrators (NHAs) who can ensure quality care to their residents while addressing increasingly complex regulatory demands, employee retention challenges, and competitive markets. This concern is being addressed at KSU through the GNHA career path. This program combines interdisciplinary coursework in the field of gerontology and business administration with an 800 hour supervised internship (GERO 43092, GERO 43192). Upon completion of this concentration, students are eligible to sit for the Nursing Home Administrator's Licensure Examination offered by the Ohio Department of Health and administered by the Board of Examiners of Nursing Home Administration (BENHA).

From 2001-2007, 83% of GNHA graduates from KSU have passed the state and national licensure examinations. Although our program is preparing graduates to pass licensure, alumni data suggests that the majority of graduates do not initially secure administrative positions. The proposed combined BS/MBA degree would expedite graduates' entrance

into administrative positions by increasing their business management competencies. Graduates with the combined degree program would also have the competencies to secure higher management positions in long-term care administration, such as Presidents or CEOs. (Please see external letters of endorsement.)

The central goal of the proposed combined program is to encourage qualified students to expedite their progress through undergraduate and graduate curriculum. Facilitating our students' success in both business management and long-term care administration as well as core gerontology coursework will yield graduates who are more competitive in securing administrator positions. There is strong consensus among experts in the field of long-term care (Castle, 2005; Castle & Shugarman, 2005; Singh & Schwab, 2000; 2001) that: (a) there is a current shortage of well-qualified, skilled nursing home administrators; and (b) colleges and universities need to develop programs that will graduate NHAs who can assume upper-management and leadership positions.

Alternatives and Consequences:
Maintain current separate educations and fail to expedite qualified students' success in securing administrative positions in long-term care.

If the Combined MBA-BS in Human Development and Family Studies, Gerontology and Nursing Home Administration concentration is implemented:

1. Expedited education of masters prepared nursing home administrators
2. Enhanced attractiveness of Kent State University's Gerontology and Nursing Home Administration program
3. Slight increase in advising time for students enrolled in combined program.

Specific Recommendation and Justification:
To establish a Combined Degree: BS in HDFS, Gerontology & Nursing Home Administration and Master of Business Administration. The proposed combined program is designed for gerontology students who want to secure administrative positions in the nursing home industry.

Timeline:
The proposal was approved by the Human Development and Family Studies faculty on December 3, 2008; the FCS curriculum committee on January, 29 2009; and the FCS FAC on February 2, 2009. It was approved by the MBA Subcommittee on February 5, 2009 and the Business Administration Graduate Council on February 16, 2009. The proposal will be presented at the EHHS Undergraduate Council on February 20, 2009 and the EPC on March 30, 2009. If approved, this program would be available Spring 2010.

Academic Program Assessment

Goal: To ensure that graduates possess the business management foundation to be successful in the field of Nursing Home Administration.

Learning Objectives:

1. Financial and managerial accounting skills
2. Human Resources skills
3. Operations and information systems management skills
4. Management information skills
5. Business strategy skills

Assessment Approach:
Completion of:

- BAD 63037 Financial Accounting for Managerial Action
- BAD 66061 Financial Management I
- BAD 64271 Human Resources Management
- BAD 64041 Operations Management
- BAD 62042 Management Information Systems
- BAD 64185 Business Management

Measures:
Grade of "B" or higher in each of the Business Administration courses.

Analysis of Measures/Responsible Party:
Awarding of Masters in Business Administration by Kent State University. The Graduate College of Business is responsible for verifying that the requirements have been met.

Assessment Schedule:
Annually

Goal: To ensure graduates are prepared for Nursing Home Administration Licensure

Learning Objectives:

1. Understand the Home Administration regulatory environment and policies
2. Uses current practices in Nursing Home Administration

Assessment Approach:
Completion of:

- GERO 43092 Practicum in Nursing Home Administration 1
- GERO 43192 Practicum in Nursing Home Administration 2
- GERO 44032 Long Term Care Administration

Measures:
Grade of "B" or higher in each of three Gerontology courses.

Analysis of Measures/Responsible Party:
Awarding of Bachelor of Science in Human Development, Concentration in Gerontology Nursing Home Administration and Masters in Business Administration by Kent State University. The Graduate Colleges of Education, Health and Human Services and Business Administration are responsible for verifying that the requirements have been met.

Assessment Schedule:
Annually

KENT STATE UNIVERSITY, COLLEGE OF EDUCATION, HEALTH, AND HUMAN SERVICES

Gerontology NHA/Business Administration 157
BS-HDFS-GNHA/MBA [????] Page 2009

Name: _____

Catalog Year: _____

Banner ID: _____

Date: _____

Please Note: This requirement sheet will become void unless 12 hours of credit at Kent State University have been earned in a two-year period. Preserve this sheet. It is your only assured official statement of degree requirements.

General Course Work (42 hours)

US 10097 First Year Experience FLASH Point 1

Composition

ENG 11011 College Writing I 3
ENG 21011 College Writing II 3

Mathematics & Critical Reasoning

Choose ONE from LER Mathematics & Critical Reasoning
_____ 3

Social Sciences

PSYC 11762 General Psychology 3
SOC 12050 Introduction to Sociology 3

Additional

PSYC 21211 Psychology of Adjustment 3
ECON 22060 Principles of Microeconomics 3

Basic Sciences

BSCI 20020 Biological Structure & Function 5
NUTR 23511 Science of Human Nutrition 3

Humanities and Fine Arts

Select three from LER Humanities & Fine Arts. One must be from Arts & Sciences and one must be a fine arts course. (See Reverse)

(A&S) _____ 3
_____ 3

Choose ONE from LER Fine Arts

_____ 3

English Requirement

ENG 20002 Intro to Technical Writing 3

Diversity requirements met? ☐ **Global** ☐ **Domestic**

Major Course Work (107 Hours) A minimum 3.3 GPA or better is required in all major coursework

Core Course Work (21 hours)

	BSCI	40020	Biology of Aging(BSCI20020/waive CHEM)	3	GERO	44031	Social Policy/Comm Resources (44030)	3
	GERO	14029	Intro. to Gerontology	3	HDFS	34031	Cultural Diversity	3
	GERO	30656	Psychology of Aging	3	SOC	42879	Aging in Society	3
w	GERO	44030	Adult Development & Aging	3				

Interdisciplinary Course Work (13 hours)

HDFS	24011	Interpers Relationship & Families	3	SOC	42563	Sociology of Health & Health Care	3
NUTR	43521	Food: Dietary Modification	2	SPA	44130	Comm Disorders of the Aging	2
PHIL	40005	Health Care Ethics	3				

Major Electives (14 hours) ***Choose 14 hours***

GERO	41095	Special Topics in Gerontology	(1-3)	IHS	44010	Research Des Stat. Meth. Health	(3)
HDFS	44021	Family Intervention	(3)	JMC	28001	Principles of Public Relations	(3)
HDFS	44023	Building Family Strengths	(3)	M&IS	24053	Intro to Computer Applications	(3)
HDFS	44031	Intergenerational Family Caregiving	(2)	PSYC	21621	Quantitative Methods in Psyc	(3)
HDFS	44032	Non-Profit Fund/Grant Writing	(3)	RPTM	36010	Rec, Leisure, & Aging (waive prereq)	(3)
HED	42041	Health Counseling	(3)	SOC	42010	Death and Dying	(3)

Nursing Home Administration Requirements (GNHA) Approved by State Board of Licensing for Nursing Home Admin (31 hours)

BAD	63037	Financial Acctg for Mgrl Action	3	GERO	43092	Practicum Nursing Home Admin I	5
BAD	63038	Acctg for Mgrl Action & Evaluation	3	GERO	43192	Practicum in Nursing Home Admin II	5
BAD	64158	Leadership & Mgrl Assessment	3	GERO	44032	Long-Term Care Admin	3
BAD	64271	Human Resource Management	3	MIS	24163	Principles of Management	3
				MKTG	25010	Marketing	3

Master of Business Administration Requirements (36 hours)

BAD	64005	Statistics for Management	3	BAD	66061	Financial Management I	3
BAD	64041	Operations Management	3	ECON	62021	Bus Conditions Analysis & Pub Policy	3
BAD	64042	Management Information Systems	3	ECON	62022	Managerial Economics	3
BAD	64185	Business Strategy	3	International Elective, graduate level			3
BAD	66050	Legal & Ethical Enviro of Mgmt Dec	3	Elective, graduate level (ECON 62010 suggested)			9

I have reviewed the requirement sheet and professional requirements with an advisor and assume responsibility for remaining informed and completing my program.

Student Signature: _____

Advisor's Signature _____

Total Hours Completed _____

Hours Needed:

General Coursework _____
Core Coursework _____
Interdis Coursework _____
NHA Coursework _____
MBA Requirements _____
General Electives _____
Total for Degree _____

www.ehhs.kent.edu/oss

Please refer to page 2 for program notes.

LIBERAL EDUCATION REQUIREMENTS
Areas and Courses

I. COMPOSITION ..... **6 hours**

ENG 11011 College Writing I **OR** 11002 (pre-req. 11001), (3 ea)
21011 College Writing II (3)

II. MATHEMATICS AND CRITICAL REASONING ..... **3 hours**

CS	10051	(4)	Introduction to Computer Science
MATH	11008	(3)	Exploration in Modern Math
	11009	(4)	Modeling Algebra
	11010	(3)	Algebra for Calculus
	11011	(4)	College Algebra
	11012	(3)	Intuitive Calculus
	12001	(4)	Algebra & Trigonometry
	12002	(5)	Analytic Geometry & Calculus I
	12011[2]	(3ea)	Calculus with Precalculus I, II
	14001	(4)	Basic Math Concepts I
	14002	(4)	Basic Math Concepts II
PHIL	21002	(3)	Introduction to Formal Logic

III. HUMANITIES AND FINE ARTS ..... **9 hours**

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.

HUMANITIES IN ARTS AND SCIENCES – Must Choose ONE

CLAS	21404	g	(3)	The Greek Achievement
	21405	g	(3)	The Roman Achievement
ENG	21054		(3)	Introduction to Shakespeare
	22073		(3)	Major Modern Writers: British and U. S.
	22071[2]		(3ea)	Great Books I, II
HIST	11050[1]	g	(3ea)	History of Civilization I, II
	12070	*d*	(3)	History of U.S.: The Formative Period
	12071	*d*	(3)	History of U.S.: The Modern Period
PAS	23001	*g*	(3)	Black Experience —Beginnings to 1865
	23002	*d*	(3)	Black Experience —1865 to Present
PHIL	11001	*g*	(3)	Introduction to Philosophy
	21001	*g*	(3)	Introduction to Ethics
	21020[1]	*g*	(3ea)	Comp. Religious Thought I, II

HUMANITIES IN COMMUNICATION & INFORMATION

COMM	26000	*d*	(3)	Criticism of Public Discourse

FINE ARTS– Must Choose ONE

ARCH	10001		(3)	Understanding Architecture
	10011[12]		(3ea)	Survey of Arch. History I, II
ARTH	12001		(3)	Art Survey
	22006		(3)	Art History I: Ancient & Medieval Art
	22007		(3)	Art History II: Renaissance to Modern
	22020	*g*	(3)	Art of Africa, Oceania, & the Americas
DAN	27076	*g*	(3)	Dance as an Art form
MUS	22111		(3)	Understanding of Music
	22121	*g*	(3)	Music as a World Phenomenon
THEA	11000	*g*	(3)	The Art of Theatre

IV. SOCIAL SCIENCES ..... **6 hours**

Courses must be selected from **two different** curricular areas.

ANTH	18210	*g*	(3)	Intro to Cultural Anthropology
	18420	*g*	(3)	Intro to Archaeology
CACM	11001	*d*	(3)	Intro to Conflict Mgmt
ECON	22060		(3)	Principles of Microeconomics
	22061		(3)	Principles of Macroeconomics
GEOG	10160		(3)	Intro. To Geography
	17063	*g*	(3)	World Geography
	17064	*d*	(3)	Geography of U.S. and Canada
	22061		(3)	Human Geography
GERO	14029	*d*	(3)	Introduction to Gerontology
JMC	20001	*d*	(3)	Media, Power and Culture
JUS	26704	*d*	(3)	Issues in Law & Society
POL	10004	*g*	(3)	Comparative Politics
	10100	*d*	(3)	American Politics
	10301	*d*	(3)	Diversity in American Public Policy
	10500	*g*	(3)	World Politics
PSYC	11762		(3)	General Psychology
	20651		(3)	Child Psychology
	21211		(3)	Psychology of Adjustment
	22221	*d*	(3)	Multicultural Psychology
SOC	12050	*d*	(3)	Intro to Sociology
	22778	*g*	(3)	Social Problems

V. BASIC SCIENCES ..... **6-7 hours**

Beginning "major sequence" courses in biological sciences [BSCI 10181 (4)], chemistry [CHEM 11060 (4), 10061 (4), 10062 (4), 10063 (4), 10960 (5), 10961 (5)], and physics[PHY 23101 (5), 23102 (5)] may be substituted for those courses Listed below. (Science majors, however, must use a science other than their major to meet this requirement.) **ONE COURSE MUST INCLUDE OR BE TAKEN WITH A ONE –CREDIT HOUR LAB.**

ANTH	18630[1]	(3)&(1)	Human Evolution & Lab
BSCI	10001	(3)	Human Biology: Cells and Systems
	10002	(3)	Ecology, Evolution and Society
	20020	(5)	Biological Structure and Function
CHEM	10030[1]	(3)&(1)	Chemistry in Our World & Lab
	10050	(3)	Fundamentals of Chemistry
	10052	(2)	Intro. To Organic Chemistry
	10053	(1)	Inorg & Organic Lab (Corequisite 10052)
	10054	(5)	Gen. & Elem. Organic Chem
GEOG	21062[3]	(3)&(1)	Physical Geography & Lab
GEOL	11040	(3)	Earth Dynamics
	11041	(1)	Earth Dyn Lab (Pre or Corequisite 11040)
	11042	(3)	Earth History
	11043	(1)	Earth Hist Lab (Pre or Corequisite 11042)
	21062	(3)	Environmental Geology
	21080	(3)	Oceanography
NUTR	23511	(3)	Science of Human Nutrition
PHY	11030	(3)	Seven Ideas that Shook the Universe
	11660	(3)	Physical Science
	13001[2]	(4 ea)	General College Physics I, II
	13011[21]	(2)&(1)	College Physics I & Lab
	13012[22]	(2)&(1)	College Physics II & Lab
	21040[1]	(3)&(1)	Physics in Entertainment & the Arts & Lab
	21430	(3)	Frontiers in Astronomy (or 24001 Astronomy)

VI. ADDITIONAL ..... **6 hours**

Select from courses listed below or from Categories II-V listed above. Courses must be selected from **two different** curricular areas.

COMM	15000	(3)	Intro. to Human Communication
PHIL	11009	(3)	Principles of Thinking

TOTAL ..... **36-37 hours**

Important notes:

1. A minimum cumulative 3.00 GPA is required for graduation.
2. A minimum 3.0 GPA or better is required in all major coursework for graduation.
3. Students must complete 39 upper division hours
4. Two diversity courses are required for graduation - at least one course addressing domestic (d) issues and one course addressing global (g) issues.
5. One writing intensive (w) course is required for graduation
6. A minimum of 121 valid hours is required for graduation from Kent State University.
7. Must have completed 90 UG credit hours, have a 3.3 GPA, a better than average score on the GMAT, and be accepted into the MBA program to take graduate-level courses. Work closely with your advisor. When UG courses are complete (122 cr), the BS in HDFS is awarded. Another 30 hours are required to receive MBA.

MBA PROGRAM REQUIREMENTS (AS OF FALL 2002)

PROGRAM SHEET

FOR: Combined degree, BS Gerontology/MBA

I. Background Information

A. Student's prior college/university experience(s):

Undergraduate degree & major: _____ _____ College/University: _____

Graduate degree and field: _____ _____ College/University: _____

B. If a business undergraduate major, is program AACSB-accredited? Yes _____ No _____

C. Proficiency – Quantitative Skills: Required _____ Waived _____
(see page 3)

D. Proficiency – Computer Skills: Recommended _____ Waived _____

II. Management Core

	Hours	Waived*	Term	Grade
Accounting:				
BAD 63037 Financial Accounting For Managerial Action	3	_____	Senior	_____
BAD 63038 Accounting For Managerial Action & Evaluation	3	_____	Senior	_____
Computers:				
BAD 64042 Management Information Systems	3	_____	MBA	_____
Economics:				
ECON 62021 Business Conditions Analysis & Public Policy	3	_____	MBA	_____
ECON 62022 Managerial Economics	3	_____	MBA	_____
Finance:				
BAD 66061 Financial Management I	3	_____	MBA	_____
Human Resources Management:				
BAD 64271 Human Resources Management	3	_____	Senior	_____
Marketing:				
BAD 65051 Marketing Management – [redacted]	3	[redacted]	[redacted]	_____
Operations:				
BAD 64041 Operations Management	3	_____	MBA	_____
Statistics:				
BAD 64005 Statistics For Management	3	_____	Senior /MBA	_____

SUBTOTAL, Core Courses 30-27

III. Executive Modules (suggested to be taken within the first 12 hours of student's program)

		Hours	Term Taken	Grade
BAD 64158	Leadership and Managerial Assessment– includes managing cultural diversity, TQM, team building, project management, negotiations, and communication skills, among other topics	3	Senior	____
BAD 66050	The Legal and Ethical Environment of Management Decisions– includes social obligations of business and legal regulatory considerations	3	MBA	____
	SUBTOTAL, Executive Modules	6		

IV. Integrative Management Course:

BAD 64185 Business Strategy or approved substitution

Course number selected	Course title selected	Hours	Term Taken	Grade
_____	_____	3	_____	_____

V. International Elective

To be selected from courses in international concentration.

Course number selected	Course title selected	Hours	Term Taken	Grade
_____	_____	3	MBA	_____

VI. Other Electives

Students may pursue a concentration. A concentration will consist of a minimum of at least 12 credit hours. International elective may be used as part of a concentration, but its use in this manner will not reduce the total number of elective hours needed (12). See policy for students in accelerated program – electives may be as few as six hours. 9 - 12 hours

Course No.	Course Title	Hours	Term Taken	Grade
_____	[redacted]	[redacted]	[redacted]	_____
_____	ECON 62010 Survey of Econ or Elective	_____	MBA	_____
_____	Elective	_____	MBA	_____
_____	Elective	_____	MBA	_____
_____	_____	_____	_____	_____

Name: _____

MBA PROGRAM SUMMARY

Maximum hours: 54 Hours

Minimum Hours: 39 Hours

Core Courses (30 Hours)	27	(9 taken as senior, 18 taken in 5th year as MBA)
Executive Modules (6 hours)	6	(3 taken as senior, 3 taken in 5th year as MBA)
Integrative Management Course (3 hours)	3	(3 taken in 5th year as MBA)
International elective (3 hours)	3	(3 taken in 5th year as MBA)
Other electives (12 hours)*	9-12	(3 as undergraduate internship, 9 taken in 5th year as MBA)
TOTAL MBA PROGRAM	**48 - 51 (if no undergraduate internship taken)**	

Proficiency Work Required:

Computer Proficiency **may be recommended**

Based on our review, it appears that you may be lacking proficiency in computer software usage. MBA students are expected to know how to use the internet, along with Microsoft Word, Excel, and Powerpoint. If you are not proficient in these areas, we recommend that you take a preparatory computer workshop. Proficiency computer workshops will not count toward program hour requirements.

Quantitative Proficiency (3) **if needed, is a 3 hour elective**

ECON 62010, Survey of Economics – Covers basic algebraic and elementary calculus concepts. This course counts toward the MBA program as a 3 credit hour elective. A student has the option of taking a quantitative proficiency test to try to waive out of the Survey of Economics course. Please contact the Graduate School of Management to schedule an appointment.

Additional Notes:

_____

_____

_____

_____

_____

*Every student needs at least six (6) hours of elective courses and those with a non-business undergraduate degree need 12. A minimum of twelve (12) hours is required for a concentration. If a student's program falls below the 39-hour program minimum, he/she will make up the hours through added elective coursework. Core courses from which a student is waived may NOT be taken as electives.

Signature:

GSM Adviser _____ **Date:** _____

Name: _____

BS Gerontology /MBA Program
Sample schedule

Fall	Spring	Summer
Senior year (BS/MBA) BAD 63037 Fin Acct BAD 64158 Leadership -or- BAD 64005 Statistics 6 hrs	*Senior year (B S/MBA)* BAD 63038 Mgr Acct BAD 64271 HR Mgmt -or- BAD 64005 Statistics 6 hrs	*MBA* BAD 64005 Statistics 3 hrs
MBA – 5th year BAD 64042 MIS ECON 62021 Bus Cond ECON 62010 Survey Econ -or- BAD 64041 Ops Mgmt Elective 12 hrs.	*MBA* BAD 66050 Law BAD 64185 Strategy ECON 62022 Mgr Econ BAD 66061 Finance 12 hrs	*MBA* BAD 65184 Intl Bus Elective Elective -or- BAD 64041 Ops. Mgmt. 9 hrs. *Total: 48 hours*
Assumptions: • MKTG 25010 taken • Undergraduate internship approved for elective		

BAD 63037 Fin Acct BAD 64158 Leadership -or- BAD 64005 Statistics 6 hrs	BAD 63038 Mgr Acct BAD 64271 HR Mgmt -or- BAD 64005 Statistics 6 hrs	BAD 64005 Statistics 3 hrs
MBA – 5th year BAD 64042 MIS ECON 62021 Bus Cond ECON 62010 Survey Econ -or- BAD 64041 Ops Mgmt Elective 12 hrs.	*MBA* BAD 66050 Law BAD 64185 Strategy ECON 62022 Mgr Econ BAD 66061 Finance 12 hrs	*MBA* BAD 65184 Intl Bus Elective Elective -or- BAD 64041 Ops. Mgmt. 9 hrs. *Total: 48 hours*
Assumptions: • MKTG 25010 taken • Undergraduate internship approved for elective		

KENT STATE UNIVERSITY

Roadmap: Human Development & Family Studies - Gerontology and Nursing Home Administration - Combined Bachelor of Science and Master of Business Administration

EHHS-HDFS -GNHA - BS-MBA-BU-MBA
College and Graduate School of Education, Health, and Human Services/
The College of Business Administration
School of Family and Consumer Studies/Graduate School of Management
Catalog Year: 2009-2010

Critical requirements are boldface in shaded areas

Course Subject and Title	Credit Hours	Upper Division	Min. Grade	Important Notes
Semester One: [16 Credit Hours]				
Required: minimum 3.3 GPA in undergraduate coursework				
ENG 11011 College Writing	3			Fulfills Composition requirement
GERO 14029 Intro to Gerontology	3			CANNOT be used to fulfill LER requirement for Gerontology majors
SOC 12050 Intro to Sociology	3			Fulfills Social Sciences LER requirement Fulfills Domestic Diversity requirement
US 10097 First Year Experience	1			
LER Math & Critical Reasoning	3			Visit www.kent.edu/catalog and search "LER" for course lists
LER Humanities-A&S	3			Encourage to fulfill global diversity requirement; visit www.kent.edu/catalog and search "LER" and "diversity" for course lists
Semester Two: [15 Credit Hours]				
ECON 22060 Principles of Microeconomics	3			Fulfills Additional LER requirement
HDFS 24011 Interpersonal Relationships & Families	3			
NUTR 23511 Science of Human Nutrition	3			Fulfills Basic Sciences LER requirement
PSYC 11762 General Psychology	3			Fulfills Social Sciences LER requirement
LER Humanities-Fine Arts	3			Visit www.kent.edu/catalog and search "LER" for course lists
Semester Three: [17 Credit Hours]				
BSCI 20020 Biological Structure & Function	5			Fulfills Basic Sciences, lab LER requirement
ENG 21011 College Writing II	3			Fulfills Composition requirement
MKTG 25010 Marketing	3		B	BAD 65051 Marketing Management course requirement waived
MIS 24163 Principles of Management	3			
PSYC 21211 Psychology of Adjustment	3			Fulfills Additional LER requirement
Semester Four: [18 Credit Hours]				
ENG 20002 Intro to Technical Writing	3			
GERO 44030 Adult Development & Aging	3	■	C	Fulfills writing-intensive requirement
HDFS 34031 Cultural Diversity	3	■		
SOC 42879 Aging in Society	3	■		Only offered spring semester
Elective, Major	6			
Semester Five: [18 Credit Hours]				
Students must apply for admission into the MBA program, take GRE/GMAT–for Senior Year. The application and all supporting documentation must be received by the deadline set by the College of Business Administration Graduate School of Management (see application instructions http://business.kent.edu/students/grad/instructions.aspx)				
BSCI 40020 Biology of Aging	3	■		
GERO 44031 Social Policy & Community Resources	3	■		Only offered fall semester
GERO 44032 Long Term Care Administration	3	■	B	Only offered fall semester
LER Humanities	3			Visit www.kent.edu/catalog and search "LER" for course lists
Elective, Major	6			

KENT STATE UNIVERSITY

Roadmap: Human Development & Family Studies - Gerontology and Nursing Home Administration - Combined Bachelor of Science and Master of Business Administration

EHHS-HDFS -GNHA - BS-MBA-BU-MBA
College and Graduate School of Education, Health, and Human Services/
The College of Business Administration
School of Family and Consumer Studies/Graduate School of Management
Catalog Year: 2009-2010

Course Subject and Title	Credit Hours	Upper Division	Min. Grade	Important Notes
Semester Six: [15 Credit Hours]				
Students must apply for admission into the MBA program, take GRE/GMAT–for Senior Year. The application and all supporting documentation must be received by the deadline set by the College of Business Administration Graduate School of Management (see application instructions http://business.kent.edu/students/grad/instructions.aspx)				
GERO 30656 Psychology of Aging	3	■		
NUTR 43521 Food: Diet Modification	2	■		Only offered spring semester
PHIL 40005 Health Care Ethics	3	■		
SOC 42563 Soc of Health & Health Care	3	■		
SPA16 44130 Communication Disorders of the Aging	2	■		Only offered spring semester
Elective, Major	2			
Semester Seven: [11 Credit Hours]				
*Must have completed 90 undergraduate credit hours, have a 3.3 GPA, a better than average (determined by test year) score on the Graduate Management Admission Test (GMAT), and be accepted into the MBA program to take graduate-level courses. Work closely with your advisor. When undergraduate courses are complete (121cr), the BS in HDFS is awarded. Another 36 credits are required to receive MBA.				
GERO 43092 Practicum in NHA I	5	■		Taken in consecutive semesters with GERO 43192
*BAD 63037 Financial Acctg for Managerial Action	3	▲		Substitute for ACCT 23020 Intro Financial Accounting
*BAD 64158 Leadership & Managerial Assessment	3	▲		Substitute for MIS 34165 Dynamics of Leadership
Semester Eight: [11 Credit Hours]				
*Must have completed 90 undergraduate credit hours, have a 3.3 GPA, a better than average (determined by test year) score on the Graduate Management Admission Test (GMAT), and be accepted into the MBA program to take graduate-level courses. Work closely with your advisor. When undergraduate courses (121cr) are complete, the BS in HDFS is awarded. Another 36 credits are required to receive MBA.				
GERO 43192 Practicum in NHA II	5	■		Taken in consecutive semesters with GERO 43092; 3cr of MBA elective requirements waived
*BAD 63038 Acctg for Managerial Action & Evaluation	3	▲		Substitution for ACCT 23021 Intro to Managerial Accounting
*BAD 64271 Human Resources Management	3	▲		Substitution for MIS 34180 HR Mgmt
Summer I [3 Credit Hours]				
Students must maintain a 3.0				
*BAD 64005 Statistics for Management	3	▲		
Semester Nine [12 Credit Hours]				
Students must maintain a 3.0				
*BAD 64041 Operations Management	3	▲		
*BAD 64042 Management Information Systems	3	▲		
*ECON 62021 Bus Conditions Analysis & Pub Policy	3	▲		
Elective or ECON 62010 Survey of Economics	3	▲		
Semester Ten [12 Credit Hours]				
Students must maintain a 3.0				
*BAD 64185 Business Strategy	3	▲		Only offered spring semester
*BAD 66050 Legal & Ethical Enviro of Mgmt Decisions	3	▲		
*BAD 66061 Financial Management I	3	▲		
*ECON 62022 Managerial Economics	3	▲		
Summer II [9 Credit Hours]				
Students must maintain a 3.0				
*BAD 65184 International Business	3	▲		Fulfills MBA International Elective requirement
*Elective	6	▲		graduate level business or gerontology course

KENT STATE UNIVERSITY

EHHS-HDFS -GNHA - BS-MBA-BU-MBA
College and Graduate School of Education, Health, and Human Services/
The College of Business Administration
School of Family and Consumer Studies/Graduate School of Management
Catalog Year: 2009-2010

Graduation Requirements Summary

Total Hours	Upper-Division Hours	Liberal Education Requirements Hours	Diversity Course Global / Domestic	Writing-Intensive	Minimum Major GPA	Minimum Overall GPA
157	80	38	1st semester/SOC 12050	GERO 44030	3.3	3.3

Special Notes for Degree/Major:
Must have completed 90 undergraduate credit hours, have a 3.3 GPA,, a better than average (determined by test year) score on the Graduate Management Admission Test (GMAT), and be accepted into the MBA program to take graduate-level courses. Work closely with your advisor. When undergraduate courses are complete (121cr), the BS in HDFS is awarded. Another 36 credits are required to receive MBA.

Liberal Education Requirements (LER)
Students must complete a minimum 36 credit hours of Liberal Education Requirements. Colleges or degree programs may specify certain courses to fulfill the requirements. Courses in the students' major field will not count toward the completion of any LER. Honors equivalents shall satisfy the LER. None of the courses on the LER list may be taken with a pass/fail grade.

Diversity Course 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 be come from the LER and cannot be in the student's major. The second course may be taken as a second LER; or within a major or minor; or as a general elective; or, with dean's approval, by completing one semester of study in another country.

Writing-Intensive Course Requirement
Students must complete a one-course writing-intensive requirement in their major and earn minimum C (2.00) grade.

Upper-Division Requirement
In general, baccalaureate programs require the successful completion of at least 39 upper-division (numbered 30000 to 49999) credit hours of coursework. Programs in the College of Arts and Sciences require a minimum of 42 hours of upper-division coursework.

STARK STATE COLLEGE
OF TECHNOLOGY

Changing Lives ... Building Futures

DATE: January 21, 2009

TO: Mary Dellmann-Jenkins, Ph.D.
Director, School of Family and Consumer Studies
Kent State University

FROM: Donna Alexander, LNHA, MBA
Project Director, ECHO Grant
Stark State College of Technology

SUBJECT: Endorsement of Dual Degree: BS HDFS GNHA/MBA

As the field of Long Term Care Administration and Gerontology continues to increase in complexity due to ever changing interpretations of federal, state, and local regulations and changes in reimbursement, it is important for the student, as a product of the program, to be better prepared than ever to meet these ever changing needs. The challenges at times can appear overwhelming. With a better prepared student in all aspects of the field, the student will be better equipped to handle these changes and become successful in the field.

Long Term Care and Gerontology is a business. And where it is vitally important to become well versed/educated in all aspects of Gerontology and LTC Administration, an important component to predicting success in the field is the ability to run a business. By adding skills to the program that will develop a student's ability to manage a business, the program would enhance the student's competitive edge in the field. While working in the field of LTC Administration, I reached a point where I found it important to pursue a Masters Degree to remain competitive.

For the reasons stated, as a Licensed Nursing Home Administrator who went the route of pursuing and achieving my Masters in Business Administration, I am a firm believer that this tract suits the needs in the field as well as any other Masters program.

6200 Frank Ave. N.W. • North Canton, Ohio 44720-7299 • 330-494-6170 • Fax 330-497-6313 • www.starkstate.edu

Donna Alexander, NHA, MBA
6390 St. Augustine Dr., NW
Canton, OH 44718
Email: cleve1998@aol.com
330-498-8477 (home)
216-978-8572 (cell)

Professional History

Project Director, ECHO Grant, Stark State College of Technology, 2008-present

- Responsible for $2M Department of Labor, Employment and Training Community Based Job Training Grant
- Expanding Capacity in Healthcare Occupations Grant Director's duties include expanding clinical sites, developing new healthcare programs, creating community partner relationships, requisitioning equipment and supplies, hiring staff and faculty, and managing total budget

Instructor: Kent State University, 2008-present

- Long-Term Care Administration course
- AIT (Administrator-in-Training) course

Vice President of Operations/Administrator: The Village at St. Edward, 2002 –2007

- Successful operation of CCRC - 230+ older adult retirement community, to include independent living, assisted living and nursing care
- Positive regulatory compliance - Ohio Department of Health and JCAHO as evidenced by no substandard citations from ODH, four deficiency free RCF surveys (2004, 2005, 2006, 2007) and compliant JCAHO survey
- Efficient management of 8 departments as evidenced by financial & budget achievement
- Effective human resource management of eight direct reports and almost 200 employees as evidenced by no turnover of department heads hired in last two years with no unionization
- Oversight of contract reviews for therapy, lab, pharmacy, and all other outside vendors to include annual customer satisfaction surveys and follow-up of survey items not meeting company standards
- Successful construction, renovation and remodel management and oversight that resulted in a new nurse office and serving pantry in RCF and a complete remodel of a 40+ year old nursing home

Regional Director of Operations: Extendicare Health Services, Inc., Raintree Healthcare, 1999-2001

- Direct responsibility for annual revenues of $38M
- Oversight of subacute, skilled nursing, and assisted living facilities
- Marketing and business development
- Cost control skills and expense reduction abilities utilized to achieve annual net operating incomes
- Attracted talent to successfully operate facilities and retained current talent that led to a decrease in turnover in my region
- Responsible for a team of 21 members, and 7 direct reports each having more than 100 employees at each location.

Administrator, Mobile Administrator, Executive Director: Integrated Health Services, Inc., Horizon Healthcare (acquired by IHS). 1994-1999

- Direct responsibility for over 100 employees at each business unit
- Marketing focus to achieve census budgets
- Achieved facility goals at each location, to include net operating income, census, reduction in accounts receivable and reduction in employee turnover
- Special focus on regulatory compliance as evidenced by no substandard surveys, no substantiated complaints
- Two consecutive Ohio Department of Health Deficiency Free surveys-1995/96
- Renovation management and oversight at three locations
- Nursing Home Administrator of the Year Award, 1995
- Excellence Awards in Housekeeping, Accounts Receivable, & Cost Control

Achievements/Accomplishments:

- Licensed an independent living apartment building for assisted living
- Managed construction for renovation of forty two year old nursing home, to include relocating on campus100 residents during construction
- Successfully organized, planned and hosted 2006 Annual Reverse Raffle – only fund raiser held each year – raised goal of $25k+
- Earned awards for cost control, housekeeping, and administrator of the year during first two years in business
- Achieved two deficiency free SNF surveys and four deficiency free RCF surveys from ODH
- Earned Bachelor's degree in 7 semesters while working at an accounting firm and volunteering at Hudson local schools
- Graduated Summa cum laude from Kent State University
- Passed Social Worker and Nursing Home Administrator exams in Ohio
- Passed Nursing Home Administrator exams in Nebraska, Michigan, and Iowa
- Earned Master's degree in two years while working full time

Volunteer Experience

- Mercy Medical, patient information/hospitality desk – current
- Arthritis Foundation
- Alzheimer's Association
- Hudson School System
- Poway School System
- First Assembly of God Preschool

Education

Bachelor of Arts – Gerontology/Long Term Care Administration
Kent State University, Summa cum Laude, May 1992

Masters of Business Administration
Ashland University, December 2004

References available upon request

COPELAND OAKS
Crandall Medical Center
The Oaks Foundation

800 South 15th Street
Sebring, Ohio 44672-2050
330-938-6126

January 20, 2009

Ms. Mary Dellman-Jenkins
Family & Consumer Studies
Kent State University
Kent, OH 44242

Dear Ms. Dellman-Jenkins:

As Executive Director of a Continuing Care Retirement Community serving almost 700 senior adults, I was very pleased to see the information that you sent about the new academic program that has been proposed. A Bachelor of Science in Gerontology with a Long Term Care Administration focus will provide an excellent educational basis for preparing leaders in our industry. The link to a graduate degree in Business would be icing on the cake. Students completing the program you have described will be highly sought after in filling the upper management positions in senior services organizations. Considering the demographics, there is concern in our industry that we will not have enough qualified leaders to keep up with the demand as the population ages over the next decade. Creating an educational opportunity like this will help to meet our needs and I fully support your efforts.

Best wishes as you move forward with the development of this program.

Sincerely,

Philip Braisted
Executive Director

PHILIP BRAISTED
800 Oakwood Drive
Alliance, OH 44601
Home: (330) 823-2051
Work: (330) 938-7899

EDUCATIONAL BACKGROUND

- Master of Business Administration – 1983 – Kent State University – Kent, Ohio
- Master of Education – Educational Psychology – 1978 – Edinboro State University Edinboro,PA
- Bachelor of Science – Psychology – 1975 – Houghton College – Houghton, NY
- Licensed Nursing Home Administrator – State of Ohio – since 1984

PROFESSIONAL HIGHLIGHTS

COPELAND OAKS RETIREMENT COMMUNITY
800 S. 15th St., Sebring, OH 44672
Executive Director 2002 – present

Oversight responsibilities for Continuing Care Retirement Community consisting of 136 Independent Villa Homes, 255 Independent Apartments, 28 Assisted Living Units, and 198 Skilled Nursing Units. Copeland Oaks is home to approximately 700 Residents and employs more than 470 individuals. Responsibilities include strategic planning and organizational development, financial planning and budgeting, marketing and public relations, human resource development, Resident relations, and program development.

OHIO PRESBYTERIAN RETIREMENT COMMUNITIES
Breckenridge Village
36855 Ridge Road
Willoughby, OH 44094
Executive Director 1999 – 2002
Administrator 1987 – 1999

Responsible for oversight of daily operations providing services to approximately 600 Residents of Independent Living, Assisted Living, Special Care, and Skilled Nursing Facility, and services to more than 1000 individuals through Community Outreach Programs. Directed a staff of more than 320. Maintained compliance with licensure and certification regulations and with CCAC accreditation requirements.

CARRIAGE INN OF STEUBENVILLE
Steubenville, OH
Administrator 1984 – 1987

Responsible for management of 120 bed Skilled Nursing Facility. Administered policies and procedures for 150 employees. Developed and administered annual budget of $2.2 million. Increased occupancy from 38% to 88% in four months and to 96% in nine months.

HARRISON INDUSTRIES / HARRISON CO. BOARD OF MR/DD
Cadiz, OH
Work Shop Director 1980 – 1984

Supervised MR/DD Workshop for adults. Developed & implemented client employee admission and evaluation procedures. Secured work contracts for clients to perform. Developed training procedures to prepare clients for work.

LAKELAND COMMUNITY COLLEGE
Kirtland, OH
Part-time Faculty 1992-2001

Taught Industrial Psychology course. Participated in Speaker's Bureau presenting seminars on financial issues related to aging and retirement.

PERSONAL AFFILIATIONS

United Way of Greater Stark County – Board Member since 2004

United Methodist Association – EAGLE Accreditation Committee Member since 2003

Rotary International – Alliance Rotary member – Rotarian since 1999

Sebring Chamber of Commerce – member since 2002

Western Reserve
MASONIC COMMUNITY, INC.

January 22, 2009

Dr. Mary Dellmann-Jenkins
Director, School of Family and Consumer Studies
100 Nixson hall
Kent State University
Kent, OH 44242

Dear Dr. Dellmann-Jenkins,

I am writing in support of the recommended dual degree program that combines the Bachelor of Science degree (in Human Development & Family Studies/concentration in Nursing Home Administration) with a Master of Business Administration.

As a professional, with over twenty years of business and health care experience, I see the need to enhance this educational curriculum. By combining these two distinct disciplines the young professional will be better prepared to "lead" in this increasingly complex field of aging.

Our country is preparing to experience a "wave" of aging adults whose numbers will begin growing exponentially while provider organizations are simultaneously being challenged to find qualified leaders. The added Business Administration components (of an MBA) will significantly improve the preparedness of our young professionals.

As this proposal is reviewed, I would like to emphasize one final thought: Our students (and soon to be young professionals) will be charged with the responsibility to lead organizations whose sole purpose is the well-being of our older adults. It is for these reasons that I enthusiastically support the proposed dual Bachelor of Science/Master of Business Administration degree program.

Sincerely,

Jay Dettorre
President

4931 Nettleton Road • Medina, Ohio 44256
800-433-1541

JAY DETTORRE
3001 Quail Ridge
Akron, OH 44319

Residence: 330/644-8454 Business: 330/721-3271

EXECUTIVE MANAGEMENT
PRESIDENT/C.E.O.

PROFILE:

> Skilled in strategic planning and goal setting, proficient in early problem identification with experience in achieving desired results.

> Comprehensive experience in recruiting, training and motivating high-performance teams; established in the utilization of a team-approach.

> Conversant with emerging industry trends affecting the current and future needs in healthcare; proven ability to provide quality services, and maintain a high level of resident satisfaction.

> Extensive knowledge in the development and implementation of an operating budget, achieving positive results.

CAREER BACKGROUND

Western Reserve Masonic Community, Medina, OH 2002-present

President

Responsible the overall operation of the organization including, and not limited to, future initiatives, board relationships, community relationships and strategic planning.

- Successful development of strong operational team.
- Successful turn-around of a formerly distressed CCRC.
- Reduced operating loss by 50% within a 4 year period.
- Maintained an annual "controllable" employee turnover of 13%.

Rockynol Retirement Community, Akron, OH 1993-2002

Administrator

Responsible for the management of the day-to-day operations of Rockynol Retirement Community. We serve 273 resident with a team of 245 employees.
Accomplishments include:

- Proven fiscal management of the operational and capital budgets.
- The maintenance of an excellent survey history, while providing high levels of confirmed resident satisfaction.
- Served as a member of the "Hospitality Action Team" responsible for the development of the Hospitality initiative for Ohio Presbyterian Retirement Services.
- Continued enhancement of our Wellness philosophy throughout all levels of care.

CAREER BACKGROUND, CONTINUED

Vencor Corporation, Akron, OH 1992-1993

Assistant Administrator

Bridgepark Rehabilitation Center is a 175-bed nursing facility. Responsible for the day-to-day operations, serving 170 residents with a team of 125 employees.
Accomplishments include:

- Successful implementation of care standards through our Continuous Quality Improvement Process.
- Measurable improvement in the area of resident care.

Administrator-in-Training 1991-1992

Relocated to Akron, Ohio, and completed the requirements to become a Licensed Nursing Home Administrator. My A.I.T. was completed at Heather Knoll Nursing Center located in Tallmadge, Ohio. Prior to beginning my A.I.T., I consulted privately for an independent retirement community.

Senior Lifestyle Corporation, Chicago, IL 1988-1991

General Manager

Served the corporation in a variety of managerial positions culminating with the promotion to General Manager. Accomplishments include:

- Successful opening of 476-unit independent retirement community.
- Proven fiscal management of the operational budget.
- Established, and maintained, confirmed high levels of resident satisfaction.

Hyatt Hotels and Resorts International, Columbus, OH 1984-1988
Front Office Manager

Formally trained within the hospitality industry through various employment opportunities. Demonstrated successful management skill in a 266-room "Suite" and a 631-room "Convention" hotel.

RELATED EXPERIENCE:

Current Lecturer/Adjunct Faculty: Core of Knowledge
The Ohio State University

Current Member: Advisory Board Member, Core of Knowledge,
The Ohio State University

Current Member: Regional Convener for Northeast Ohio,
A.O.P.H.A.

Former Presenter: Development/Implementation of Hospitality Initiative
A.O.P.H.A.

Former Presenter: Quality Indicators
A.O.P.H.A.

Former Member: Healthcare Committee
A.O.P.H.A.

Former Member: Board of Directors,
Red Cross, Medina Chapter

LICENSE:
Licensed Nursing Home Administrator, #3979
State of Ohio

EDUCATION:
The Ohio State University, Columbus, OH
Bachelor of Science Degree: Consumer Economics

To Whom It May Concern:

As a former Kent State graduate and a long-term care professional, I fully support the proposed combined degree of BS in HDFS, Gerontology & Nursing Home Administration and Master of Business Administration.

In today's long term care industry, the role of nursing home administrator has grown increasingly challenging. Not only are administrators expected to understand nursing home regulations, but they are also responsible for the overall quality of care, business development, and management of financials and "bottom-line" expectations. Too often we find that administrators are overwhelmed by the combination of these responsibilities and are not equipped to handle these fast-paced challenges, and this has resulted in a high rate of turnover in our industry. The proposed combined degree at Kent State helps address this issue. Not only will the student be exposed to theory and textbook understanding of long-term care, but they will also get to experience, "hands-on," how a nursing home really operates, and the everyday challenges that are faced. More importantly, the MBA portion of the program will enable the student to better understand the business of nursing homes, including marketing and financial statement analysis, which can be just as valuable as understanding the actual operations of a long-term care facility.

It is my opinion that a graduate from your proposed program would present as a higher caliber candidate in the long-term care industry. In fact, many corporations are re-evaluating their hiring criteria to include a Masters degree when experience is lacking, and this would give a graduate from your program a distinct advantage over other candidates.

Sincerely,

Terry Holecek, District Director of Operations
Ohio Kindred Healthcare
614-891-6874 – Office
614-891-7082 - Fax

Terrence M. Holecek

485 Woodard Place
Powell, OH 43065 ttholecek@aol.com 614-985-5960

CAREER PROFILE

- Seventeen years of experience working in the long-term care industry, including regional multi-facility management, administration of facility operations, sales and marketing development, and long-term care consulting.
- Results-oriented and decisive leader with proven ability to improve P&L performance through delivery of quality resident care, staff education, business development, and operating efficiencies.
- Excellent interpersonal, communications and team-building skills.

PROFESSIONAL EXPERIENCE

KINDRED HEALTHCARE, INC. – *Columbus, Ohio* 2005-present
Director of Operations, Ohio District
Responsible for the overall operational budget and performance outcomes for 13 skilled nursing facilities throughout Ohio, including the management of a 12 member district consulting team.

- Identified new business opportunities in the Cleveland market resulting in the acquisition of a skilled nursing and assisted living campuses in that market.
- Successfully managed the transition process for acquired campus through implementation of company policies and procedures.
- Initiated and implemented collaborative efforts with Kindred hospital division in the Cleveland market resulting in increased ADC.

NEW AGE HEALTHCARE PARTNERS, INC. – *Kent, Ohio* 2003-2005
Partner and Vice-President
Created a start-up healthcare company consisting of two divisions: *consulting*, which provided healthcare consulting services to nursing homes and also conducted NAB-approved continuing education seminars for long-term care professionals; and *homecare*, which provided non-medical homecare services to seniors.

- Directly responsible for the healthcare consulting division, specializing in interim turn-around management, recruitment and training of key facility managers, staff stabilization, survey management, census development and enhancement of operating efficiencies.
- Developed and presented customized seminar and training programs; topics included resident abuse, customer service, and sales and marketing development.
- Presented executive training seminars at the 2004 and 2005 Ohio Healthcare Association's Annual Convention.
- Responsible for all aspects of the company operations, including strategic planning, business development, employee hiring and training, and community relations.

TANDOM REGIONAL MANAGEMENT OF OHIO, INC. – *Wadsworth, Ohio* 2001-2003
Regional Vice President of Operations
Responsible for the overall operational budget and performance outcomes of eight skilled nursing facilities and one assisted living in Ohio. Responsibilities included hiring administrators, training and evaluating employees, determining and communicating regional business objectives and strategies, prioritizing objectives, building strategic alliances between business units, and day-to-day supervision of consultant team.

- Lead and managed a regional consultant team consisting of nursing home administrators, nurse consultant, MDS nurse consultant, dietician and financial consultants.

Terrence M. Holecek

TANDOM REGIONAL MANAGEMENT OF OHIO, INC. (cont'd)

- Improved Medicare occupancy region-wide by 50% and increased revenue performance through case mix efficiencies and improved resident outcomes.
- Successfully managed the acquisition of three skilled nursing facilities by building and strengthening internal support systems, building collaboration, and teamwork within consulting team, determining business objectives and appropriate execution, and implementation of company policies and procedures.

BEVERLY HEALTHCARE, INC. - *Northeast Ohio* 1991-1997 and 1998-2001

Executive Director

Served as nursing home administrator for various facilities within the organization, progressing to increased levels of responsibility. Operational experience ranges from a 40-bed long-term care facility to a 202-bed, multi-facility campus.

- Consistently a solid performer in exceeding financial goals and other operational objectives such was increased occupancy and reduced employee turnover.
- Repeatedly met and exceeded key clinical indicators for quality resident care through internal quality assurance programs and state survey outcomes.
- Increased both employee and resident satisfaction through recognition programs, staff training and family education.
- Obtained Medicare certification and developed the related internal support systems.

Regional Group Sales and Marketing Manager – *NC/SC/VA Region*

Managed three Area Account Executives in addition to the Directors of Admissions for 19 long-term care facilities with the responsibility of increasing referral base, occupancy and market penetration.

- Provided extensive training and support to facility department managers, focusing on customer service and referral development.
- Developed and implemented facility-specific sales and marketing plans to assist facilities in achieving regional wide growth objectives.
- Coordinated sales and marketing efforts with consultant tea to meet area's performance plan.

NCS HEALTHCARE - *Cleveland, OH* 1997-1998

Area Account Executive

Sold clinical/financial software, pharmacy, and ancillary services to long-term care facilities.

- Enhanced customer awareness of ancillary and software product lines through presentations, demonstrations and pharmacy tours.
- Received sales award for increased product utilization in sales territory.

EDUCATION AND CERTIFICATIONS

KENT STATE UNIVERSITY – *Kent, OH*

Bachelor of Arts in Gerontology	1991
Masters of Arts in Gerontology	2004

LNHA, State of Ohio

PUBLICATIONS

"Exploring the Influence of the Regulatory Survey Process on Nursing Home Administrator Job Satisfaction and Job Seeking." Holecek et al., *Journal of Applied Gerontology (online),* August 2008.

Ohio | Board of Regents

Ted Strickland
Eric D. Fingerhut

University System of Ohio

DIRECTIVE 2008-010
May 30, 2008

Re: A PROPOSAL FOR AWARDING ADVANCED PLACEMENT CREDITS TO PUBLIC INSTITUTIONS OF HIGHER EDUCATION IN OHIO.

Guiding Philosophy

The Chancellor recognizes that students can document their achievement in college level subject matter via the College Board Advanced Placement Program (AP). In order to provide consistency and clarity for students polices for awarding AP credit are adopted for all public institutions of higher education (PIOHE) in Ohio.

The motivation and guiding philosophy behind these policies include the following.

- There should be consistency across Ohio PIOHE in how AP credits will be awarded and how they count towards degrees.
- It should be clear to prospective students how AP credits will be awarded at any PIOHE in Ohio.
- The policies should promote student success at PIOHE in Ohio.
- The policy should be fair to "native" students as well as transfer students.
- There should be a balance between maintaining standards and advantaging students in awarding AP credits.
- Students should not be disadvantaged in the acceptance of AP credits when transferring within the PIOHE system.
- Students should consult with academic advisors to determine how AP credits can be used most effectively in meeting degree requirements. It should be recognized that advisors may recommend that students have higher than the minimum required AP score to be successful in courses in their major area or in courses used as prerequisites.

Revised Code 3333.163 was passed in April 2007 and the above philosophy supports the language of the law. While a policy should provide clarity for most cases, any uncertainties should be adjudicated consistent with the guiding philosophy. All PIOHE in Ohio shall adhere to the following policy in awarding AP credits.

Policy

1. A score of 3 or higher will provide credit at any PIOHE in Ohio. The credit must count towards graduation and will meet a general education requirement if the course to which the AP credit is equivalent fulfils a requirement at the receiving institution.

2. When it clearly enhances the opportunity for student success, an institution should strongly advise that an AP score of at least a 4 is needed for a student to be successful in a second course in a

highly dependent sequence of courses in a STEM area. For example, an advisor should strongly recommend that an AP score of at least a 4 is needed on the AP Chemistry exam in order for the student to be successful in the second course in Chemistry.

3. A score or 3 or higher on an AP exam in a foreign language area will provide credit for at least the first year of foreign language at any PIOHE.

4. Each PIOHE in Ohio will provide information on awarding AP credits, which should include the number of credits awarded and the course equivalents earned for scores of 3 or higher.

5. Credits earned via AP exams are transferable within PIOHE in Ohio according to the state's transfer module and transfer policy.

Timeline

The policy will be fully implemented by fall 2009, and will be applied to students who are enrolled at a PIOHE in the fall of 2009 and have not had their AP scores evaluated for college credit. The new policy will be communicated to prospective students and to others key stakeholders during the 2008-2009 academic years.

Determining the Effect of the Policy

Within three years of implementation of this policy, the Chancellor, or Chancellor's staff, should review the policy to determine its effect. The Chancellor, or Chancellor's staff, should recommend any needed modifications in the policy to bring it into consistency with the guiding philosophy.

This directive will take effect on May 30, 2008.

Eric D. Fingerhut
Chancellor, Ohio Board of Regents

MC

Advanced Placement Credit Award Catalog Statement

The State of Ohio, working through the University System of Ohio, has initiated policies to facilitate the ease of transition from high school to college as well as between and among Ohio's Public colleges and universities.

Beginning in the Fall term 2009:

1. Students obtaining an Advanced Placement (AP) exam score of **3** or above will be awarded the aligned course(s) and credits for the AP exam area(s) successfully completed.
2. General Education courses and credits received will be applied towards graduation and will satisfy a general education requirement if the course(s) to which the AP area is equivalent fulfill a requirement.
3. If an equivalent course is not available for the AP exam area completed, elective or area credit will be awarded in the appropriate academic discipline and will be applied towards graduation where such elective credit options exist within the academic major.
4. Additional courses or credits may be available when a score of 4 or 5 is obtained. Award of credit for higher score values varies depending on the institution and academic discipline.
5. In academic disciplines containing highly dependent sequences (Sciences, Technology, Engineering and Mathematics –STEM) students are strongly advised to confer with the college/university advising staff to ensure they have the appropriate foundation to be successful in advanced coursework within the sequence.

KENT STATE UNIVERESITY
COLLEGE BOARD ADVANCED PLACEMENT PROGRAM
FALL 2008

Listed below is a summary of current credit/placement awarded by Kent State University for satisfactory performance on the various AP tests taken by students in high school through the College Board AP Program. (Any credit noted is subject to change as department course content is revised.)

TEST AREA	SCORE	CREDIT	PLACEMENT
ART			
Art History	3,4, or 5	ART 22006	_____
Studio	4 or 5	See Art Dept. for possible credit	_____
2D Design		None	
BIOLOGY	4 or 5	BSCI 10110, 10120	_____
	3	BSCI 10001, 10002	
CHEMISTRY	5	CHEM 10060, 61, 62	
	4	CHEM 10060, 62	CHEM 10960H
	3	None	
COMPUTER SCIENCE			
Computer Science AB	4 or 5	CS 10051 and CS 23021	Consult Dept.
Computer Science A	4 or 5	CS 10051 and CS 23021	Consult Dept.
ECONOMICS			
Microeconomics	3,4,5	ECON 22060	_____
Macroeconomics	3,4,5	ECON 22061	_____
ENGLISH			
English Lang/Comp	3,4,5	ENG 11011(or 26095, if Honors)	ENG 21011(or HONR 10197)
Eng. Lit/Comp	3,4,5	ENG 22073	ENG 21011(or HONR 10197)
ENVIRONMENTAL SCIENCE	4, or 5	GEOL 21062	_____
GEOGRAPHY			
Human Geography	3,4,5	GEOG 22061	_____
HISTORY			
American	3,4,5	HIST 12070, 12071	
European	3,4,5	HIST 11051	_____
World	4 or 5	None	_____
			_____
MATHEMATICS			
Math/Calc BC	4 or 5	MATH 11010, 11022, 12002, 12003	
	3	MATH 11010, 11022, 12002	
	2	MATH 11010, 11022	
Math/Calc AB	3,4,5	MATH 11010, 11022, 12002	
	2	MATH 11010, 11022	
			_____
Statistics	3,4,5	MATH 10041	

MODERN & CLASSICAL LANGUAGE STUDIES			
French Language or French Literature	4 or 5	FR 23202	See French Dept. for placement and possible additional credit
	3	FR 23202	FR33211 and/or FR 33212
German	4 or 5	GER 21202	See German Dept. for placement and possible additional credit
	3	GER 21201	Out of preceding courses
Latin	3,4,5	LAT 26201	Out of preceding courses
Spanish	4 or 5	SPAN 38211	Out of intro sequence
	3	SPAN 28202	Out of preceding courses
MUSIC			
Music Listen/Lit.	3,4,5	MUS 22111	
Theory	3,4,5	None	Consult Dept.
PHYSICS			
"B Exam"	4 or 5	PHY 13001, 13002 or PHY 13011, 13012	
	3	PHY 13001 or 13011	PHY 13002 or 13012
"C Exam" (has Mech half and E&M half)			
On both halves	4 or 5	PHY 23101, 23102	Consult Dept.
On both halves	3	PHY 23101	PHY 23102, 13002, or 13012
POLITICAL SCIENCE			
American Govt.	3,4,5	POL 10100	_____
Comparative Govt.	3,4,5	POL 10004	_____
PSYCHOLOGY	3,4,5	PSYC 11762	_____

Kent State University must have an official copy of your score report before credit/placement can be awarded. (Notation on the high school transcript will not suffice.) To request a copy from the College Board, please write to the address below indicating the year you took the AP test(s) and the name(s) of the test(s) you took. **Ask that the score report be sent to Kent State University, code number 1367.**

AP Examinations
P.O. Box 6671
Princeton, NJ 08541-6671

Phone: (609) 771-7300 or toll-free at (888) 225-5427
email: apexams@ets.org

Transfer students: After reviewing this chart, if you believe that you have earned college credit at Kent based on your Advanced Placement scores, follow the instructions above and have an official score report sent from the College Board to Kent State University, code number 1367.

Questions or requests for additional information may be addressed to the person listed below.

Carolyn Sampson
Coordinator, AP Program
Phone: (330) 672-2312
csampson@kent.edu

Posting for AP credits takes a minimum of 8-12 weeks and is processed by the Registrar's Office.

rev. 7/08 sy

KENT STATE UNIVERSITY
COLLEGE BOARD ADVANCED PLACEMENT PROGRAM
FALL 2009

Listed below is a summary of current credit awarded by Kent State University for satisfactory performance on the various AP tests taken by students in high school through the College Board AP Program.

TEST AREA	SCORE	CREDIT
ART		
Art History	3 or higher	ARTH 22006
Studio Art	3 or higher	ARTF 14000
2D Design	3 or higher	FINE ART LER
3D Design	3 or higher	FINE ART LER
BIOLOGY	3	BSCI 10110
	4 or 5	BSCI 10110 and 10120
CHEMISTRY	3	CHEM 10060
	4	CHEM 10060 and 10062
	5	CHEM 10060 and 10062 and10061
COMPUTER SCIENCE		
A or AB	3	CS 10051
	4 or 5	CS10051 and CS 23021
ECONOMICS		
Microeconomics	3 or higher	ECON 22060
Macroeconomics	3 or higher	ECON 22061
ENGLISH		
English Language	3 or higher	ENG 11011
English Literature	3 or higher	ENG 11011 (If credit for ENG 11011 has been awarded, then ENG 22073)
ENVIRONMENTAL SCIENCE	3 or higher	GEOL 21062
GEOGRAPHY		
Human Geography	3 or higher	GEOG 22061
HISTORY		
American	3 or higher	HIST 12070 and12071
European	3 or higher	HIST 11050 and 11051
World	3 or higher	3 hrs HUM LER and 3 hrs SOC SCI LER
MATHEMATICS		
Calculus AB	3 or higher	Math 12002
Calculus BC	3 or higher	Math 12002 and Math 12003
Statistics	3 or higher	Math 10041
MODERN & CLASSICAL LANGUAGE STUDIES		
Chinese Language and Culture	3 or higher	CHIN 15101 and 15102
French Language	3 or higher	FR 13201 and 13202
French Literature	3 or higher	FR 13201 and 13202

		and 23201 and 23202
German Language	3 or higher	GER 11201 and 11202
Japanese Language and Culture	3 or higher	JAP 15101 and 15102
Latin Literature	3 or higher	LAT 16201 and 16202
Latin: Vergil	3 or higher	LAT 16201 and 16202
Spanish Language	3 or higher	SPAN 18201 and 18202
Spanish Literature	3 or higher	SPAN 18201 and 18202 and 28201 and 28202
MUSIC		
Theory	3 or higher	MUS 11121
PHYSICS		
B Exam	3 or higher	PHY 13001 and 13021 and 13002 and 13022
C: Electrical	3 or higher	PHY 23102
C: Mechanical	3 or higher	PHY 23101
POLITICAL SCIENCE		
American Govt.	3 or higher	POL 10100
Comparative Govt.	3 or higher	POL 10004
PSYCHOLOGY	3 or higher	PSYC 11762

Kent State University must have an official copy of your score report before credit can be awarded. (Notation on the high school transcript will not suffice.) To request a copy from the College Board, please write to the address below indicating the year you took the AP test(s) and the name(s) of the test(s) you took. **Ask that the score report be sent to Kent State University, code number 1367.**

AP Examinations
P.O. Box 6671
Princeton, NJ 08541-6671

Phone: (609) 771-7300 or toll-free at (888) 225-5427
email: apexams@info.collegeboard.org

Transfer students: After reviewing this chart, if you believe that you have earned college credit at Kent State based on your Advanced Placement scores, follow the instructions above and have an official score report sent from the College Board to Kent State University, code number 1367.

Questions or requests for additional information may be addressed to the person listed below.

Carolyn Sampson
Coordinator, AP Program
Phone: (330) 672-2312
csampson@kent.edu

Posting for AP credits takes a minimum of 8-12 weeks and is processed by the Transfer Center in the Registrar's Office (330-672-8950).

rev. 3/18/09 lm

Advanced Placement Course Credit Alignment Recommendations
March 12, 2009

ORC 3333.163 Standards for college credit based on advanced placement test scores.

Introduction

In 2007, The State of Ohio Legislature passed legislation mandating the Board of Regents to recommend and the Chancellor to adopt standards for each state institution of higher education to utilize in awarding credit to any student enrolled who has attained a passing score on an advanced placement (AP) examination.

This document contains recommendations for course or sequence matches to every AP examination offered in the 2008-2009 academic year. Institutions should match the most appropriate course or sequence to the recommended match provided. Full details of the AP examinations, including learning outcomes, course content and sample test questions can be found here:
http://www.collegeboard.com/student/testing/ap/subjects.html.

It is the expectation that these recommendations be followed to ensure the equity of credit for the score of 3 on Advanced Placement examinations within the University System of Ohio.

In instances where an institution does not have an appropriate course and/or sequence match to an AP examination, a recommended range of OTM area credit or elective credit hours has been provided. The exact number of hours awarded should reflect that of similar courses or sequences at that institution.

These recommendations are only for the score of 3. Scores of 4 and 5 may be awarded additional credit hours and/or more advanced courses at the institution's discretion.

In test areas such as foreign language and mathematics, students may be placed in courses at a more advanced level than the courses for which credit hours are awarded, at the institution's discretion.

In accordance with the advanced placement policy, "When it clearly enhances the opportunity for student success, an institution should strongly advise that an AP score of at least 4 is needed for a student to be successful in a second course in a highly dependent sequence of courses in a STEM area. For example, an advisor should strongly recommend that an AP score of at least a 4 is needed on the AP Chemistry exam in order for the student to be successful in the second course in Chemistry." If a student agrees to follow this recommendation from an academic advisor, he/she should be awarded appropriate area credit in lieu of the recommended AP course credit.

Timeline:
The policy will be fully implemented by fall 2009 and will be applied to students who enroll at a Public Institution of Higher Education in the fall of 2009 or later and have not had their AP scores previously evaluated for college credit. The new policy will be communicated to prospective students and to other key stakeholders during the 2008-2009 academic year.

The College Board has indicated that Computer Science AB, French Literature, Italian Language and Culture, and Latin Literature will be discontinued in May 2009. The recommendations for those tests will still apply to students enrolling in a Public Institution of Higher Education who have already taken the tests.

Recommendations

Suggested credit hour range and course type alignment for statewide AP college course and credit award for compliance with provisions of Ohio Revised Code 3333.163

1. AP Exam Area - Art History, Score 3

Credit Hour Recommendation	Quarter	3-5
	Semester	3-4
If no match: OTM Arts and Humanities Area Credit	Quarter	3-5
	Semester	3-4

Recommended Match:

An introductory college **course** in art history. In the course, students examine major forms of artistic expression from the ancient world to the present and from a variety of cultures. They learn to look at and analyze works of art within their historical context, and to articulate what they see or experience in a meaningful way. A meaningful way to experience works of art is learning to frame an understanding that relates how and why works of art communicate visual meaning.

2. AP Exam Area - Biology, Score 3

Credit Hour Recommendation	Quarter	3-5
	Semester	4-5
If no match: OTM Natural Science Area Credit	Quarter	3-5
	Semester	4-5

Should match to an Ohio Transfer Module General Biology course.

Recommended Match:

An introductory biology **course** for majors. The textbooks used for AP Biology are those used by college biology majors, and the labs done by the students must be the equivalent of those done by college students.

3. AP Exam Area - Calculus AB, Score 3

Credit Hour Recommendation	Quarter*	3-5
	Semester	4-5
If no match: OTM Mathematics Area Credit	Quarter*	3-5
	Semester	4-5

Recommended Ohio Articulation Number Course Match-OMT005 Calculus 1 (Semester Only)

***For quarter schools, this match should include at least one course in the OAN match.**

Recommended Match:

The initial college-level Calculus **course** normally taken as the first course in a multi-course calculus sequence covering topics in differential and integral calculus.

4. AP Exam Area - Calculus BC, Score 3

Credit Hour Recommendation	Quarter	10-15
	Semester	8-10
If no match: OTM Mathematics Area Credit	Quarter	10-15
	Semester	8-10

Recommended Ohio Articulation Number Course Match-OMT005 & OMT006 or OMT017

Recommended Match:

The initial college-level Calculus **Sequence** normally taken as the first year (2 semesters/3 quarters) of a multi-course sequence. The content of Calculus BC is designed to qualify the student for credit in a course that is one semester beyond that awarded for Calculus AB.

5. AP Exam Area - Chemistry, Score 3

Credit Hour Recommendation	Quarter	3-5
	Semester	4-5
If no match: OTM Natural Science Area Credit	Quarter	3-5
	Semester	4-5

Should be matched to an Ohio Transfer Module General Chemistry course.

Recommended Match:

An initial **course** in general chemistry normally taken as the first course in a multi-course general chemistry sequence covering topics. Students attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems.

6. AP Exam Area - Chinese Language and Culture, Score 3

Credit Hour Recommendation	Quarter	9-15
	Semester	6-10
If no match: General Elective Credit*	Quarter	9-15
	Semester	6-10

Recommended Match:

The complete beginning **sequence** (2 semesters/3-4 quarters), the equivalent of the first-year, in the study of the Chinese language. These courses should emphasize the use of language for active communication and help students develop the ability to understand spoken Chinese in various contexts, and a Chinese vocabulary sufficiently ample for reading, newspaper and magazine articles, literary texts, and other non-technical writings without dependence on a dictionary and the ability to express themselves coherently, resourcefully, and with reasonable fluency and accuracy in both written and spoken Chinese.

***Chinese Language and Culture not offered:** General Elective Credit should be awarded in hours equal to the beginning (first-year) sequence of a foreign language that is offered.

***No Foreign Languages offered:** General elective credit hours within the range above should be awarded. The exact number of hours within this range should be determined by how the institution awards credit for a typical year-long sequence.

7. AP Exam Area - Comparative Government and Politics, Score 3

Credit Hour Recommendation	Quarter	3-5
	Semester	3
If no match: OTM Social Science Area Credit	Quarter	3-5
	Semester	3

Recommended Ohio Articulation Number Course Match-OSS013 Comparative Governments

Recommended Match:

An introductory **course** in Political Science covering the fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of country settings.

8. AP Exam Area - Computer Science A, Score 3

Credit Hour Recommendation	Quarter	3-5
	Semester	3-4
If no match: General Elective Credit	Quarter	3-5
	Semester	3-4

Recommended Match:
An introductory **course** in Computer Science with an emphasis on object-oriented programming methodology, problem solving and algorithm development with some study of data structures and abstraction.

Can match to an introductory computer programming class for non-majors.

9. AP Exam Area - Computer Science A/B, Score 3

Credit Hour Recommendation	Quarter	3-5
	Semester	3-4
If no match: General Elective Credit	Quarter	3-5
	Semester	3-4

Recommended Match:

An initial **course** in Computer Science with an emphasis on object-oriented programming methodology, problem solving and algorithm development with some study of data structures and abstraction. Computer Science A/B provides a more formal and a more in-depth study of algorithms, data structures, and data abstraction. The use of recursive data structures and dynamically allocated structures is fundamental.

Can match to an introductory computer programming class for non-majors.

10. AP Exam Area - English Language, Score 3

Credit Hour Recommendation	Quarter	3-5
	Semester	3-4
If no match: OTM English Composition Credit	Quarter	3-5
	Semester	3-4

Recommended Match:

An initial college-level English Composition **course** normally taken in the first year. This differs from the College Board's recommendation for a year-long sequence. The course should assist students to become skilled readers of prose written in a variety of rhetorical contexts and to become skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing.

11. AP Exam Area - English Literature, Score 3

Credit Hour Recommendation	Quarter	3-5
	Semester	3-4
If no match: OTM English Composition Credit	Quarter	3-5
	Semester	3-4

Recommended Match:

An initial college-level English Composition **course** normally taken in the first year. This differs from the College Board's recommendation for a year-long sequence. The course should assist students to become skilled readers of prose written in a variety of rhetorical contexts and to become skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing.

If credit has already been awarded for English Composition through the AP English Language exam, an appropriate English Literature course or Arts and Humanities Area Credit should be given instead.

12. AP Exam Area - Environmental Science, Score 3

Credit Hour Recommendation	Quarter	3-5
	Semester	3-4
If no match: OTM Natural Science Area Credit	Quarter	3-5
	Semester	3-4

Recommended Match:

An introductory **course** in Environmental Science or Environmental Geology covering the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study.

13. AP Exam Area - European History, Score 3

Credit Hour Recommendation	Quarter	9-15
	Semester	6-8
If no match: OTM Arts and Humanities or OTM Social Science area credit	Quarter	9-15
	Semester	6-8

Recommended Match:

The introductory **sequence** (2 semesters/3 quarters) in European History. The study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Students should also develop (a) an understanding of some of the principal themes in modern European History, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing. This should not be matched to a western civilization sequence.

14. AP Exam Area - French Language, Score 3

Credit Hour Recommendation	Quarter	9-15
	Semester	6-10
If no match: General Elective Credit*	Quarter	9-15
	Semester	6-10

Recommended Match:

The complete beginning **sequence** (2 semesters/3-4 quarters), the equivalent of the first-year, in the study of the French language. These courses should emphasize the use of language for active communication and help students develop the ability to understand spoken French in various contexts, a and French vocabulary sufficiently ample for reading, newspaper and magazine articles, literary texts, and other non-technical writings without dependence on a dictionary and the ability to express themselves coherently, resourcefully, and with reasonable fluency and accuracy in both written and spoken French.

***French Language not offered:** General Elective Credit should be awarded in hours equal to the beginning (first-year) sequence of a foreign language that is offered.

***No Foreign Languages offered:** General elective credit hours within the range above should be awarded. The exact number of hours within this range should be determined by how the institution awards credit for a typical year-long sequence.

15. AP Exam Area - French Literature, Score 3

Credit Hour Recommendation	Quarter	12-20
	Semester	9-15
If no match: General Elective Credit*	Quarter	12-20
	Semester	9-15
OR: General Elective Credit* AND OTM Arts and Humanities Area Credit*	Quarter	9-15
	Semester	6-10
	Quarter	3-5
	Semester	3-5

Recommended Match:

The complete beginning **sequence** (2 semesters/3-4 quarters), the equivalent of the first-year, in the study of the French language and at least the first course in the intermediate or second-year sequence. These courses introduce students with advanced language skills to the formal study of a representative body of literary texts in French.

***French Language not offered**: General Elective Credit should be awarded in hours equal to the beginning (first-year) sequence and at least the first course in the intermediate (second-year) sequence of a foreign language that is offered. As an alternative, general elective credit may be awarded for the beginning, or first-year sequence, and OTM Arts and Humanities area credit may replace the credit for the first course in the intermediate (second-year) sequence.

***No Foreign Languages offered:** General elective credit hours within the range above should be awarded. The exact number of credits within this range should be determined by how the institution awards credit for a typical year-long sequence, plus an additional course.

Special Note: If a student enters with credit for both French Language and French Literature, the complete beginning (first-year) sequence of French language and at least the first course in the intermediate (second-year) sequence should be awarded.

16. AP Exam Area - German Language, Score 3

Credit Hour Recommendation	Quarter	9-15
	Semester	6-10
If no match: General Elective Credit*	Quarter	9-15
	Semester	6-10

Recommended Match:

The complete beginning **sequence** (2 Semesters/3-4 quarters), the equivalent of the first-year, in the study of the German language. These courses should emphasize the use of language for active communication and help students develop the ability to understand spoken German in various contexts, and a German vocabulary sufficiently ample for reading, newspaper and magazine articles, literary texts, and other non-technical writings without dependence on a dictionary and the ability to express themselves coherently, resourcefully, and with reasonable fluency and accuracy in both written and spoken German.

***German Language and Culture not offered:** General Elective Credit should be awarded in hours equal to the beginning (first-year) sequence of a foreign language that is offered.

***No Foreign Languages offered:** General elective credit hours within the range above should be awarded. The exact number of hours within this range should be determined by how the institution awards credit for a typical year-long sequence.

17. AP Exam Area - Human Geography, Score 3

Credit Hour Recommendation	Quarter	3-4
	Semester	3
If no match: OTM Social Science Area Credit	Quarter	3-4
	Semester	3

Recommended Ohio Articulation Number Course Match-OSS007 Human Geography/Cultural Geography

Recommended Match:

An introductory **course** in the study of Human or Cultural Geography. The course will cover a systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice.

18. AP Exam Area - Italian Language and Culture, Score 3

Credit Hour Recommendation	Quarter	9-15
	Semester	6-10
If no match: General Elective Credit*	Quarter	9-15
	Semester	6-10

Recommended Match:

The complete beginning **sequence** (2 Semesters/3-4 quarters), the equivalent of the first-year, in the study of the Italian language. These courses should emphasize the use of language for active communication and help students develop the ability to understand spoken Italian in various contexts, and an Italian vocabulary sufficiently ample for reading, newspaper and magazine articles, literary texts, and other non-technical writings without dependence on a dictionary and the ability to express themselves coherently, resourcefully, and with reasonable fluency and accuracy in both written and spoken Italian.

***Italian Language and Culture not offered:** General Elective Credit should be awarded in hours equal to the beginning (first-year) sequence of a foreign language that is offered.

***No Foreign Languages offered:** General elective credit hours within the range above should be awarded. The exact number of hours within this range should be determined by how the institution awards credit for a typical year-long sequence.

19. AP Exam Area - Japanese Language and Culture, Score 3

Credit Hour Recommendation	Quarter	9-15
	Semester	6-10
If no match: General Elective Credit*	Quarter	9-15
	Semester	6-10

Recommended Match:

The complete beginning **sequence** (2 semesters/3-4 quarters), the equivalent of the first-year, in the study of the Japanese language. These courses should emphasize the use of language for active communication and help students develop the ability to understand spoken Japanese in various contexts, and a Japanese vocabulary sufficiently ample for reading, newspaper and magazine articles, literary texts, and other non-technical writings without dependence on a dictionary and the ability to express themselves coherently, resourcefully, and with reasonable fluency and accuracy in both written and spoken Japanese

*__Japanese Language and Culture not offered:__ General Elective Credit should be awarded in hours equal to the beginning (first-year) sequence of a foreign language that is offered.

***No Foreign Languages offered:** General elective credit hours within the range above should be awarded. The exact number of hours within this range should be determined by how the institution awards credit for a typical year-long sequence.

20. AP Exam Area - Latin Literature, Score 3

Credit Hour Recommendation	Quarter	9-15
	Semester	6-10
If no match: General Elective Credit*	Quarter	9-15
	Semester	6-10

Recommended Match:

The complete beginning **sequence** (2 semesters/3-4 quarters), the equivalent of the first-year, in the study of the Latin language and literature. These courses should provide students with the background to write a literal English translation of a Latin passage; to explicate specific words or phrases in context; to identify the context and significance of short excerpts from texts listed in the chosen syllabus; to identify and analyze characteristic or noteworthy features of the authors' modes of expression, including their use of imagery, figures of speech, sound effects, and metrical effects (in poetry only), as seen in specific passages; to discuss particular motifs or general themes not only suggested by passages but also relevant to other selections; to analyze and discuss structure and demonstrate an awareness of the features used in the construction of a poem or an argument; and to scan selected meters.

***Latin Literature not offered:** General Elective Credit should be awarded in hours equal to the beginning (first-year) sequence of a foreign language that is offered.

***No Foreign Languages offered:** General elective credit hours within the range above should be awarded. The exact number of hours within this range should be determined by how the institution awards credit for a typical year-long sequence.

21. AP Exam Area - Latin: Vergil, Score 3

Credit Hour Recommendation	Quarter	9-15
	Semester	6-10
If no match: General Elective Credit*	Quarter	9-15
	Semester	6-10

Recommended Match:

The complete beginning **sequence** (2 semesters/3-4 quarters), the equivalent of the first-year, in the study of the Latin language and literature. These courses should provide students with the background to write a literal English translation of a Latin passage; to explicate specific words or phrases in context; to identify the context and significance of short excerpts from texts listed in the chosen syllabus; to identify and analyze characteristic or noteworthy features of the author's modes of expression, including the use of imagery, figures of speech, sound effects, and metrical effects (in poetry only), as seen in specific passages; to discuss particular motifs or general themes not only suggested by passages but also relevant to other selections; to analyze and discuss structure and demonstrate an awareness of the features used in the construction of a poem or an argument; and to scan selected meters.

***Latin: Vergil not offered:** General Elective Credit should be awarded in hours equal to the beginning (first-year) sequence of a foreign language that is offered.

***No Foreign Languages offered:** General elective credit hours within the range above should be awarded. The exact number of hours within this range should be determined by how the institution awards credit for a typical year-long sequence.

22. AP Exam Area - Macroeconomics, Score 3

Credit Hour Recommendation	Quarter	3-4
	Semester	3
If no match: OTM Social Science Area Credit	Quarter	3-4
	Semester	3

Recommended Ohio Articulation Number Course Match-OSS005 Macroeconomics

Recommended Match:

An introductory **course** in the study of Macroeconomics. The course should provide students with a thorough understanding of the principles of economics that apply to an economic system as a whole. Such a course will emphasize the study of national income and price determination and also familiarize students with economic performance measures, economic growth, and international economics.

23. AP Exam Area - Microeconomics, Score 3

Credit Hour Recommendation	Quarter	3-4
	Semester	3
If no match: OTM Social Science Area Credit	Quarter	3-4
	Semester	3

Recommended Ohio Articulation Number Course Match-OSS004 Microeconomics

Recommended Match:

An introductory **course** in the study of Microeconomics. The course should provide students with a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the larger economic system. It places primary emphasis on the nature and functions of product markets, and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy.

24. AP Exam Area - Music Theory, Score 3

Credit Hour Recommendation	Quarter	3-9
	Semester	3-5
If no match: General Elective Credit	Quarter	3-9
	Semester	3-5

Recommended Match:

The beginning **sequence** in Music Theory. These courses should emphasize a student's ability to read and write musical notation. It is also assumed that the student has acquired (or is acquiring) at least basic performance skills in voice or on an instrument. The ultimate goal of this sequence is to develop a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. This goal may best be achieved by initially addressing fundamental aural, analytical, and compositional skills using both listening and writing exercises. Building on this foundation, the courses should progress to include more creative tasks, such as harmonizing a melody by selecting appropriate chords, composing a musical bass line to provide two-voice counterpoint, or realizing figured-bass notation.

25. AP Exam Area - Physics B, Score 3

Credit Hour Recommendation	Quarter	10-15
	Semester	8-10
If no match: OTM Natural Science Area Credit	Quarter	10-15
	Semester	8-10

Recommended Ohio Articulation Number Course Match-OSC021 General Physics Sequence (Algebra-based)

Recommended Match:

The introductory algebra-based physics **sequence**. These courses should provide a systematic introduction to the main principles of physics and emphasize the development of conceptual understanding and problem-solving ability using algebra and trigonometry, but rarely calculus. In most colleges, this is a one-year terminal sequence including a laboratory component and is not the usual preparation for more advanced physics and engineering courses. However, the B course provides a foundation in physics for students in the life sciences, some applied sciences, and other fields not directly related to science.

26. AP Exam Area - Physics C: Electricity and Magnetism, Score 3

Credit Hour Recommendation	Quarter*	3-5
	Semester	4-5
If no match: OTM Natural Science Area Credit	Quarter*	3-5
	Semester	4-5

Recommended Ohio Articulation Number Course Match-OSC017 College Physics II (Calculus-based)* - semesters only

***For quarter schools, this match should include at least one course in the OAN match. Credit hours should be determined by how the calculus-based physics sequence is divided.**

Recommended Match:

An introductory calculus-based physics **course**. This course ordinarily forms the first part of the college sequence that serves as the foundation in physics for students majoring in the physical sciences or engineering. The course is parallel to or preceded by mathematics courses that include calculus. Methods of calculus are used wherever appropriate in formulating physical principles and in applying them to physical problems. The course is more intensive and analytic than that in the B course, with strong emphasis on solving a variety of challenging problems.

27. AP Exam Area - Physics C: Mechanics Score 3

Credit Hour Recommendation	Quarter*	3-5
	Semester	4-5
If no match: OTM Natural Science Area Credit	Quarter*	3-5
	Semester	4-5

Recommended Ohio Articulation Number Course Match-OSC 016 College Physics I (Calculus-based) - semesters only

***For quarter schools, this match should include at least one course in the OAN match. Credit hours should be determined by how the calculus-based physics sequence is divided.**

Recommended Match:

The second part of a multi-**course** calculus-based physics sequence for students majoring in the physical sciences or engineering. Methods of calculus are used wherever appropriate in formulating physical principles and in applying them to physical problems. The course is more intensive and analytic than that in the B course, with strong emphasis on solving a variety of challenging problems.

28. AP Exam Area - Psychology, Score 3

Credit Hour Recommendation	Quarter	3-5
	Semester	3
If no match: OTM Social Science Area Credit	Quarter	3-5
	Semester	3

Recommended Ohio Articulation Number Course Match-OSS 015 Intro/Fundamentals of Psychology

Recommended Match:

An introductory **course** in Psychology. Emphasis is placed on introducing students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Included is a consideration of the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students also learn about the ethics and methods psychologists use in their science and practice.

29. AP Exam Area - Spanish Language, Score 3

Credit Hour Recommendation	Quarter	9-15
	Semester	6-10
If no match: General Elective Credit*	Quarter	9-15
	Semester	6-10

Recommended Match:

The complete beginning **sequence** (2 semesters/3-4 quarters), the equivalent of the first-year, in the study of the Spanish language. These courses should emphasize the use of language for active communication and help students develop the ability to understand spoken Spanish in various contexts, and a Spanish vocabulary sufficiently ample for reading newspaper and magazine articles, literary texts, and other non-technical writings without dependence on a dictionary and the ability to express themselves coherently, resourcefully, and with reasonable fluency and accuracy in both written and spoken Spanish.

***Spanish Language not offered:** General Elective Credit should be awarded in hours equal to the beginning (first-year) sequence of a foreign language that is offered.

***No Foreign Languages offered:** General elective credit hours within the range above should be awarded. The exact number of hours within this range should be determined by how the institution awards credit for a typical year-long sequence.

30. AP Exam Area - Spanish Literature, Score 3

Credit Hour Recommendation	Quarter	12-20
	Semester	9-15
If no match: General Elective Credit*	Quarter	12-20
	Semester	9-15
OR: General Elective Credit* AND OTM Arts and Humanities Area Credit*	Quarter	9-15
	Semester	6-10
	Quarter	3-5
	Semester	3-5

Recommended Match:

The complete beginning **sequence** (2 semesters/3-4 quarters), the equivalent of the first-year, in the study of the Spanish language and at least the first course in the intermediate or second-year sequence. These courses introduce students with advanced language skills to the formal study of a representative body of literary texts in Spanish.

***Spanish Language not offered**: General Elective Credit should be awarded in hours equal to the beginning (first-year) sequence and at least the first course in the intermediate (second-year) sequence of a foreign language that is offered. As an alternative, general elective credit may be awarded for the beginning, or first-year sequence, and an OTM Arts and Humanities area credit may replace the credit for the first course in the intermediate (second-year) sequence.

***No Foreign Languages offered:** General elective credit hours within the range above should be awarded. The exact number of hours within this range should be determined by how the institution awards credit for a typical year-long sequence, plus an additional course.

Special Note: If a student enters with credit for both Spanish Language and Spanish Literature, the complete beginning (first-year) sequence of Spanish language and at least the first course in the intermediate (second-year) sequence should be awarded.

31. AP Exam Area - Statistics, Score 3

Credit Hour Recommendation	Quarter	3-5
	Semester	3-4
If no match: OTM Mathematics Area Credit	Quarter	3-5
	Semester	3-4

Recommended Match:

A beginning **course** in statistical probability and analysis study. The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: 1) Exploring Data: Describing patterns and departures from patterns, 2) Sampling and Experimentation: Planning and conducting a study, 3) Anticipating Patterns: Exploring random phenomena using probability and simulation, and 4) Statistical Inference: Estimating population parameters and testing hypotheses.

32. AP Exam Area - Studio Art 2-D, Score 3

Credit Hour Recommendation	Quarter	3-5
	Semester	3
If no match: General Elective Credit	Quarter	3-5
	Semester	3

Recommended Match:

A beginning **course** in 2-D design. The AP Program offers three portfolios: Drawing, 2-D Design, and 3-D Design. The portfolios share a basic, three-section structure, which requires the student to show a fundamental competence and range of understanding in visual concerns (and methods). A score of 3 or better on this test does not guarantee admission into the art major. Artwork should be retained for future portfolio evaluation.

33. AP Exam Area - Studio Art 3-D, Score 3

Credit Hour Recommendation	Quarter	3-5
	Semester	3
If no match: General Elective Credit	Quarter	3-5
	Semester	3

Recommended Match:

A beginning **course** in 3-D design. The AP Program offers three portfolios: Drawing, 2-D Design, and 3-D Design. The portfolios share a basic, three-section structure, which requires the student to show a fundamental competence and range of understanding in visual concerns (and methods). A score of 3 or better on this test does not guarantee admission into the art major. Artwork should be retained for future portfolio evaluation.

34. AP Exam Area - Studio Art, Score 3

Credit Hour Recommendation	Quarter	3-5
	Semester	3
If no match: General Elective Credit	Quarter	3-5
	Semester	3

Recommended Match:

A beginning **course** in drawing. The AP Program offers three portfolios: Drawing, 2-D Design, and 3-D Design. The portfolios share a basic, three-section structure, which requires the student to show a fundamental competence and range of understanding in visual concerns (and methods). A score of 3 or better on this test does not guarantee admission into the art major. Artwork should be retained for future portfolio evaluation.

35. AP Exam Area – U.S. Government and Politics, Score 3

Credit Hour Recommendation	Quarter	3-5
	Semester	3
If no match: OTM Social Sciences Area Credit	Quarter	3-5
	Semester	3

Recommended Ohio Articulation Number Course Match-OSS011 American Politics/Government

Recommended Match:

A beginning **course** in Political Science with a U.S. Government focus. Emphasis is placed on an analytical perspective on government and politics in the United States. This course should provide both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. political reality.

36. AP Exam Area – U.S. History, Score 3

Credit Hour Recommendation	Quarter	9-15
	Semester	6-8
If no match: OTM Arts and Humanities or Social Science area credit	Quarter	9-15
	Semester	6-8

Recommended Ohio Articulation Number Course Match-OHS010 U.S. American History Sequence

Recommended Match:

The introductory **sequence** in United States history. The courses should provide students with the analytical skills and enduring understandings necessary to deal critically with the problems and materials in United States history. Students should learn to assess historical materials—their relevance to a given interpretive problem, their reliability, and their importance—and to weigh the evidence and interpretations presented in historical scholarship. These courses should develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in an essay format.

37. AP Exam Area - World History, Score 3

Credit Hour Recommendation	Quarter	9-15
	Semester	6-8
If no match: OTM Arts and Humanities or Social Science area credit	Quarter	9-15
	Semester	6-8

Recommended Match:

The introductory **sequence** in the history of world civilizations. These courses should develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The courses highlight the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The courses emphasize relevant factual knowledge deployed in conjunction with leading interpretive issues and types of historical evidence. The sequence builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage.

Advanced Placement Program® (AP®): Validity Research and Recommendations for Providing Credit and/or Placement

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College Board's Mission and Purpose

- The College Board is a **not-for-profit** membership association whose **mission is to connect students to college success and opportunity**.
- Founded in 1900, the association is **composed of more than 5,600 schools, colleges, universities and other educational organizations**.
- Each year, the College Board serves **seven million students** and their parents, **23,000 high schools**, and **3,800 colleges** through major programs and services in college admissions, guidance, assessment, financial aid, enrollment, and teaching and learning.
- The College Board is **committed to the principles of excellence and equity**, and that commitment is embodied in all of its programs, services, activities and concerns.

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Source: http://www.collegeboard.com/about/index.html

AP Mission

The College Board's Advanced Placement Program® (AP®) enables students to pursue college-level studies while still in high school. Through more than 30 college-level courses, each culminating in a rigorous exam, AP provides willing and academically prepared students with the opportunity to earn college credit and/or advanced placement.

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AP Overview

- Started in 1955
- Rigorous college-level courses taught in high schools around the world
- Exam grades utilized for college credit and/or placement
- Over 30 Advanced Placement exams in over 20 subject areas
    - World Languages expansion: Chinese and Japanese (2007)

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Introduction to AP

- In 2008, students representing **over 17,000 schools around the world**, both public and nonpublic, took AP Exams
- Enables students to pursue **college-level studies** while still in high school
- More than 30 **college-level courses**, each culminating in a **rigorous exam**
- Provides **willing and academically prepared students** with the opportunity to earn college credit and/or advanced placement
- Demonstrates to college admissions officers that students have sought out the most **rigorous curriculum** available to them
- Each AP teacher's syllabus is **evaluated and approved by college faculty** from some of the nation's leading institutions
- Exams developed and scored by **college faculty and experienced AP teachers**
- **Accepted by more than 3,600 colleges and universities worldwide** for college credit, advanced placement, or both on the basis of successful AP Exam grades

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Source: http://www.collegeboard.com/html/aprtn/?excmpid=CBF13-ED-1-aprtn

AP Courses

- Arts
  - Art History, Music Theory, Studio Art (drawing, 2-D, 3-D)
- English
  - Language and Composition, Literature and Composition
- History and Social Sciences
  - Comparative Government and Politics, European History, Human Geography, Macroeconomics, Microeconomics, Psychology, United States Government and Politics, United States History, World History
- Mathematics and Computer Science
  - Calculus AB, Calculus BC, Computer Science A, *Computer Science AB, Statistics
- Sciences
  - Biology, Chemistry, Environmental Science, Physics B, Physics C: Electricity and Magnetism, Physics C: Mechanics
- World Languages
  - Chinese Language and Culture, French Language, *French Literature, German Language, **Italian Language and Culture, Japanese Language and Culture, *Latin Literature, Latin: Vergil, Spanish Language, Spanish Literature

** indicates courses that have been discontinued beginning in the 2009-2010 academic year*
*** indicates course has been suspended beginning in the 2009-2010 academic year*

Source: http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html

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Who Participates in AP?

- 17,000+ secondary schools worldwide offer AP Exams
- More than 122,000 AP teachers in nearly 15,000 schools worldwide are authorized to teach AP courses
- In 2008, over 1.5 million students took about 2.7 million exams
- 5,000+ college faculty develop and score the AP Exams ensuring college-level standards
- 3,600+ colleges receive AP Exam grades annually

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Source: http://www.collegeboard.com/html/aprtn/?excmpid=CBF13-ED-1-aprtn

Faculty Involvement

- College faculty are involved in AP Course and Exam development. Currently, faculty:
  - Serve as Chairs and members of all AP Development Committees that develop all AP course descriptions and exams
  - Pre-test AP Exams by embedding them within exams offered in the college classroom
  - Score the free-response sections of AP Exams by attending the AP Reading every June
  - Are responsible for standard setting and are involved in the evaluation of student responses at the AP Reading; the Chief Reader for each AP subject is a college faculty member
  - Lead professional development workshops for new and experienced AP teachers
  - Serve as the senior reviewers in the annual AP Course Audit, ensuring AP teachers' syllabi meet the curriculum guidelines of college-level courses

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Source: http://professionals.collegeboard.com/higher-ed/placement/ap/involved

What are College Faculty Saying about the AP Experience?

"We often observe a discernible difference between students without any AP experience, who typically only devote a few hours to homework each week, and AP students who have developed the time management skills and the discipline to do the type of time consuming intellectual work (studying) that is required to be successful in college."

Spencer A. Benson
Director Center for Teaching Excellence
Associate Professor
Department of Cell Biology and Molecular Genetics
University of Maryland, College Park

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What do AP Exam Grades Represent?

Each AP Exam grade is a weighted combination of the student's score on the multiple-choice section and on the free-response section. The final grade is reported on a 5-point scale:

5 = extremely well qualified
4 = well qualified
3 = qualified
2 = possibly qualified
1 = no recommendation

- AP grades of 5 and 4 are comparable to a college course grade of A, while at some institutions, an AP grade of 4 is comparable to a college course grade of B
- An AP grade of 3 is approximately equal to a college course grade of B at many institutions, while at others it is more nearly comparable to a college course grade of C.

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Source: http://professionals.collegeboard.com/higher-ed/placement/ap/exam/grades

College Comparability Studies

College comparability studies are used to set AP grades in order to ensure that the AP standards are comparable to or higher than the grading standards that are applied by college professors when evaluating the performance of their own students in corresponding college courses.

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Source: http://apcentral.collegeboard.com/apc/public/courses/11584.html

Comparability Study Participation

Faculty at the following institutions have participated in comparability studies in recent years:

- Baylor University
- Brigham Young University
- Duke University
- Grinnell College
- Harvard University
- Michigan State University
- Middlebury College
- Princeton University
- Purdue University
- Smith College
- Stanford University
- Tufts University
- UCLA
- UC-Berkeley
- University of Colorado-Boulder
- University of Maryland-College Park
- UNC-Chapel Hill
- University of Pennsylvania
- University of Southern California
- University of Virginia
- University of Washington
- University of Wisconsin-Madison
- Washington University in St. Louis
- Yale University

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Key Benefits of AP

- AP courses establish a college-level standard in secondary schools that is measured through a national assessment designed and scored by college faculty.
- AP courses expose college-bound students to the amounts of homework, study skills, and habits of mind essential for success in college courses.
- AP provides leverage for aligning and strengthening the grades 6-12 curriculum.
- Students who take AP Exams and score a 3 or higher typically experience greater academic success and college graduation rates than non-AP students.
- The AP course is typically the most rigorous curriculum offered in secondary schools and is designated on the student transcript.
- Because AP is widely used for college credit and/or placement, it attracts motivated students eager to double major, or engage in deeper, upper-division courses at college.

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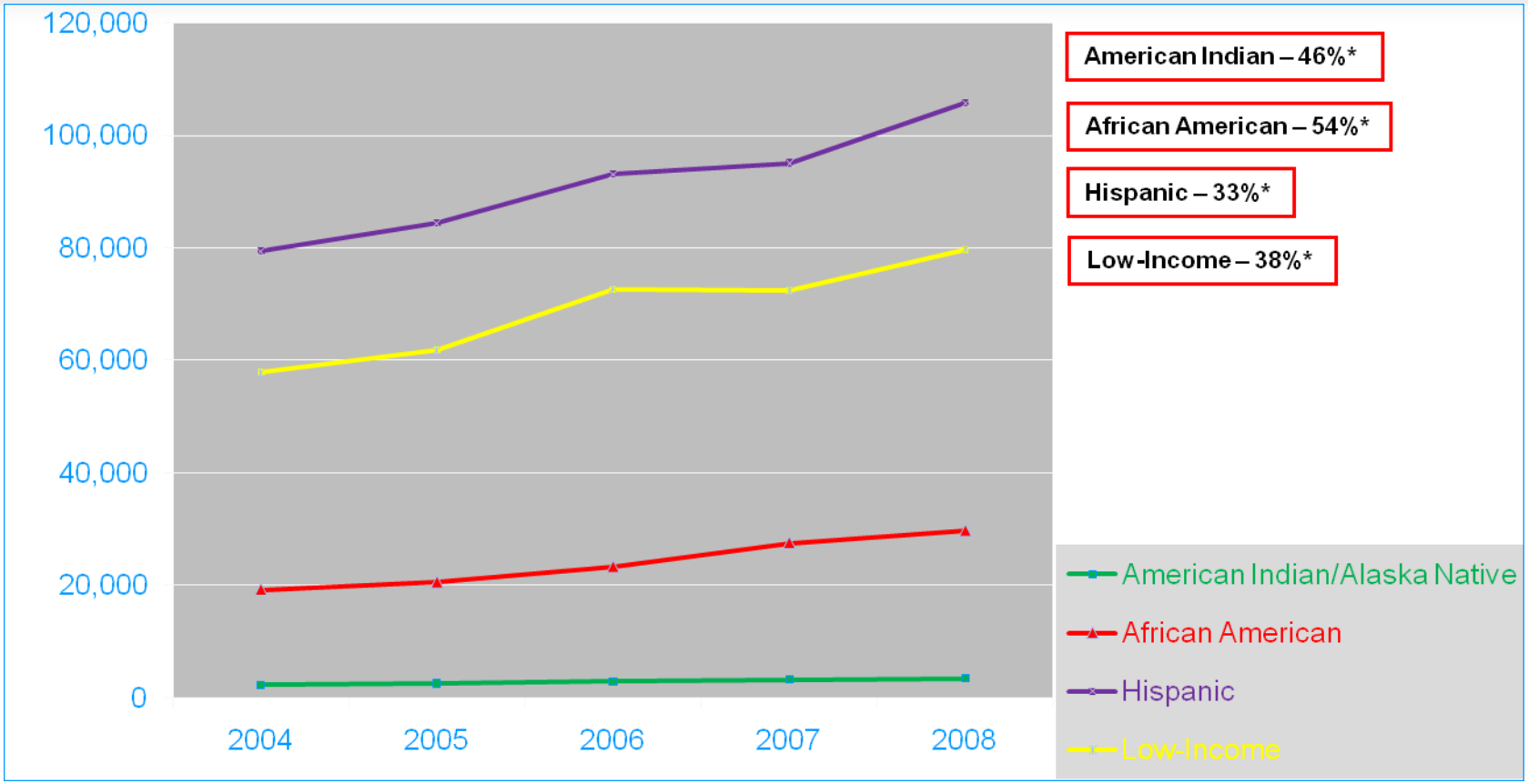
Growth in Exam Grades of 3 and Higher Among Underrepresented Students: 2004-2008



Source: SDRS 2004-2008
**Percentages listed represent growth from 2004-2008*

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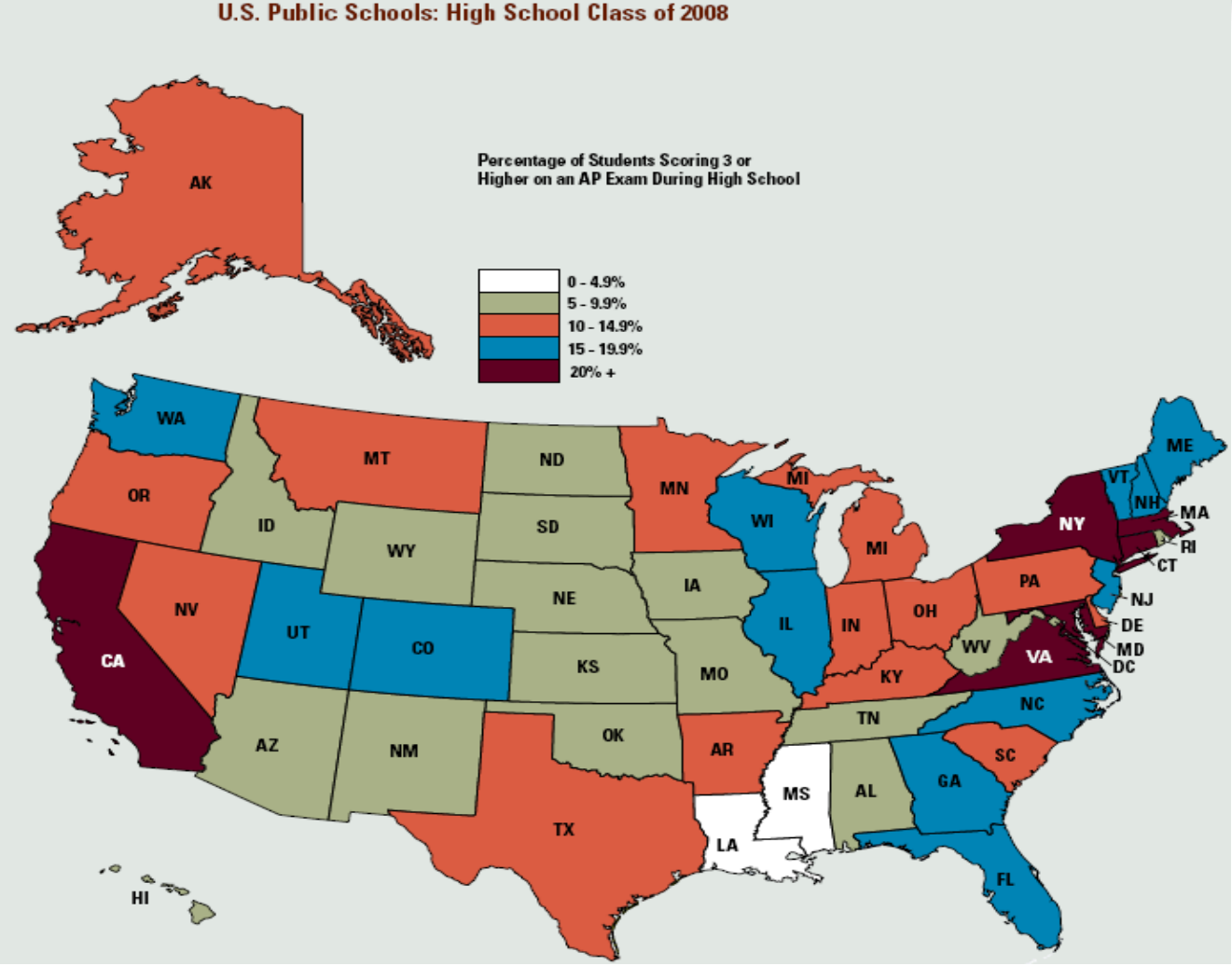
Equity and Excellence: Students Scoring 3 or higher on AP Exams by State



States with the Greatest Expansion of AP Scores of 3+ Since 2003

State	% Change
Vermont	6.0
Maine	5.8
Maryland	5.7
Arkansas	5.1
Washington	5.0
Oregon	5.0

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Source: AP Report to the Nation 2009

AP Report to the Nation: How Does Ohio Compare?

Class of 2008 – Ohio

- 122,456* - HS students
- 21,502- # of HS students who took an AP exam
- 17.6% took an AP exam while in HS
- 10.8% earned a score of 3 or higher

Class of 2008 – Nation

- 3.03 million* - HS students
- 757,932 - # of HS students who took an AP exam
- 25.0% took an AP exam while in HS
- 15.2% earned a score of 3 or higher

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**Public school numbers (Source: WICHE, 2008)*

AP Research

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TIMSS Advanced Mathematics and Physics Tests

Eugenio J. Gonzalez, Kathleen M. O'Connor, & Julie A. Miles (2001)

- Gonzalez et al showed that students enrolled in AP Calculus courses earned the highest average scores on the TIMSS Advanced Mathematics tests, significantly outperforming students in all other countries, including U.S. students who did not take AP Calculus.
- Students enrolled in AP Physics also performed well, scoring significantly above the international average on the TIMSS Physics test; whereas U.S. students not taking AP scored significantly below the international average. It's also important to note that AP students who earned AP Exam grades of 3 or better on the AP Calculus Exams or the AP Physics Exams earned even higher scores on the TIMSS assessments compared to students who took the AP course but not necessarily the exam.

Source: Gonzalez, E., O'Connor, K., & Miles, J. (2000). How well do Advanced Placement students perform on the TIMSS Advanced Mathematics and Physics Tests? Chestnut Hill, MA: The International Study Center, Lynch School of Education, Boston College.

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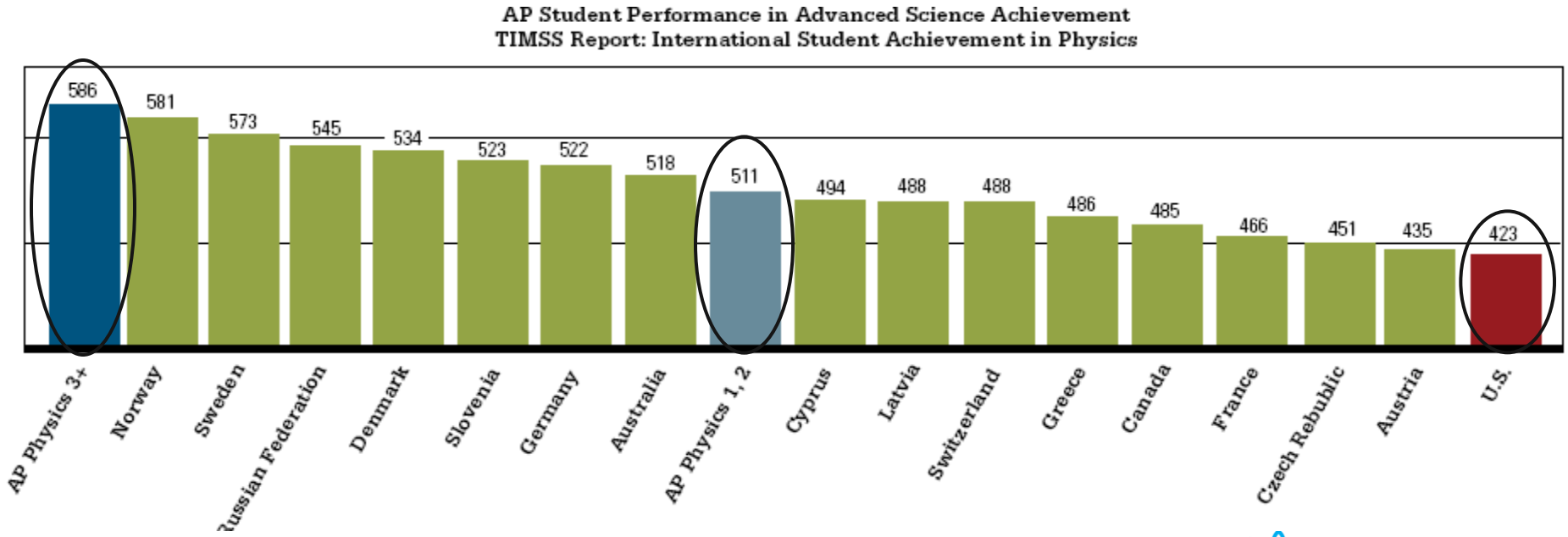
AP Student Performance in Physics

- While the U.S. lags behind industrialized countries that participate in the TIMSS test, AP physics students who earned exam grades of 3 or higher outscore all other students.
- Students who earned a 1 or 2 on AP Physics Exams outscored students in more than half of participating industrialized countries



Source: Gonzalez, E., O'Connor, K., & Miles, J. (2000). How well do Advanced Placement students perform on the TIMSS Advanced Mathematics and Physics Tests? Chestnut Hill, MA: The International Study Center, Lynch School of Education, Boston College.

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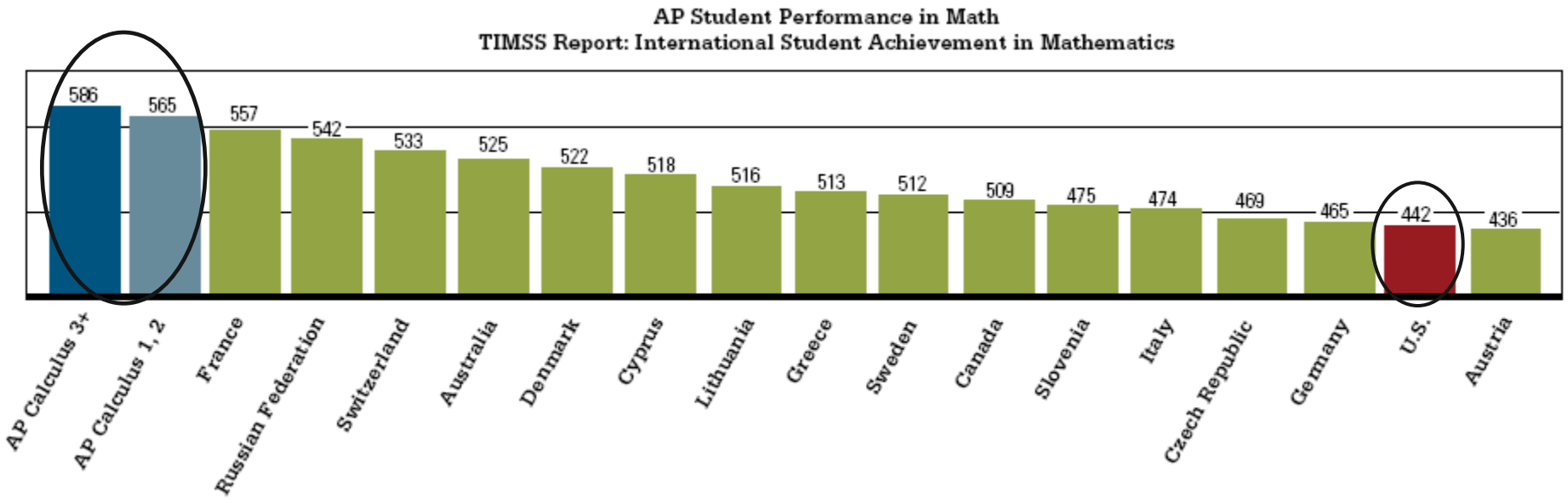
AP Student Performance in Math

- While the U.S. lags behind nearly every industrialized country that participates in the TIMSS test, AP calculus students, regardless of exam grade, outscored all other students



Source: Gonzalez, E., O'Connor, K., & Miles, J. (2000). How well do Advanced Placement students perform on the TIMSS Advanced Mathematics and Physics Tests? Chestnut Hill, MA: The International Study Center, Lynch School of Education, Boston College.

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Morgan and Klaric*: College Success Among AP and Non-AP Students

- Nationwide 2007 study that built on similar study from 1998
- Collected official student transcript data from numerous colleges and universities
- Compared sequent course grades of AP students and non-AP students
- Examined trends in course-taking
- Looked at underrepresented students majoring in science, technology, engineering, and mathematics (STEM)

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The 2007 study conducted by Morgan and Klaric was a follow up to a 1998 study by Morgan and Ramist.

Morgan and Klaric: Participating Colleges*

- Barnard College
- Binghamton University
- Brigham Young University**
- Carnegie Mellon University**
- College of William and Mary**
- Cornell University**
- Dartmouth College
- George Washington University
- Georgia Institute of Technology
- Miami University (Ohio)
- North Carolina State University
- Northwestern University
- Stanford University**
- Texas A&M University
- University of California – Davis**
- University of California – Los Angeles
- University of Florida
- University of Illinois – Urbana**
- University of Iowa
- University of Maryland
- University of Miami
- University of Southern California
- University of Texas at Austin**
- University of Washington
- Wesleyan College
- Williams College

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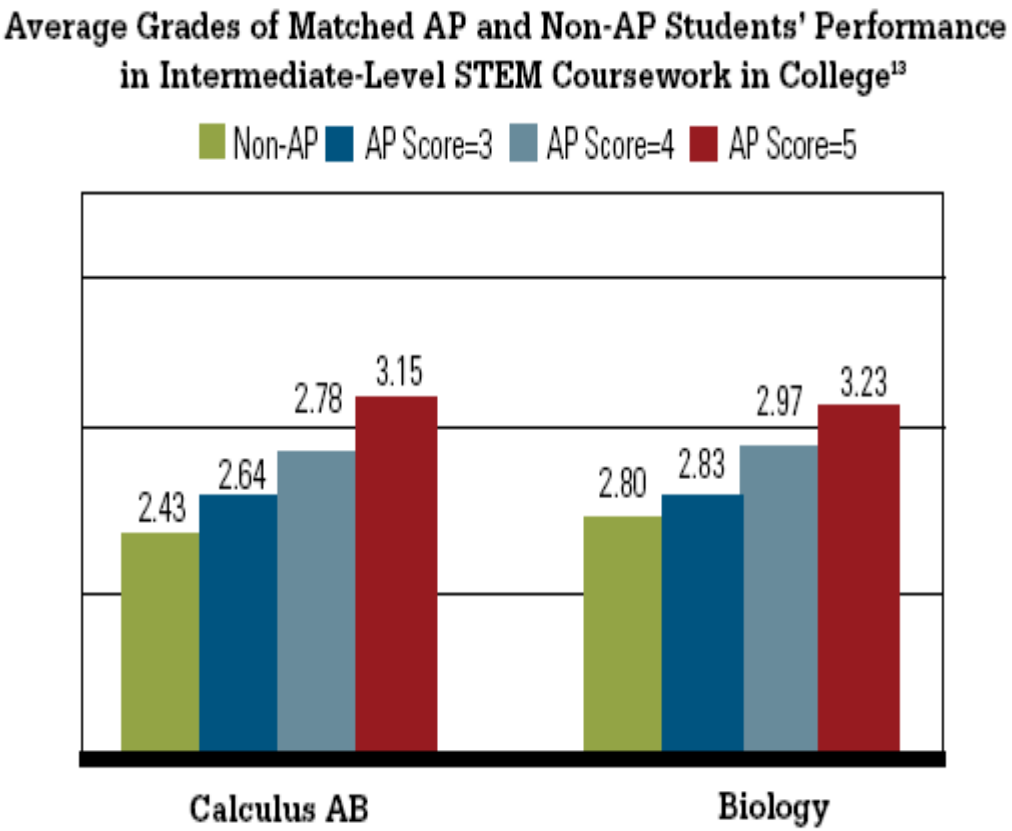
**Institutions listed are those that participated in the 2007 study*
***Indicates institutions that participated in both the 1998 and 2007 studies*

Morgan and Klaric: Grade Point Averages of AP and Non-AP Students

- AP students who scored a 3 or higher on AP Exams outperformed matched non-AP students



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Source: Morgan and Klaric, 2007

Morgan and Klaric: Trends in Course Taking

Amount of College Course Work in a Closely Related Discipline

AP Exam	AP Students Taking at Least One Course in a Related Area (%)	Non-AP Students Taking at Least One Course in a Related Area (%)	All AP Students: Number of Courses in Related Areas	All Non-AP Students: Number of Courses in Related Areas
U.S. History	61	70	1.7	1.6
Art History	45	14	1.5	0.3
Art–Drawing	36	9	4.4	0.3
Art–General	43	9	4.4	0.3
Biology	63	59	4.5	2.6
Chemistry	71	56	5.5	2.7
Computer Science A	58	28	3.7	0.9
Computer Science AB	56	28	4.9	0.9
Microeconomics	74	46	2.6	1.2
Macroeconomics	68	46	2.1	1.2
English Language and Composition	96	92	3.3	3.1
English Literature and Composition	83	96	3.2	3.3
European History	59	59	1.9	1.3
French Language	56	13	2.2	0.4
French Literature	59	13	2.2	0.4
German Language	54	7	2.5	0.2

Amount of College Course Work in a Closely Related Discipline

AP Exam	AP Students Taking at Least One Course in a Related Area (%)	Non-AP Students Taking at Least One Course in a Related Area (%)	All AP Students: Number of Courses in Related Areas	All Non-AP Students: Number of Courses in Related Areas
U.S. Government and Politics	60	70	2.8	2.3
Comparative Government and Politics	51	63	2.7	2.2
Latin*	25	13	0.9	0.2
Calculus AB	84	90	7.7	5.7
Calculus BC	89	90	10.7	5.7
Music Theory	56	30	10.1	1.0
Physics B	72	59	8.2	4.2
Physics Mechanics	70	59	10.0	4.2
Physics E & M	80	59	11.3	4.2
Psychology	68	61	3.2	1.7
Spanish Language	44	27	1.9	0.8
Spanish Literature	50	27	2.2	0.8

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Source: Morgan and Klaric, 2007

Morgan and Klaric: Underrepresented Students Majoring in STEM Disciplines

	Female Students Who:		African-American Students Who:		Hispanic Students Who:	
Course	Took AP & Chose Major	Did Not Take AP & Chose Major	Took AP & Chose Major	Did Not Take AP & Chose Major	Took AP & Chose Major	Did Not Take AP & Chose Major
Biology	20%	6%	18%	6%	16%	4%
Chemistry	15%	1%	14%	2%	13%	2%
Computer Science	11%	1%	14%	2%	17%	2%
Calculus AB	11%	4%	21%	9%	23%	8%
Calculus BC	16%	4%	28%	9%	23%	6%
Physics B	16%	3%	31%	7%	25%	8%
Physics C: Mechanics	22%	3%	29%	6%	41%	7%
Physics C: Electricity & Magnetism	25%	2%	48%	6%	47%	7%

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Source: Morgan and Klaric, 2007

Hargrove, Godin, and Dodd: College Outcomes Among Three Student Groups

- 2007 statewide study of public four-year institutions in Texas
- Provides an extensive comparison of students' performance on several college outcomes (first and fourth-year GPA and 4-year graduation status) among three groups:
  - Students who took the AP course and exam
  - Students who took only the AP course
  - Students who took standard high school courses but not AP
- Controls for SAT scores and SES (as measured by Free or Reduced Price Lunch status)

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Source: Hargrove, Godin and Dodd,2008

Hargrove, Godin and Dodd: Results

- The “AP course and exam” group significantly outperformed the “standard high school courses” group on all college outcomes in all years, after statistically controlling for SAT scores and SES.
- The “AP course and exam” group also significantly outperformed the “AP course only” group on all college outcomes.

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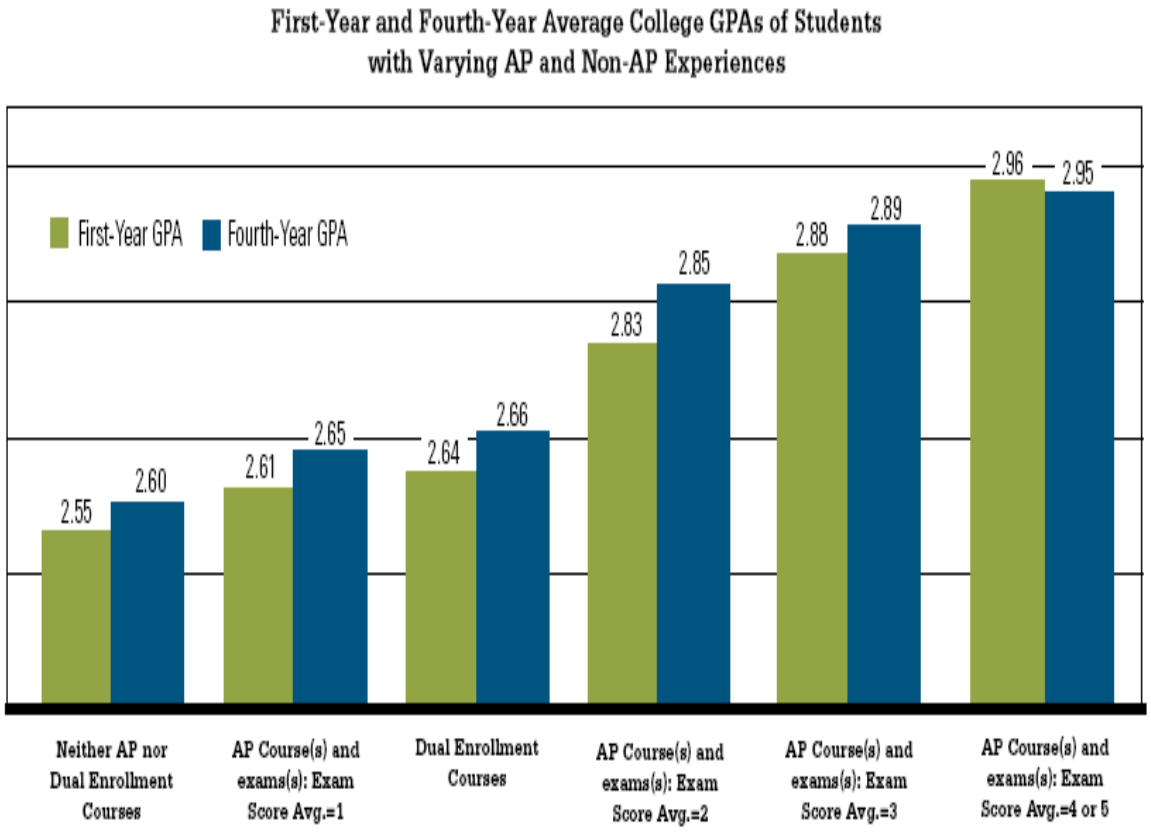
Source: Hargrove, Godin and Dodd, 2008

Hargrove, Godin and Dodd: College Grade Point Averages

- AP students who scored a 1 on AP Exams outperformed students who had taken neither AP nor dual enrollment
- AP students who scored a 2 or higher on AP Exams outperformed all students



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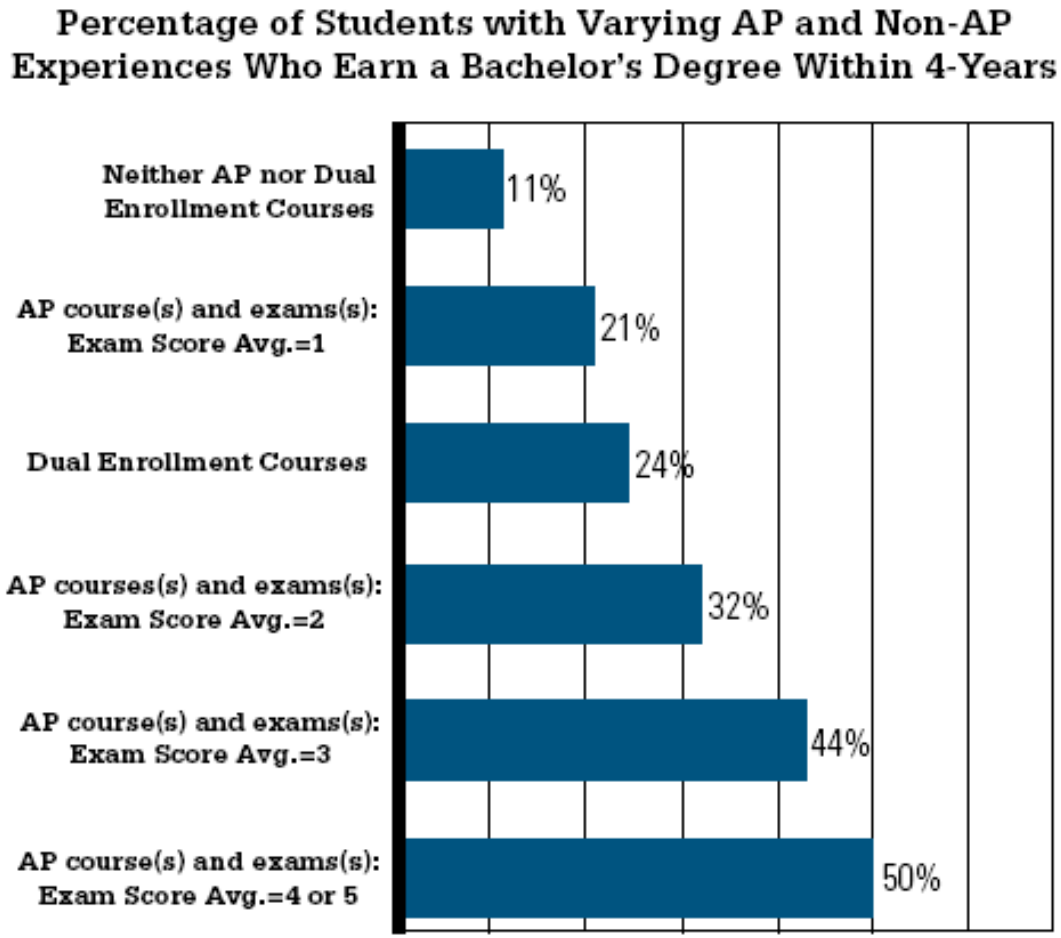
Source: Hargrove, Godin and Dodd, 2008

Time to Degree



Students who scored a 3 or higher on an AP Exam were more likely than other students to earn a bachelor's degree within 4 years.

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Source: Hargrove, Godin & Dodd (2008)

Dougherty, Mellor and Jian: Time to Graduation

- 2006 statewide study in Texas
- Followed a cohort of students from 1994 (8th grade) to 2003 (five years after enrolling in college)
- Students who were enrolled in public colleges and universities in Texas
- Focused on likelihood of students graduating from college within five years of enrolling

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Source: Dougherty, Mellor and Jian, 2006

Dougherty, Mellor and Jian: Results

- AP students who were exempted from the introductory course generally did at least as well, if not better, in the subsequent course as those who took the introductory course
- Students who score a 3 or higher on an AP Exam are more likely to graduate from college in five years or less compared to non-AP students

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Source: Dougherty, Mellor and Jian, 2006

Dougherty, Mellor and Jian: Results

College Graduation Rate differences between "matched" AP and non-AP students*

Student Demographic	AP Exam Grade of 3 or higher
African-American	28% higher
Hispanic	28% higher
White	33% higher
Low-Income	26% higher
Not Low-Income	34% higher

**Students who scored a 3 or higher on AP Exams*

Source: Dougherty, Mellor and Jian, 2006

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AP and College Success

- Research continues to suggest that AP Exam grades of 3 or higher are consistently predictive of student college success
- Emphasis should be on strong partnerships between K-12, higher education, states and College Board to help more students earn grades of 3 or higher
- College Board believes that willing and academically prepared students should be encouraged and supported in taking on the challenge of college-level courses in high school
- Students **may** experience college success regardless of exam grade

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Sources

- *College Board / AP Program*
- *AP Report to the Nation 2009*
- *College Board Staff Data Resource Software (SDRS)*
- *Dougherty, Chrys, Lynn Mellor and Shuling Jian. 2006. The Relationship Between Advanced Placement and College Graduation. 2005 AP Study Series, Report 1. National Center for Educational Accountability.*
- *Gonzalez, E., O'Connor, K., & Miles, J. (2000). How well do Advanced Placement students perform on the TIMSS Advanced Mathematics and Physics Tests? Chestnut Hill, MA: The International Study Center, Lynch School of Education, Boston College.*
- *Organisation for Economic Co-Operation and Development (OECD) 2003*
- *Programme for International Student Assessment (PISA) 2006 database*
- **Morgan, Rick and John Klaric. 2007. AP Students in College: An Analysis of Five-Year Academic Careers. Research Report No. 2007-4. The College Board: New York, NY.*
- **Hargrove, Linda, Donn Godin and Barbara Dodd. 2007. College Outcomes Comparisons by AP and Non-AP High School Experiences. Research Report No. 2008-3. The College Board: New York, NY.*

** Available on collegeboard.com/research*

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National Council of State Supervisors for Languages
NCSSFL

http://ncssfl.org

February 24, 2009

Paula Compton, Ph.D.
Ohio Board of Regents
30 E. Broad Street, Floor 36
Columbus, OH 43215-3414

Dear Dr. Compton,

As President of the National Council of State Supervisors for Languages, I support the Ohio Board of Regents' AP policy for World Language and Literature exams. A score of 3 should enable a student to earn **at least** the credit for the beginning sequence of language instruction and placement into the intermediate level. Scores of 4 or 5 should yield credit for the beginning sequence and higher placement into the intermediate language sequence.

Marcia Wilbur of the College Board spoke at our annual NCSSFL business meeting in November. She stated that AP World Language and Literature exams target intermediate-level language proficiency. Consequently, your policy maintaining that students who earn a 3 or better should be placed into **at least** the first intermediate-level course is a step in the right direction. If a student earns at least a 3 on both the Language and Literature AP exams, credit for the beginning sequence and higher placement into the intermediate sequence should result.

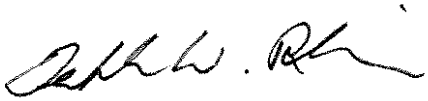
This practice will ensure that students receive consistent **credit** across Ohio IHEs for successful results on AP Language and Literature exams. To ensure correct **placement,** I recommend that language department faculty advisors work with individual students to match attained level of proficiency with the correct course in the intermediate sequence.

Your detailed guidance on each language and literature exam concerning credit and placement are in keeping with national directions on this issue. Yet, Ohio's AP Language and Literature exam policy falls a bit short of College Board's own recommendations. Therefore, I also recommend that data on this credit and placement policy be collected over the next few years. Evidence will show whether these present policy recommendations confer enough credit and place students appropriately into the intermediate language sequence.

Deborah W. Robinson, NCSSFL President
Ohio Department of Education
debbie.robinson@ode.state.oh.us
Phone: 614-995-0232 Fax: 614-387-0421

As you are well aware, the purpose of AP is to afford learners the opportunity to earn college credit, thus saving both parent and taxpayer money and to allow learners to build advanced knowledge and skills once in college. The Ohio Board of Regents' AP policy recommendations represent a positive step to meet these goals.

Cordially,



Deborah W. Robinson, Ph.D.
NCSSFL President
World Languages Consultant, ODE

Deborah W. Robinson, NCSSFL President
Ohio Department of Education
debbie.robinson@ode.state.oh.us
Phone: 614-995-0232 Fax: 614-387-0421

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 18-Mar-09 Curriculum Bulletin _____

Effective Date ~~Spring 2010~~ Fall 2009 Approved by EPC _____

Department	Regional Campuses
College	CT - Technology
Degree	AAS - Associate of Applied Science Pre-Major
Program Name	**Computer Design and Animation** Program Code **CDA**
Concentration(s)	Concentration(s) Code(s)
Proposal	Revise Program

Description of proposal:
Change the name of the Computer Design and Animation to Computer Design, Animation and Game Design.

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):
Tuscarawas Campus FAC, COT Applied Science & Technology Division, COT Curriculum Committee

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REQUIRED ENDORSEMENTS

Verna M Fitzsimmons/dmt 3/23/09
Department Chair / School Director / Campus Dean

Verna M Fitzsimmons 3/23/09
College Dean

Gregg L Andrews/egl 3/23/09
Executive Dean of Regional Campuses / Dean of Graduate Studies

_____ ___/___/___
Senior Vice President for Academic Affairs and Provost

INTERDEPARTMENTAL CORRESPONDENCE
KENT STATE UNIVERSITY
REGIONAL CAMPUSES
COLLEGE OF TECHNOLOGY

DATE: March 18, 2009
TO: Dr. Therese E. Tillett
Director of Curriculum Services
Kent State University

FROM: Chitra Rajagopal, Lead Faculty
EERT, EIRT and CDAT curriculum group

SUBJECT: Name change of the AAS (Associate of Applied Science) degree in Computer Design and Animation Engineering Technology.

Program revision requested:

Change the name of the Associate of Applied Science degree in Computer Design and Animation to Computer Design, Animation and Game Design.

Rationale for Action:

The proposed action is to change the name of Associate of Applied Science degree in Computer Design and Animation to Computer Design, Animation and Game Design.

Originally the proposed change to Computer Design, Animation and Gaming was first submitted and approved by EPC during the January 26 meeting. During the March 18 meeting, the KSU board of trustees expressed concern over the use of gaming in the degree title. They recommended to replace the gaming word with game design. Accordingly, the only proposed change from the previously submitted material is to make the name change read Computer Design, Animation and Game Design.

It was reported recently, that the game design industry is the fastest growing industry in the United States. While it currently exceeds the total movie industry, it is expected to become a 74 Billion dollar industry by 2012. Nearly four-fold of what is today. Colleges across the country, as well as various schools within Kent State are gearing up to modify their curricula to include Game Design and Development.

The COT faculty has introduced the game design component to the existing courses over the past three years.

This request is crucial to maintaining the currency and the competitiveness of the degree program.

This request of name changing of the AAS degree program will reflect more accurately its actual focus and related course contents

Curricular Bodies That Have Reviewed and Approved This Action

Approved, EERT/CADT Curricular Group	March 18, 2009
Approved, Applied Science and Technology Program Area	3/19/09
Approved, College Curriculum Committee	3/20/09

KENT STATE UNIVERSITY

OFFICE OF THE PROVOST

TO: Educational Policies Council

FROM: Robert G. Frank, Provost

SUBJECT: Agenda for Monday, 27 April 2009
Kent Student Center, Room 204, 3:20 p.m.

DATE: 20 April 2009

In the event that any of the hyperlinked proposals require corrections or create 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, 24 April, to ensure that the materials are available at the meeting for review.

Please note that this agenda is divided into two parts: graduate and undergraduate. This style is a predecessor to when the Educational Policies Council will be divided into two councils, graduate and undergraduate, with two separate meetings, beginning August 2009.

ACTION ITEM

1. Approval of minutes of 23 February 2009.
   Attachment 1

GRADUATE COUNCIL

ACTION ITEM

College of Communication and Information

1. Oversight transfer of the Communication Studies [COMM] major within the Doctor of Philosophy [PHD degree from the School of Communication Studies to the College of Communication and Information. The move will allow expanded participation from all schools in the college.
   Effective Fall 2009 ***Associate Dean LuEtt Hanson***
   Attachment 2: Proposal | Catalog Copy

INFORMATION ITEMS

College of Arts and Sciences

Department of Geography

1. Establishment of a memorandum of agreement with National Taichung University (Taiwan) for eligible students at both universities to earn both a Master of Arts degree in Geography at Kent State and a Master of Education from the Department of Social Science Education at National Taichung University.
   Effective Fall 2009
   Attachment 3

INFORMATION ITEMS *continued*

Graduate School Education, Health and Human Services

Department of Teaching, Leadership and Curriculum Studies

2. Establishment of a Community College Leadership post-baccalaureate [C619] and post-master's [C830] certificate. Total credit hours to program complete are 15.
Effective Spring 2010
Attachment 4

College of Public Health

3. Program development plan to be sent to the Ohio Board of Regents for preliminary approval to establish a Master of Public Health degree.
Attachment 5

4. Program development plan to be sent to the Ohio Board of Regents for preliminary approval to establish a PhD degree in Public Health.
Attachment 6

DISCUSSION ITEMS

1. Criteria for teaching at the graduate level: Department Handbooks define the criteria for promotion and tenure; however, what, if any, standards exist across Kent State for awarding graduate teaching status? If not, should there be?

2. Review of policy on role and status of graduate student appointees, specifically the current deadline of April 1 to give notice to students of reappointment or non-reappointment.

3. Development of a policy regarding who is able to chair a dissertation. Can a faculty member still chair the dissertation if no longer in the department? Can a faculty member still chair a dissertation if retired?

LESSER ACTION ITEM

Graduate School of Management

Department of Finance

1. Revision of the admission policy for the Financial Engineering [FEM] major within the Master of Science [MS] degree. The minimum TOEFL (Test of English as a Foreign Language) score is lowered from 550 to 525 (with corresponding levels for different tests and variations of the TOEFL) to be consistent with the university minimum standard.
Effective Fall 2009

UNDERGRADUATE COUNCIL

ACTION ITEMS

Office the Provost

1. Revision of the Liberal Education Requirements as recommended by the LER Core Committee.
Effective Fall 2009 ***Senior Associate Provost Timothy J.L. Chandler***
Attachment 7: Recommendation | Appendices

ACTION ITEMS *continued*

University Requirements Curriculum Committee

2. Establishment of Writing-Intensive Course (WIC) status for ARCH 3022 Urban Design and Urban Writing, which has changed its title to Urban Design Discourse.
   Effective Fall 2009 ***URCC Chair Donald R. Williams***
   Attachment 8

College of Public Health

3. Establishment of a Bachelor of Science in Public Health [BSPH] degree and 15 new courses with the new PH course subject. Total credit hours to program completion are 122-125.
   Effective Fall 2010 ***Provost Robert G. Frank***
   Attachment 9: Proposal | Letters of Support | Assessment Plan | New Courses

INFORMATION ITEMS

College of Arts and Sciences

Department of Justice Studies

1. Establishment of an articulation agreement between the Department of Justice Studies and Jefferson Community College whereby students earning an Associate of Applied Science degree in Criminal Justice at Jefferson will be able to matriculate into the Justice Studies [JUS] major within the Bachelor of Arts [BA] degree at the East Liverpool campus.
   Effective Fall 2009
   Attachment 10

College of Education, Health and Human Services

Department of Teaching, Leadership and Curriculum Studies

2. Establishment of a Memorandum of Understanding between the Department of Teaching, Leadership and Curriculum Studies and the Geauga campus to offer the Middle Childhood Education [MCED] major within the Bachelor of Science in Education [BSE] degree on the Geauga campus.
   Effective Fall 2009
   Attachment 11

LESSER ACTION ITEMS

College of Architecture and Environmental Design

1. Revision of the program requirements for the Architectural Studies [BACS] major within the Bachelor of Arts [BA] degree. ARCH 45204 is replaced with ARCH 20201 as a requirement. Total credit hours to program completion are unchanged at 125.
   Effective Fall 2009

College of the Arts

School of Music

2. Revision of the grade standard for students in an undergraduate major or minor in the School of Music. The minimum grade that students must earn in all MUS courses to be counted toward graduation changes from C (2.0) to C- (1.70). Exception is MUS 49525 (required in the Music Education major), which must be completed with a minimum C (2.0) grade for graduation and teacher licensure.
   Effective Fall 2009

LESSER ACTION ITEMS *continued*

College of Communication and Information

School of Journalism and Mass Communication

3. Removal of a school requirement in the Undergraduate Catalog. The sentence "The maximum JMC credits permitted are 44 hours" is deleted.
Effective Fall 2009

4. Revision of the admission policy for the following Bachelor of Science [BS] degree programs: Advertising [ADV], Electronic Media [ELMD], News [NEWS], Public Relations [PR] and Visual Journalism [VJNL]. New students (freshmen and transfer) will be admitted directly in their chosen major as opposed to the current practice of being admitted into the Pre-Journalism and Mass Communication [PJMC] major. The pre-JMC major will be used for current Kent State students with a 2.0 to 2.74 GPA who wish to change to a JMC major.
Effective Fall 2009

College of Technology

5. Revision of the name of the Computer Design and Animation [CDA] concentration in the Technology [TECH] major within the Bachelor of Science [BS] degree. Name changes to Computer Design, Animation and Game Design [CDAG].
Effective Fall 2009

Regional Campuses

6. Revision of the program requirements for the Bachelor of Radiologic Imaging Sciences Technology [BRIT] degree. MATH 11009 is removed as an option, and required RIS 44043 increases by 1 credit. Total credit hours to program completion increase, from 134 (option 1), 121 (option 2), 121 (option 3) to 135 (option 1), 122 (option 2), 122 (option 3).
Effective Fall 2010

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 Fall 2009

ARCH 30022 Urban Design and Urban Writing (3) to:
Urban Design Discourse ..... TaPW

ATTR 35040 Strength and Conditioning I (1) ..... New

Course Changes Effective Spring 2010

ARCH 20201 Beyond Western Architecture (3) ..... P

OCAT 21095 Special Topics in Occupational Therapy Assistant Technology (1-4) ..... New

OCAT 21096 Individual Investigation in Occupational Therapy Assistant Technology (1-3) ..... New

PTST 21095 Special Topics in Physical Therapist Assistant Technology (1-4) ..... New

PTST 21096 Individual Investigation in Physical Therapist Assistant Technology (1-3) ..... New

Course Changes Effective Spring 2010 *continued*

SPED	43316	Preschool Education of the Hearing Impaired (3) to: Early Childhood Deaf Education: Family and Child Service Provision	TaPD
SPED	53316	Preschool Education of the Hearing Impaired (3) to: Early Childhood Deaf Education: Family and Child Service Provision	TaPD

Course Changes Effective Fall 2010

ARTC	25701	Introduction to Jewelry/Metals for Non-Majors (3)	New
ARTC	45704	Advanced Studio: Jewelry/Metals/Enameling (3)	R
CI	67224	Teaching Mathematics Using Computers and Calculators (3)	PC
CI	77224	Teaching Mathematics Using Computers and Calculators (3)	New
FDM	25011	Fashion Branding (3)	New
FDM	35902	European Fashion Marketing (3)	New
FDM	35903	European Fashion Marketing Seminar (3)	New
FDM	35904	European Fashion Design (3)	New
FDM	35905	European Fashion Design Seminar (3)	New
PH	10001	Introduction to Public Health (3)	New
PH	10002	Introduction to Global Health (3)	New
PH	20003	Public Health Policy and Decision-Making (3)	New
PH	20004	Public Health Research (3)	New
PH	20005	Social and Behavioral Science Theories (3)	New
PH	20007	Prevention and Control of Diseases (3)	New
PH	20012	Public Health Microbiology (3)	New
PH	30001	Essentials of Epidemiology (3)	New
PH	30002	Introductory Biostatistics (3)	New
PH	30003	Public Health Strategies (3)	New
PH	30006	Environmental Health Science (3)	New
PH	40092	International Health Practicum (3)	New
PH	44000	Health Disparities (3)	New
PH	44001	Integrative Seminar in Public Health [WIC] (3)	New
PH	44092	Internship in Public Health (12)	New
RIS	44043	Radiation Therapy Principles/Practice III (2) to: (3)	HPDc

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

EDUCATIONAL POLICIES COUNCIL
Minutes of the Meeting
Monday, 30 March 2009

Ex-officio Members present: Provost Robert G. Frank; Executive Dean Gregory L. Andrews; Deans John R. Crawford, James E. Dalton, Laura Cox Dzurec, Verna M. Fitzsimmons, Jeffrey W. Fruit, Evelyn S. Goldsmith, Robert B. (Yank) Heisler, Jr., Daniel F. Mahony, Gary M. Padak, Mark W. Weber, Donald R. Williams; dean representative Mary Ann Haley for Timothy S. Moerland.

Faculty Senate-Appointed Representatives present: Paul P. Abraham, Donald (Mack) Hassler, Min He, Barbara J. Hipsman-Springer, Thomas Janson, Erica B. Lilly, Mandy Munro-Stasiuk, Fred T. Smith, Lowell S. Zurbuch

Faculty Senate-Appointed Representatives not present: James A. Tyner

Faculty Senate Appointed Alternates present:

College Curriculum Committee Representatives present:, David A. Dumpe, Diana L. Fleming, Bruce J. Gunning, John W. Hawks, Shawn Simmons, Stephen M. Zapytowski

College Curriculum Committee Representatives not present: E. Thomas Dowd, Charles L. Harker

Observers present:

Observers not present: Sean Mostov, Katie Purcell

Consultants and Guests Present: Susan Augustine, Nancy E. Barbour, Kamal Bichara, Regina Garcia Cano (Daily Kent Stater), Timothy J. Chandler, Dale H. Curry, Lisa N.H. Delaney, Mary M. Dellman-Jenkins, Louise Ditchey, LuEtt Hanson, Barbara Miller, Nancy Mitchell, Daniel Roland, Carolyn Sampson, Therese E. Tillett, Donald Wicks

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Vice President and Provost Robert G. Frank called to order the Educational Policies Council at 3:21 p.m., Monday, 30 March 2009, in Room 204 of the Kent Student Center.

Action Item 1: Approval of the minutes of 23 February 2009.
Provost Frank moved approval of the minutes, seconded by Faculty Senate Chair Thomas Janson. Associate Professor Erica B. Lilly, pointed out that there was a typographical error in the first sentence of Information Item 1. She asked that the word “it” before “master’s program” be made “its”. The sentence is corrected to read: The member who raised the item said that it appeared that the college was making its master’s program larger and making it a Doctor of

Nursing Practice (DNP) program and asked what would be done with the Master of Science in Nursing degree program.

With no further corrections or comments, the motion passed unanimously.

Action Item 2: Name of Libraries and Media Services changes to University Libraries (UL). Course subject changes from LMS to LIB.

Dean Mark W. Weber stated that rationale for the name change is that with the departure of the media department to the College of Communication and Information, the libraries are no longer involved in the media business and the name change more accurately reflects the purpose of the unit.

Curriculum Services Director Therese E. Tillett asked that Dean Weber send her a list of faculty and staff that will need to be moved into the new unit so that it is properly documented in Banner. Dean Weber replied that he would do so. Assistant Professor Shawn Simmons asked about the difference between the designations UL and LIB. Dean Weber explained that UL is the abbreviation for the unit University Libraries, while LIB is the course subject to be used for the units courses. After the discussion, Dean Weber moved approval of the item which was seconded by Assistant Professor Bruce Gunning. With no further discussion the item passed unanimously.

Action Item 3: Establishment of a Center for the Study of Information and Religion.

Dean Jeffrey W. Fruit moved for approval and stated that the College of Communication and Information would like to establish a Center for the Study of Information and Religion and moved approval of the item. Associate Professor Lilly said that she noticed that the budget for the center does not have any money set aside for library support and asked if the areas are currently supported. Associate Professor Donald Wicks explained that there is not a lot of materials in the area and believed that the budget was sufficient. He added that the members of the center are hoping to create materials for the field. With no further discussion, Associate Professor Lilly seconded the motion, which passed unanimously.

Action Item 4: Reorganization of the College of Education, Health, and Human Services.

Dean Daniel F. Mahony explained that a reorganization has been discussed since the merge of the College of Education with some departments from the College of Fine and Professional Arts. The reorganization would move the college from three departments and three schools to four departments. He added that the current structure is based more in the college's history than what makes sense.

Associate Professor Lowell Zurbuch asked what the issues with the reorganization within the college have been. Dean Mahony stated that when he assumed the position of dean he spoke with faculty members regarding any issues. He said that there is a strong consensus and that he would not move forward with the reorganization if it was not well supported.

Dean Mahony moved approval of the item, seconded by Instructor Diana Fleming. The item passed unanimously.

Action Item 5: Establishment of an International Institute for Human Service Workforce Research and Development.

Dean Mahony turned the floor over to Associate Professor Dale Curry to explain the item before the members. Associate Professor Curry explained that this is an effort to professionalize the field of child and youth development. There are now a unified set of competencies within the United States and Canada, which Kent State University took part in developing. These competencies are defined by the body of knowledge about the field not the age of the children being studied. One of

the efforts to advance the field was to develop a partnership among universities. It was logical that Kent State University be included because there is already a working relationship.

Provost Frank asked about the significance of an international institute. Associate Professor Curry stated that the child and youth care field has a lot of collaboration happening right now. There is also a growth of human service training and development; therefore, it was felt that this should not be limited to the United States and advantage should be taken of what already exists worldwide. Provost Frank stated that the university does not use the terms “center” and “institute” consistently. He added that most places use “institute” to indicate it is across campus, while “center” is used to indicate it is housed within one college. Associate Professor Curry stated that this institute would go outside of the college and actually have an international setting. Dean Donald R. Williams agreed with Provost Frank by saying that the terms are defined in policy but are not applied consistently. Provost Frank said that, with no reflection on the proposal before the council, there will need to be a common motion to review the policy at a later time. Associate Dean Mary Ann Haley added that as far as the title “institute” goes, she wondered if Associate Professor Curry had contacted either the psychology and/or sociology departments; she added it would then cross colleges. Associate Professor Curry replied that it was a great idea.

Associate Professor Lilly asked which new department the institute would be housed in within the College of Education, Health and Human Services. Associate Professor Curry replied that it would be housed in the School of Lifespan Development and Educational Sciences. Associate Professor Lilly then asked if the institute would be teaching courses or offering a degree. Associate Professor Curry stated that the institute would be conducting research.

Chair Janson asked for confirmation that the institute would be established for fall 2009. Associate Professor Curry answered in the affirmative.

Dean Mahony moved for approval of the item, seconded by Instructor Diana Fleming. The item passed unanimously.

Action Item 6: Establishment of a combined baccalaureate/master’s degree program: Gerontology and Nursing Home Administration [GNHA] concentration in the Human Development and Family Studies [HDFS] major within the Bachelor of Science [BS] degree combined with the Master of Business Administration [MBA] degree.

Academic Program Director Louise Ditchey stated that the two colleges (Business Administration and Education, Health and Human Services) are proposing a combined degree in which undergraduate students can take 12 hours toward their master’s degree in their senior year, which would allow them to have earned both degrees in five years. Professor Mary M. Dellman-Jenkins further elaborated that, currently, the accrediting body for the Nursing Home Administration concentration is concerned with the students’ business management skills upon graduation. This proposal would remedy that. Professor Dellman-Jenkins added that she took a quick survey of constituents in the area, and they thought the combined degree was a wonderful idea.

Assistant Professor David A. Dumpe asked if there would be a problem with the accrediting agency for the Master of Business Administration degree. Academic Program Director Ditchey replied in the negative, saying there were no problems at all.

Dean Mahony moved approval of the item, seconded by Dean Robert B. (Yank) Heisler, Jr. The item passed unanimously.

Information Item 1: Ohio Board of Regents directive regarding the acceptance of advanced placement test scores.

Advisor Coordinator Barbara Miller, representing the Office of the University Registrar's Transfer Center, stated that a year ago the Ohio Board of Regents (OBR) and Chancellor Fingerhut developed a directive to award students credit for receiving a score of 3 or better on an Advanced Placement (AP) exam. Kent State University typically accepted scores in the 4 to 5 range with some 3 scores being accepted.

Provost Frank asked for clarification that this was just and information item, and the university has no choice but to accept this. Coordinator Miller answered in the affirmative.

Professor Fred T. Smith asked why the Art History course that is listed was selected. Coordinator Miller explained that OBR gave each institution a directive to choose a course based on a description, and that course was chosen. Professor Smith stated that it was one of a two-course sequence and that the Art Survey course would have been more appropriate. Coordinator Miller said that "OBR gave us a description and we had to use as many Transfer Articulation Guide (TAG) courses as possible." Professor Smith said that there is also a drawing course on the list that develops skills that are essential for later course work. Not taking the course may adversely affect students later on. He asked if there was a way to appeal OBR's directive to make the accepted AP score a 4. Coordinator Miller said that there was no leeway given that she is aware of, but advisors can strongly recommend to those students that they take the Kent State course instead of accepting credit. Chair Janson added that the Department of Music has courses listed with a score, however, students do not receive credit. Others say "none" regarding credit but in the placement area it says "see department". He asked if that means that departments can test from the start and not accept AP. Coordinator Miller replied that everything that has been done up to this time has been controlled by the chairs. Chair Jason added that these are skill-based courses in music, these are oral, students may not do well in the next semester if they are not properly prepared. Coordinator Miller replied that, as an advisor, she could not think of a better time to tell the student to take the course. She added that OBR will be evaluating subsequent coursework for the next three years. Provost Frank added that the university should be evaluating the new directive as well.

Information Item 2: Kent State Board of Trustees revised the name of the Computer Design and Animation Engineering Technology [CDAT] major to be Computer Design, Animation and Game Design [CDAG].

Provost Frank explained that the Board felt that the term "Game Design" was better than "Gaming" from a marketing perspective.

Other items

Dean Gary M. Padak asked that there be some discussion regarding the changes in the developmental math courses. Department Chair Andrew M. Tonge said that this revision is the latest in a succession for the developmental math program. Three years ago, the Department of Mathematical Sciences implemented the modular program to test proficiency to ensure a reasonable chance of success. However, he said, the five week courses were logistically problematic, especially on the Regional Campuses, so these changes are to try to correct this. Provost Frank asked if this proposal is what people feel is the best solution. Chair Tonge answered in the affirmative.

Announcement

Regarding the new structure of the Educational Policies Council (approved by the Board of Trustees in March), Chair Janson informed the council that for April and May, there will be two menus on the Educational Policies Council agenda. The graduate proposals will appear first, and

then the undergraduate proposals. He said that the council will continue to meet as an entire body for now but the goal for next fall is to meet at the same time in close proximity to one another; but not together. He said that Curriculum Services Director Tillett was working on the logistics. Chair Janson stated that the membership will be kept at 50 percent faculty and 50 percent administration. He added that he would like more faculty to come from the Regional Campuses because he believes that new ideas will spring from them. Associate Dean Haley asked what if someone needs to be present at both meetings. Chair Janson replied that it is mandatory, in his mind, that every unit is represented at both meetings. Dean Evelyn S. Goldsmith added that there are options for positions in which there is only one person, the Provost for example, for there to be an alternate representative. She added that departments have held elections for those representatives who will be attending for the next two months.

Chair Janson said that it would be possible to meet in the same room, like small groups when teaching, in which case the members would be able to confer with each other. Provost Frank asked if the council could meet on different days. Chair Janson replied that he would rather not see that happen in case someone cannot attend the other day. Professor Hipsman-Springer said that she thought that the goal was to have smaller groups. Chair Janson said that it had been considered to meet on different Mondays, but it ties up another Monday, and it would be preferable to have only one EPC meeting per month. If EPC is twice a month, he said, the same person would probably be attending both. Provost Frank reminded the council that the structure can be changed later if it needed to be.

The meeting was adjourned at 3:50 p.m.

Respectfully submitted,

Lisa N.H. Delaney
Academic Program Coordinator, Curriculum Services
Office of the Provost

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 20-Jan-09 Curriculum Bulletin _____

Effective Date Fall 2010 Approved by EPC _____

Department	COMM
College	CI - Communication and Information
Degree	PHD - Doctor of Philosophy
Program Name	**Communication Studies** Program Code **COMM**
Concentration(s)	Concentration(s) Code(s)
Proposal	Revise Program

Description of proposal:
Move the administrative housing of the PhD in COMM to the college level in CI to expand participation to all schools in the college.

Does proposed revision change program's total credit hours? ☐ Yes ☒ No
Current total credit hours: 45 Proposed total credit hours 45

Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):
Revised administrative procedures are described in the proposal.

Units consulted (other departments, programs or campuses affected by this proposal):
The four schools in CI--COMM, JMC, LIS and VCD--have endorsed this proposal.

REQUIRED ENDORSEMENTS

Department Chair / School Director / Campus Dean — 4/1/09

College Dean — 3/18/09

Executive Dean of Regional Campuses / Dean of Graduate Studies — ___/___/___

Senior Vice President for Academic Affairs and Provost — ___/___/___

TRANSMITTAL MEMO
COLLEGE OF COMMUNICATION AND INFORMATION
Kent State University

TO: Therese E. Tillett, Director of Curriculum Services

Evelyn Goldsmith, Dean of Graduate Studies

FROM: LuEtt Hanson, Associate Dean

SUBJECT: Curriculum Proposals

DATE: April 1, 2009

I am forwarding to you for inclusion on the next EPC/Graduate Council agenda supporting materials for the following program proposal:

CCI Revision of the PhD Program to move administrative housing from COMM to the college office

This proposal has been approved by the following bodies:

Communication Studies FAC

Journalism and Mass Communication FAC

Library and Information Science FAC

Visual Communication Design FAC

College of Communication and Information CCC

Please let me know if I can provide additional information or documentation.

Proposal Summary

Title: Revise PhD Degree in Communication Studies

Subject Specification: Move the administrative housing of the PhD in Communication Studies to the college level in CCI and expand participation to all four CCI schools (COMM, JMC, VCD, LIS).

Background Information:
The evolution of computer-mediated communication and digital information systems has narrowed traditionally held differences among the academic disciplines represented within the College of Communication and Information (CCI). In 2002, Kent State responded to this changing landscape by creating a new college for the purpose of facilitating cooperation among the Schools of Communication Studies (COMM), Journalism and Mass Communication (JMC), Library and Information Science (LIS), and Visual Communication Design (VCD). The new administrative unit provides a unified structure that promotes research, teaching, and application of the scientific, humanistic, psycho-social and visual communication principles of communication and information in the digital age.
CCI is one of only a handful of similarly organized colleges of communication and information in the United States. As such, it is in a position to assume leadership in research, teaching, and application related to changes in the information and communication landscape and to better enhance Ohio's response to the new and growing information economy.

Key to the success of CCI and its component schools is collaboration by faculty members across traditional disciplinary lines. Such interdisciplinary work is already taking place on specific projects related to patterns of use of the digital media, in health information literacy, in information usability, in information architecture, and in visual communication.

These research and creative projects also provide a demonstration of the blurring of established theoretical and research paradigms in the component schools. They suggest the need for development of new or hybrid paradigms that capture more fully the information and communication practices in a digital environment.

Description of Action and Intended Effect

Broadening the already successful doctoral program, currently housed in COMM, would be a catalyst for new curriculum and research initiatives within CCI. Doctoral students working in an expanded program would provide fresh perspectives on important research questions, as well as contributing time and energy to research teams. Faculty participating in such a program also would be encouraged to view their work through interdisciplinary lenses.

Conformity of Action with Mission of Sponsoring Unit

The College of Communication and Information (CCI) is composed of four Schools: Communication Studies, Journalism and Mass Communication, Library and Information Science, and Visual Communication Design. It also includes the interdisciplinary program of Information Architecture and Knowledge Management. Within these disciplines, students are served by course offerings and other instructional and scholarly opportunities that provide broad educational perspectives and intensive training in professional areas.

The mission of the College of Communication and Information is to educate students to meet their individual goals as well as the needs of society. Education at the undergraduate and graduate levels promotes the development and application of theoretical foundations and creative experiences through interaction with a dedicated faculty of scholars and professionals.

The action of moving the administration of the PhD program to the college level conforms to the stated mission of CCI by providing further opportunities for collaboration on a variety of levels among the four schools, their faculty, staff and students.

Rationale for Action

Ohio's support of doctoral programs is being evaluated by the Ohio Board of Regents. The potential changes that may result suggest that continued support of the doctoral program in Communication Studies will increasingly be based on the program's relationship to economic development in Ohio, its ability to secure external research funding, the volume and quality of its research output, and its reputation within related disciplinary structures.

President Lefton has prioritized health-related initiatives in the university's strategic plan. Moving the administrative housing of the doctoral program in COMM will facilitate the collaboration of faculty members and doctoral students whose research is related to various health initiatives, such as advancing health literacy. Thus, the broadened program will more formally embrace the larger mission of the college and the university.

In addition, the growing recognition of informatics as a strategy for increasing funded research at KSU is consistent with the purpose of CCI, which embraces the study of the structural, cognitive, and social aspects of systems that represent, process, store, and communicate information. Moving the administration of the doctoral program will allow for the development of cutting-edge curriculum that bridges the fields of communication and information.

The current administrative oversight structure does not sufficiently facilitate the open sharing of ideas and graduate students to support the long-term goals of CCI. Although

many doctoral students in the current program have benefitted from the expertise in the other three schools, they are not able to easily integrate this expertise into their comprehensive testing and dissertation work. Under a CCI structure, Graduate faculty members in the other three schools would be able to participate more fully in the curriculum development and governance of the doctoral program. Allowing the college to take over the administration of the program will coordinate and expand the doctoral program, which can serve as a nexus of innovation and research across all four units. Additionally, housing the doctoral program in CCI will eliminate the need for additional doctoral programs, for example in SLIS, which would compete at the state and university levels with the existing COMM program, draining needed resources where collaboration, not competition, is needed.

Moving the administration of the PhD program to the college level is a necessary first step in the proposed transformation of the program. The second step will be the revision of the doctoral curriculum to encompass the broader scope of the disciplines in the college. The central areas of research and study within the expanded CCI doctoral program will eventually include:

- Media and information systems:
    - Information campaigns, with emphasis on health communication, health information, health information literacy, and access to information.
    - Social influence and persuasion.
    - Mediated communication research, with an emphasis in mass communication, media uses and effects, youth media, and social uses of media.
    - Media and visual communication systems, with emphasis on effect of new communication technologies on digital systems.
    - Information systems, with emphasis on knowledge management and information architecture, and digital information storage and retrieval.
- Interpersonal communication and information seeking:
    - Mediated communication, with emphasis on aging, intercultural differences, family communication, and relationship management.
    - Message generation, with emphasis on the effects of communication technologies, and information usability and design.
    - Health information and communication, with emphasis on information seeking and social support.
    - Information seeking strategies, with emphasis on use of database technologies, web-enabled technologies, and differences over socioeconomic and cultural groups.
    - Cognitive processing as it applies to communication and perception of information.
- Social informatics and advanced literacy skills, including:

- Information literacy, with emphasis on information seeking, web usability, and information credibility.
- Information technology literacy, with information on web-enabled technologies.
- Information access, with emphasis on digital divide, and media/information efficacy.
- Digital preservation, with emphasis on social and cultural information and knowledge.
- Policy, legal, and management issues related to above topics, with emphasis on principles of freedom of expression and access to information.

Effect on Current Programs, Offerings, Students and Staff

A broadened doctoral program in communication and information would realize the following benefits:

(A) Effect on Current Doctoral Program

- Better enable the four CCI schools to contribute to Ohio's economic development challenges.
- Attract a wider-range of external research funding from federal agencies, foundations, and corporate contracts.
- Produce paradigm-expanding interdisciplinary research.
- Attract quality doctoral students across the college.

(B) Effect on CCI Schools

- Attract and retain additional research-oriented faculty.
- Enhance the already strong national reputations of the four schools.
- Support the research activity of the faculty.

(C) Contribute to the knowledge base and current practice:

- Produce leading-edge research in the individual disciplinary areas represented within the college.
- Produce cross-disciplinary research across the disciplinary areas represented in the college.

(D) Effect on Students

- Benefit doctoral students who were initially attracted to the existing, traditional PhD program by expanding the array of courses, perspectives and faculty expertise available to them.

- Attract new students who are drawn to the programs' interdisciplinary offerings.

(E) Effect on Staff

This move would require only minimal changes to the current roles of CCI faculty members, administrative staff, and support staff. As no new courses are being proposed at this time, teaching responsibilities would remain the same. Faculty advisors with the requisite graduate status can begin to work with interested doctoral students in their respective areas; however, until curricular changes are made, these students would still predominantly be studying Communication Studies.

An additional advisory body to the college will be established to take over the administrative decisions for the doctoral program. The CCI Dean's office will continue its role in admitting and dismissing students. Student files will be maintained in the CCI Office with shadow files in one of the four respective schools. The Associate Dean will convene and chair the committee described above.

Support staff functions should remain unchanged as the students will have the same needs as when the program was housed in COMM. No additional resource needs are foreseen.

Scope of Action

The proposed administrative change is internal to the College of Communication and Information. It is expected to have no effect on units outside the college.

Fiscal and Staffing Impact

The majority of the staffing of the doctoral program will not result in increased cost; rather, it will make more efficient use of existing resources.

All members of the current doctoral faculty (including those in COMM, JMC, and LIS) will retain their graduate status (see Appendix for a list of these graduate faculty members). The graduate faculty currently serving within the doctoral program may issue invitations to or consider applications from other CCI faculty members. The graduate faculty also may invite faculty members from other universities (e.g., Cleveland State University, University of Akron, Youngstown State University) to apply for graduate status in one of the CCI schools.

A newly formed College Doctoral Program Policy Committee will operate under the administration of an associate dean within the Office of the CCI Dean. CCI will appoint a College Doctoral Program Policy Committee (CDPPC), comprised of the graduate coordinator from each of the four CCI schools, with an additional

member from COMM and LIS, as these are the two schools who will most actively participate in the program at the onset and will have the most students. The function of this committee will be to act upon recommendations of the constituent schools with regard to admission and dismissal decisions, graduate appointments, and approving programs of study. The committee will also oversee all curriculum and policy decisions for the CCI doctoral program. The four CCI schools will review the structure and function of this committee on an annual basis for the first five years.

Schools within CCI have tenured faculty members with significant research and grant experience and who are qualified to maintain their graduate faculty status within the broadened doctoral program. An expanded doctoral program would therefore allow for the distribution of the doctoral teaching and advising load across a greater number of CCI faculty members. An expanded program would allow the sharing of the administrative and advising responsibilities across the college.

Evidence of Need and Sustainability

The revised housing for the COMM PhD program would allow faculty members in the three graduate schools of CCI without a doctoral program to expand their offerings and to provide an advanced degree for those who seek further study. For many years, LIS has recommended other library and information science programs around the country to students seeking a further degree. JMC and VCD would be able to accommodate students interested in seeking further advancement beyond their professional graduate degrees.

In some ways this administrative move would follow collaborative activities that have begun among the units, but that could be greatly expanded with the new organization. For example, JMC and COMM have shared the expenses of two doctoral students' assistantships in recent years so these students could participate in research and teaching in JMC while pursuing their doctoral degree in COMM. Several faculty members from LIS and JMC have already been granted graduate faculty status in COMM to allow them to teach courses and sit on dissertation committees. The 2009 summer course offerings for graduate students in COMM include one graduate seminar taught by a member of JMC, and a professional development seminar taught by a faculty member of LIS, in addition to the visiting summer scholar who is a COMM scholar from another university. Moving the administration of the doctoral program will expand the current patchwork of participation to be more organized and more inclusive of interdisciplinary scholarship in communication and information.

Alternatives and Consequences

Currently, CCI faculty and students miss opportunities to collaborate and respond to the growing information environment and related industries. With the CCI PhD, more synergy would be created through the generation of ideas among those involved. Grant opportunities and research projects would also benefit from the synergy generated among CCI faculty. Moving the administration of the doctoral program to CCI will allow students and faculty to reorganize these collaborative research efforts toward strategic goals set by the State of Ohio and Kent State University in the areas such as social informatics and health communication.

Faculty members who maintain graduate status currently lose opportunities to develop courses and conduct research in cutting-edge and cross-disciplinary areas. They also do not benefit from the connection with doctoral students in the generation of ideas and scholarly endeavors.

And, any support or creation of a school level doctoral degree in LIS or another CCI unit would result in redundant courses and increased costs.

Specific Recommendation and Justification

Move the administrative home of the PhD in Communication Studies to the college level and expand participation to all four CCI schools (COMM, JMC, VCD, LIS).

Timetable

November 2008	Proposal reviewed by CCI School Graduate Coordinators and FACs, CCI CAC
Nov – Dec 2008	Review and revisions by CCI FACs
Feb—March 2009	Endorsement of proposal by CCI FACs, CCI Graduate Coordinators Council, CCI CCC, CCI CAC
April 2009	KSU Graduate Council approval
May 2009	Faculty Senate approval
May 2009	Develop promotional activities for AY09/10
	Implement college administrative structure (CDPPC)
	Begin promotional efforts
August 2009	Begin further review of core and elective curriculum
	Submit proposed changes through the normal curriculum review process

	Begin accepting students to expanded program
August 2010	First class enters expanded program

Graduation Requirement Sheet

The current system for advising students in their coursework is for students to complete a program review in the second semester of their coursework. In addition to required courses (Foundations of Communication Inquiry, Communication Theory, Quantitative Research Methods, and Qualitative Research Methods), students propose an appropriate sequence of methodological and theory-based courses under the direction of their faculty advisor. At minimum, students must take two additional methods courses (typically these are statistics courses, but there are exceptions). Students then fill out the remainder of their 42-hour program with theory courses and courses like Teaching College Communication, which contribute to their professional development. The program review is then sent to the Graduate Studies Committee, which reviews it and suggests changes until it is acceptable. After the program's administrative oversight is moved to CCI, the Graduate Studies Committee would then submit a recommendation to the college-level committee for the program review to be formally accepted and approved.

Assessment Plan (AQIP)
The assessment plan currently in place will remain unchanged at present. As the curriculum evolves to become more interdisciplinary, assessment plan revisions will be submitted as part of the curriculum revision process.

SCHOOL OF COMMUNICATION STUDIES

The communication studies program involves the study and practice of human communication. Coursework examines intrapersonal, interpersonal, group and public communication in various organizations and professions. We study human communication processes through language, nonverbal, argumentation and persuasive interactions. The traditions of humanistic and social scientific communication theory are infused into the program.

Undergraduate communication studies majors will complete a 15-hour core and select one of four concentrations of 15 hours in the 45-credit major. The concentrations are applied communication, interpersonal communication, organizational communication and public communication.

Admission to the Pre-COMM and COMM Majors
To be admitted to the Pre-COMM major, students must have a minimum 2.25 cumulative GPA. Transfer students with a minimum 2.25 cumulative GPA from their previous colleges and students who meet Kent State's admission standards as entering freshmen also will be admitted to the Pre-COMM major.

To be admitted to the communication studies major, students must earn a grade of C (2.00) or higher in COMM 20000, pass the grammar requirement and have a minimum 2.25 cumulative GPA. Students will remain as Pre-COMM majors until these standards are met.

Students must pass the grammar test with a score of 680 or higher or earn a minimum grade of C (2.00) in COMM 21000. If they fail to earn a minimum grade of C (2.00) or better in COMM 21000 after three attempts, they are not permitted to continue in the program.

The COMM Program
The program in communication studies is intended to enable students to lead meaningful and productive lives in interpersonal, organizational and public settings, and to prepare for a variety of careers in the professions of government, public or social service, business, industry and counseling. For those intending to continue with graduate study, the program leads to careers in college or university teaching and advanced positions in the public and private sectors.

A graduate program ~~Graduate programs~~ leading to the Master of Arts degree also is ~~and Doctor of Philosophy degrees also are~~ available. It is ~~These are~~ described in the *Graduate Schools Catalog.*

Scholarships and Awards
Among scholarships and awards available to students in the School of Communication Studies are the Pierce Memorial Award, the Michael Dubetz Scholarship and the Rebecca and Alan Rubin Endowed Scholarship.

Activities and Organizations
The Kent Communication Society is an undergraduate association open to all. Students also may earn membership (by superior academic performance) in Lambda Pi Eta national communication honor society. Membership in Pi Kappa Delta, national forensics honor fraternity, may be awarded and academic credit can be earned for intercollegiate forensics participation. Information on any of these programs can be obtained in room 123 Taylor Hall or at the school homepage: http://www.kent.edu/comm/.

B.A. in Communication Studies

I. **General College or University Requirements** 1
US 10097 First Year Experience FLASH Point 1

II. **Liberal Education Requirements** 39-40
A complete list of Liberal Education Requirements (LER) courses is on Pages 85-87.

Composition
ENG 11011 College Writing I 3
21011 College Writing II 3

Mathematics and Critical Reasoning *3*

Humanities and Fine Arts *9*
Minimum one course from humanities category and minimum one course from fine arts category.

Social Sciences
Must be selected from two curricular areas.
JMC * 20001 Media, Power and Culture 3
Social sciences LER course 6

Basic Sciences *6-7*
Must include one laboratory course.

Additional LER Courses *6*
Courses must be selected from two categories above. COMM 15000 Introduction to Human Communication and PHIL 11009 Principles of Thinking may also be taken within this category.

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. The domestic-focus course is fulfilled in this major with the LER social sciences JMC 20001. The global-focus course may be fulfilled in the major requirements with COMM 35852. A complete list of diversity courses is on Pages 89-91.

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Grad
online catalog
(251 – 279)

COLLEGE OF COMMUNICATION AND INFORMATION

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The College of Communication and Information consists of four schools whose missions share complementary concerns and emphasize different aspects of communication and information theory, research, use and practice. They all focus on scholarly investigations regarding the elements and means of creating, managing, using and evaluating messages, and on information components and processes that underpin communication interaction.

The college includes graduate programs in each of the four schools as well as housing the interdisciplinary graduate program in Information Architecture and Knowledge Management.

Master Degree Programs

Master's degree programs are available in each of the following disciplines:

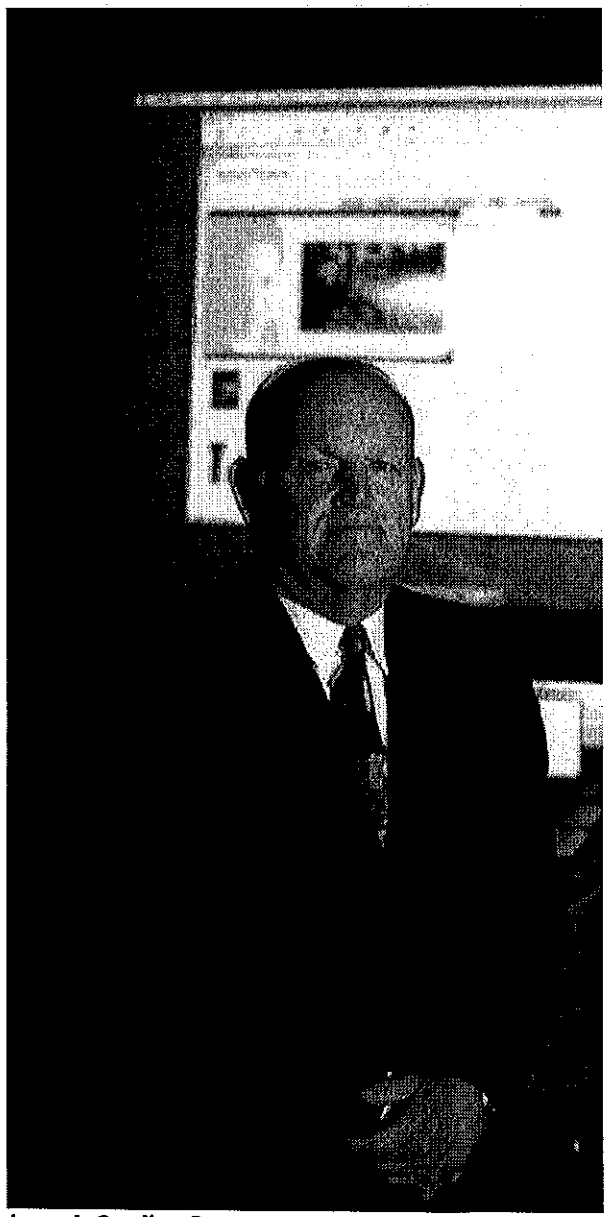
- Communication Studies (M.A.)
- Information Architecture and Knowledge Management (M.S.)
- Journalism and Mass Communication (M.A.)
- Library and Information Science (M.L.I.S.)
- Visual Communication Design (M.A., M.F.A., Combined B.S./M.A. and B.S./M.F.A.)

Doctor of Philosophy

The Doctor of Philosophy Degree is offered in ~~Communication Studies~~ the College of Communication and Information. *

Information regarding individual graduate programs is provided on the following pages. Prospective students may obtain more information by visiting http://www.kent.edu/cci or by contacting the individual schools.

Application for admission is made to the College of Communication and Information. General admission requirements are listed earlier in this catalog. There also may be additional requirements for certain programs; please consult individual school sections in this catalog.



James L. Gaudino, Dean
College of Communication and Information

* Curriculum changes are forthcoming in 2010–2011 to reflect the interdisciplinary nature of this degree. (Move marked section on pp. 253-4 to this position.)

COMMUNICATION STUDIES

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Nichole
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For additional studies beyond the M.A. degree, refer to the CCI Ph.D. program description under the general CCI graduate studies information.

The School of Communication Studies offers programs of graduate study leading to the Master of Arts ~~and Doctor of Philosophy~~ degree. The M.A. degree program is intended to provide a broad spectrum of knowledge about human communication. It is intended for those who wish to continue graduate study in communication beyond the master's level, to teach at the secondary, community college or small-college level, to continue preparation for professional careers, or to prepare for nonacademic careers in which a broad understanding of communication theory and research is desirable. ~~The Ph.D. degree is designed to prepare the recipient for a lifetime of teaching and research as a college or university professor, scholar and communication specialist. The degree requires both comprehensive knowledge and methodological skills needed for generating and applying knowledge about human communication.~~

The M.A. program focuses

~~The graduate programs focus~~ on the social and behavioral study of communication theory and research. Students may pursue work in health, instructional, interpersonal, mediated, organizational, mass and public communication, and new technologies/social informatics.

For more information, visit the school's Web site at http://www.kent.edu/comm.

Master of Arts

ADMISSION

In addition to the regular application requirements of the university, admission to the Master of Arts program requires the following:

- A minimum 3.0 (A=4.0) undergraduate grade point average. GPA above 3.30 recommended.
- An undergraduate major or minor in communication.
- Satisfactory scores on the Graduate Record Examination.
- Superior letters of recommendation from those in the position to evaluate academic performance and graduate potential.
- Academic goals that are compatible with the focus of the school's graduate programs.

International students must also achieve a minimum score of 600 on the TOEFL examination.

PROGRAM REQUIREMENTS

The Master of Arts degree in communication studies requires a minimum of 32 semester hours of graduate credit. Core courses include COMM 65000, 65020, 65652 and 65794 for those holding graduate assistantships. In consultation with their advisor and the Graduate Studies Committee, students develop an approved program of study once they have completed 8 credits in the master's program.

The M.A. program usually includes the successful defense of a 6-credit thesis, which demonstrates the student's ability to define and address a conceptual or applied research problem in communication. A non-thesis option is available to those who expect the M.A. to be a terminal degree. The non-thesis option requires students to complete an additional 3 credits of coursework as well as a 3-credit applied project or internship that reflects the student's career goals.

Doctor of Philosophy

ADMISSION

In addition to regular application requirements of the university, admission to the Doctor of Philosophy program requires the following:

- A minimum 3.3 (A=4.0) graduate (GPA above 3.5 recommended) and 3.0 undergraduate grade point average.
- Completion of the academic requirements of a master's degree in communication.
- Satisfactory scores on the Graduate Record Examination.
- Superior letters of recommendation from those in the position to evaluate graduate academic performance and potential.
- Academic goals that are compatible with the focus of the school's graduate program.

International students must also achieve a minimum score of 600 on the TOEFL examination. Applicants for the Ph.D. program are normally expected to have completed a thesis in their master's program.

PROGRAM REQUIREMENTS

A typical Ph.D. program contains 45 semester hours of graduate credit beyond the master's degree. Core courses include COMM 75000 for those who have not completed a master's thesis, COMM 75020, 75060, 75652 and 75794 for those with graduate assistantships.

The doctoral program is flexibly structured. It is designed to provide both a broad core of knowledge about communication theory and research and individualized concentrations in communication. In consultation with their advisor and the Graduate Studies Committee, students develop an approved program of study to match their interests once they have completed 8 credits in the doctoral program.

Doctoral students are expected to have satisfactorily completed a master's-level course in social and behavioral

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research methods. As part of their doctoral coursework, they are also expected to complete research and statistics courses appropriate to their programs of study. There is no universal foreign language requirement for the doctoral degree in communication studies.

CANDIDACY

To achieve candidacy, doctoral students must write a satisfactory preliminary paper, complete a 10-hour written and two-hour oral comprehensive examination, and meet a two-semester residency requirement.

Courses (COMM)

COMM 55007
FREEDOM OF SPEECH (3)
Examines historic and contemporary instances relating to freedom of speech; study of limits, rights, responsibilities and sociolegal-rhetorical issues.

COMM 55095/75095
SPECIAL TOPICS (1-4)
Offered when resources permit a topic different from existing courses. Topic will be announced when scheduled.

COMM 55459
COMMUNICATION AND CONFLICT (3)
Examination of issues related to managing conflict in communication. Critique and synthesis of conceptual approaches and research pertaining to conflict in interpersonal, organizational and public communication settings.

COMM 55960
HEALTH COMMUNICATION (3)
Examines communication processes and research related to health and health care from the perspectives of public, professional and primary.

COMM 65000/75000
FOUNDATIONS OF COMMUNICATION INQUIRY (3)
Philosophy of science, epistemological and theory construction principles, which are the foundation of inquiry into the process of communication.

COMM 65020/75020
QUANTITATIVE RESEARCH METHODS IN COMMUNICATION (3)
An examination of basic quantitative social scientific research methods and procedures for the study of communication.

COMM 65040/75040
QUALITATIVE RESEARCH METHODS IN COMMUNICATION (3)
Exploration of qualitative methods in human communication research. Focus on the nature of qualitative data, participant-observation and archival strategies of data collection, and interpretive and interactionist approaches to data analysis.

COMM 65060/75060
COMMUNICATION MEASUREMENT AND ANALYSIS (3)
A survey of self-report, observational and psychological instruments used in communication research. Uses of the computer in analyzing data obtained in communication research.

COMM 65091/75091
SEMINAR IN PERSUASION (3 OR 4)
Examination of selected areas of persuasion research. Emphasis on synthesizing research results and formulating explanatory models of persuasive behavior. Prerequisite: Permission.

COMM 65096/75096
INDIVIDUAL INVESTIGATION (1-6)
Independent study of area or problem to be selected in consultation with graduate staff. May be repeated for maximum of 6 credit hours. S/U grading; IP permissible.

COMM 65591/75591
SEMINAR IN SMALL GROUP COMMUNICATION (3 OR 4)
Research theories and findings in small group communication. Prerequisite: COMM 35550 or permission.

COMM 65652/75652
THEORIES OF COMMUNICATION (3)
Introduction to approaches in the study of human communication. Focuses on differing views of interaction, from theory-building and research-generation perspective.

COMM 65655/75655
NONVERBAL COMMUNICATION (3)
Examination of a range of nonverbal functions including: relationship development, immediacy and deception. Emphasis on research and theory.

COMM 65656/75656
COMMUNICATIVE USES OF LANGUAGE (3)
Examination of approaches to studying verbal symbol use in human communication processes. Major theories and methods of language analysis will be applied to current research.

COMM 65660/75660
POLITICAL COMMUNICATION (3)
Cross-listed with JMC 65660. An examination of political communication theory and research. Content includes approaches to political communication, role of the media in politics and analysis of political messages.

COMM 65661/75661
COMMUNICATION IN AN INFORMATION SOCIETY (3)
Examines how the development and use of newer communication technologies have influenced human communication. Considers the evolution, social and psychological impact, culture of newer communication technologies such as the Internet, and how research adapts to these newer media.

- A Thesis (6 credits)
- Master's Project (3 credits)
- Capstone experience

Students expecting to pursue doctoral study or research should choose the Thesis option. Students seeking professional employment should take the Master's Project. Students are expected to develop a course of study in conjunction with their advisor that will realize their career objectives.

CONCENTRATION IN INFORMATION ARCHITECTURE

Required Courses:

Course:	Hours
IAKM 60101	3
IAKM 60102	3
IAKM 60103	3
IAKM 60201	3

Elective Courses:

Course:	Hours
IAKM 60110	3
IAKM 60111	3
IAKM 60112	3
IAKM 60691	1-3
IAKM 61095	1-3

Approved Courses from Participating Disciplines: B AD, COMM, CS, JMC, LIS, VCD

CONCENTRATION IN INFORMATION USE

Required Courses:

Course:	Hours
IAKM 60201	3
IAKM 60202	3
IAKM 60203	3
IAKM 60101	3

Elective Courses:

Course:	Hours
IAKM 60691	1-3
IAKM 61095	1-3

Approved Courses from Participating Disciplines: B AD, COMM, CS, JMC, LIS, VCD

CONCENTRATION IN KNOWLEDGE MANAGEMENT

Required Courses:

Course:	Hours
IAKM 60301	3
IAKM 60302	3
IAKM 60303	3
IAKM 60304	3

Elective Courses:

Course:	Hours
IAKM 60310	3
IAKM 60311	3
IAKM 60312	3
IAKM 60313	3
IAKM 60691	1-3
IAKM 61095	1-3

Approved Courses from Participating Disciplines: B AD, COMM, CS, JMC, LIS, VCD

Based on the student's education and/or experience, and with appropriate and adequate evidence, he/she may petition to substitute one or more of the core courses with electives. Courses equivalent to the core may be submitted with the approval of the program director and the student's advisor. Cognate and elective courses in related departments must be selected and approved by the Program Director and the student's advisor.

Multiple Degrees Option

Students can concurrently pursue the Master of Arts in Journalism and Mass Communication and Master of Science in Information Architecture and Knowledge Management or a Master of Library and Information Science and a Master of Science in Information Architecture and Knowledge Management. Students apply to both the master's program in Information Architecture and Knowledge Management and to the School of Journalism and Mass Communication or to the School of Library and Information Science. Each program or school 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, although, based on the combination of the concentrations taken in each degree, the actual number will range from 12 to 28.

Many job opportunities in Library and Information Science require a Master of Library and Information Science degree from an accredited school of library and information science. The Master of Library and Information Science enjoys such accreditation from the American Library Association (ALA). However, students may find that their IAKM skills could be applied in a library or information center. For them to secure jobs more easily in such settings, an ALA-accredited degree is almost always demanded. In addition, courses in the IAKM program will provide enhanced employment options and a more diverse education that will allow them to pursue jobs beyond the traditional settings for students in Library and Information Science.

Similarly, students working on a master's degree in Journalism and Mass Communication may also wish to seek traditional careers for majors in Journalism and Mass Communication, such as newspaper reporters, editors or media managers. Having a master's degree in this area would provide clear credentials for these jobs. Having the multiple degrees will provide additional and enhanced skills and additional employment opportunities. For additional studies beyond the M.S. degree, refer to the CCI Ph.D. program description under the general CCI graduate studies information.

JOURNALISM AND MASS COMMUNICATION

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The School of Journalism and Mass Communication offers professionally oriented graduate study in Journalism and Mass Communication and public relations leading to the Master of Arts degree. This program prepares students for careers in a multi-platform media marketplace characterized by free enterprise and freedom of expression.

The Reporting/Editing concentration allows students to select from these options:

- Convergence
- Journalism education
- Broadcast
- Magazine
- Newspaper

The public relations and media management concentrations are designed primarily for students with professional media experience who desire to move into PR or management positions. For those with strong professional backgrounds, an individualized program of study is also available.
The degree program is designed to provide professional preparation and enhancement both for students who have undergraduate degrees and/or professional experience in journalism and mass communication and those without such background and experience. While the emphasis of the program is professional, students who wish to structure their M.A. program to provide a foundation for future study of journalism and mass communication at the doctoral level may do so by completing a thesis as the capstone requirement.

Information on the program and on application procedures is available from the Coordinator of Graduate Studies, School of Journalism and Mass Communication or by visiting the School's Web site at http://www.jmc.kent.edu.

For additional studies beyond the M.A. degree, refer to the CCI Ph.D. program description under the general CCI graduate studies information.

Master of Arts

ADMISSION

In addition to regular application requirements of the university, admission to the Master of Arts program requires these submissions to the Coordinator of Graduate Studies, in the School of Journalism and Mass Communication:

- a minimum 3.0 (A=4.0) undergraduate grade point average.
- three recommendations.
- submission of scores on the Graduate Record Examination (GRE).
- submission of a statement of purpose.
- resume.

GRE scores may be waived for significant professional experience as determined by the graduate studies committee.

PROGRAM REQUIREMENTS

Students must successfully complete a minimum of 36 semester hours of graduate credit. All students complete a common core of conceptual courses in addition to required professional courses for each concentration. Approved electives include theoretical, conceptual and professional courses in journalism and mass communication. Electives from other academic units of the university may be approved through consultation with the student's academic adviser. Students choose among master's professional project, thesis and comprehensive exam options in meeting their capstone requirement.

Public relations students have the option of completing a 450-hour internship/practicum in lieu of the master's project.

Students without journalism and mass communication backgrounds and/or professional experience will be required to complete basic skill-building prerequisite coursework before beginning their graduate programs.

Multiple Degrees Option

Students can concurrently pursue the Master of Arts in Journalism and Mass Communication and the Master of Science in Information Architecture and Knowledge Management. 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. For further information about the master's program in Information Architecture and Knowledge Management, see the Information Architecture and Knowledge Management section of the catalog.

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. X

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 a cumulative undergraduate grade point average of 3.0 or higher (A=4.0) are considered for regular admission. All undergraduate courses, including postbaccalaureate classes, are considered in the calculation of the undergraduate grade point average. Applicants who do not meet the grade point average requirement must submit scores on the Graduate Record Examination (GRE) to be considered for conditional admission. 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 these five core courses:

- LIS 60001
- LIS 60002
- LIS 60003
- LIS 60600
- LIS 60610

However, students earning the M.L.I.S. with K-12 school library media licensure are not required to complete:

- LIS 60003
- LIS 60610

All students are encouraged to complete the core requirements during their first 18 hours of enrollment. In addition, 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 to select at least one elective from each of these areas:

- Access to Information
- Organization and Representation of Knowledge
- Administration and Management

Access to Information electives include:
LIS 60601, 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 60637, LIS 60639, 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 60638, LIS 60640, LIS 60644, LIS 60652, LIS 60654 and LIS 60661.

The General 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. In addition, the K-12 School Library Media Licensure Program Statement Form (http://www.slis.kent.edu) provides the complete list of courses for this area of study.

For additional studies beyond the M.L.I.S. degree, refer to the CCI Ph.D. program description under the general CCI graduate studies information.

For additional studies beyond the M.F.A. or M.A. degree, refer to the CCI Ph.D. program description under the general CCI graduate studies information.

SCHOOL OF VISUAL COMMUNICATION DESIGN

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The School of Visual Communication Design offers graduate study leading to the Master of Arts and Master of Fine Arts degrees. The programs are 32 semester hours and 60 semester hours respectively. The School of Visual Communication Design is accredited by the National Association of Schools of Art and Design.

Master of Arts and Master of Fine Arts

ADMISSION

In addition to regular application requirements of the university, admission to Master of Arts or Master of Fine Arts programs requires the following:

- An undergraduate degree in graphic design or illustration (3.0 major GPA) (A=4.0).
- Three letters of recommendation from persons who are themselves in the applicant's proposed field of study or a closely related area.
- A portfolio that shows an emphasis in the proposed area of studio interest. The portfolio is typically 15-20 samples of personal professional work, clearly identified with appropriate background information, presented in a Macintosh compatible digital format.
- A 250-word autobiographical statement.

Visits to the School of Visual Communication Design preceding the application are recommended.

The deadline for applications is February 15 for the three summer sessions and fall semester admissions. All admission materials must be received by these deadlines.

PROGRAM REQUIREMENTS

The Master of Arts degree program requires the successful completion of 32 semester hours of graduate credit including a thesis. Students may choose the option of 25 studio hours and an M.A. project instead of the thesis.

The Master of Fine Arts program requires the successful completion of 60 semester hours of graduate credit and requires a thesis.

ADVISING

After a person is admitted to the program and notifies the graduate coordinator of his or her intention to enroll, a graduate advisor is assigned to help plan a course of study and to familiarize the student with the procedures of the school. To help in the planning of the student's program of study, the newly admitted student should share examples of his or her work with the graduate advisor.

CANDIDACY REVIEW EXAMINATION

Successful completion of the Candidacy Review Examination VCD 65009 is a requirement in every School of Visual Communication Design graduate program for both M.A. and M.F.A. students after the first semester or 12 hours of course completion.

Successful completion of the examination designates the student as a candidate for the degree.

THESIS

The thesis is a significant project or body of work done independently of other coursework. Students are expected to demonstrate the ability to conduct research or produce an original project in a discriminating and disciplined manner. The thesis topic should be one that will further the student's knowledge and ability in the specialty by demonstrating skill as a researcher or professional designer/illustrator. The outcome should be an effort that serves as a foundation for the pursuit of independent work when the graduate program is completed. At this stage, students are expected to work in close consultation with their thesis advisor.

The thesis is mandatory for M.F.A. candidates. M.A. candidates may choose to complete either a 6-credit-hour M.A. thesis or a 4-credit-hour M.A. project with an additional 2 credit hours of coursework in the major.

FINAL EXAMINATION

The final examination is at the completion of the studio or research thesis. The final examination is the presentation and defense of the thesis and is also an examination of the graduate student's general comprehension of visual communication design. Graduate students are expected to follow the university schedule of deadlines for taking the final examination and presenting thesis materials.

LABORATORY FEES

Laboratory fees are assessed for some courses. The graduate student should seek updated information from the School of Visual Communication Design office on course fees.

STUDIO FACILITIES

Limited studio space is available on campus for graduate students.

SPECIAL PROGRAMS

Each year, the School of Visual Communication Design conducts special summer programs that are available for graduate credit. The KSUCDA program is cosponsored by Kent State University's School of Visual Communication Design and the University & College Designers Association, an international organization of designers and design educators that promotes excellence in visual communications for institutions of higher education. The VCD-KSUCDA program was developed specifically for working professionals and/or

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MEMORANDUM OF AGREEMENT

Between the Department of Geography, Kent State University (KENT), Kent, Ohio, U.S.A. and the Department of Social Studies Education (SSE), National Taichung University, Taiwan, R.O.C.

美國肯特州立大學地理學系與臺中教育大學社會科教育學系(所)合作辦理跨國

雙學位制協議書

National Taichung University in Taiwan, hereafter referred to as NTCU, and Kent State University, Kent, Ohio, USA, hereafter referred to as KENT, SSE and Department of Geography jointly agree to implement this Memorandum of Agreement set forth below.

國立臺中教育大學（以下簡稱 NTCU）與美國肯特州立大學（以下簡稱 KENT）

同意簽訂跨國雙學位制協議書，內容如下：

Objectives

A dual degree program as defined in this agreement allows students to benefit from educational experience in the Department of Social Studies Education (SSE) at NTCU and in the Department of Geography (GEOG) at KENT. This program will admit and educate qualified students originated from SSE pursuing Master of Arts degree in Department of Geography at KENT. This program fosters international education and collaborative research efforts between the two departments. Upon completing the degree program requirements, students shall be awarded an M.E. degree by NTCU and an M.A. degree by KENT.

I. Structure of the program

1. Program coordinators

Each student in this degree program shall be co-advised by one faculty member from SSE/NTCU and one faculty member from GEOG/KENT. Additional faculty members from either department can be invited to form an advisory committee.

2. Admission of students

Students may apply for admission to this program only by nomination by SSE/NTCU

or by GEOG/KENT. Nominations are accepted if students meet the criteria specified in the next section (I.3.)

3. Qualifications of application

All currently enrolled M.E. graduate students with the SSE/NTCU are eligible to apply for admission to this degree program if the following criteria are met:

(1) Students admitted to this program shall maintain a GPA of 3.0 or above for courses taken at NTCU (on a 4-point scale).
(2) Students admitted to this program shall meet the minimum requirements for TOFEL scores (550/paper, 214/computer-based).
(3) Students admitted to this program shall meet the minimum requirement for GRE score (combined score of 1,000 for Verbal and Quantitative).
(4) Students admitted to this program shall follow the application procedures as specified by GEOG/KENT for the admission the MA program at KENT.

All current MA students in GEOG/KENT are eligible to apply for admission to this degree program if the following criteria are met:

(1) Students admitted to this program shall maintain a GPA of 3.0 or above (on a 4-point scale).
(2) Students admitted to this program shall submit a statement outlining research interests and research plan to be carried out while attending NTCU.

4. Program requirements

(1) Course requirement：

Students in this degree program must complete a total of thirty-two (32) credit hours for this collaborative graduate program. As approved by KENT faculty, up to 12 credit hours can be transferred from NTCU to KENT, providing the student submits an official transcript from NTCU showing when the courses were taken and the grades earned. Similarly, up to 12 credit hours can be transferred from KENT to NTCU with an official transcript showing when the courses were taken and the grades earned approval by NTCU faculty.

NTCU will review and ensure the course work meets the standards and requirements for M.E. degree program at NTCU. KENT will review and ensure the course work meets the standards and requirements for M.A. degree program at KENT. If necessary, students are expected to take additional credit hours at either university to meet the degree requirements set forth by the respective university.

(2) Thesis requirement：

Upon completing the required course work, each student in this program shall select two co-advisors, one from SSE/NTCU and another from the GEOG/KENT. With consultation from the two co-advisors, an advisory committee shall be established to have at least a total of three (3) faculty members, including the two co-advisors. On GEOG/KENT side, students in this degree program shall work with the advisory committee to develop a proposal for Master thesis. Upon successful defense of the proposal, students shall begin taking Thesis I and Thesis II. Each student is required to successfully defend the thesis research and to submit a final version of the thesis approved by co-advisors.

On SSE/NTCU side, students are encouraged to take two thesis credits before attending GEOG/KENT to engage in early phase of thesis research. Students from GEOG/KENT shall submit a research statement outlining the goals of the thesis research and how they are related to international and interdisciplinary research efforts and/or experiences. Upon the approval and consultation by SSE/NTCU, students may pursue course work at NTCU in areas deemed relevant to the proposed thesis research before begin course work at KENT.

II. Degrees Award

Upon successful completion of all program and University requirements and deadlines, students in this degree program shall be awarded an M.E. degree by NTCU and an M.A. degree by KENT.

In the case that students from NTCU in this degree program cannot fulfill all requirements for the M.A. degree at KENT, students shall be allowed to transfer completed credits earned at KENT to NTCU to continue their M.E. degree at NTCU.

國立臺中教育大學社會科教育學系碩士班與美國肯特州立大學地理學系碩士班

合作辦理跨國雙學位制協議書

Ⅰ.目的

臺中教育大學社會科教育學系(以下簡稱本系)與肯特州立大學地理學系合作建立碩士班雙學位學程。此學程將允許臺中教育大學社會科教育學系碩士班雙聯學制研究生，在本系修業至少滿兩學期後，進入肯特州立大學地理學系就讀，繼續修滿相關學分。符合雙方學校畢業資格後，即可同時獲得臺中教育大學社會科教育學系碩士學位與肯特州立大學地理學系碩士學位。

II.甄審規定

本系申請至肯特州立大學地理學系就讀之碩士班雙聯學制研究生，將由本系訂定推薦入學規定，標準如下：

1.申請資格

(1)本系碩士班入學之研究生。

(2)在本系修業至少滿二學期 12 學分。

2.甄審過程

(1)由本系組成雙聯學制甄審委員會，辦理審查肯特州立大學地理學系碩士班雙聯學制入學申請。

(2)本系推薦進入肯特州立大學地理學系就讀之碩士班雙聯學制研究生，亦須經由肯特州立大學地理學系審議決定是否給予入學許可。

III.申請程序

1.必備之申請資料

（1）申請入學表與申請費。

（2）TOEFL 與 GRE 成績。

（3）TOEFL 成績必須達到筆試方式 550 分，電腦測試形式 213 分以上。

2.申請入學進入肯特州立大學地理學系之碩士班雙聯學制研究生，必須在肯特州立大學所設定之國際學生申請截止日期前二個月，備妥相關申請資料向肯特州立大學提出申請。

IV.銜接課程之設計

1.共同指導要求

碩士班雙聯學制研究生將分別由兩系碩士班各一名教師負責共同指導。

2.學分採計、抵免

（1）本系申請至肯特州立大學地理學系碩士班就讀之碩士班雙聯學制研究生在本系就讀期間，至少須修滿本系碩士班學分數 12 學分（含全部必修學分）。

（2）碩士班雙聯學制研究生畢業學分至少應修畢 32 學分（含肯特州立大學地理學系碩士班學分），並完成碩士論文。

（3）在肯特州立大學地理學系碩士班所修習之課程學分，如果成績在 B-以上，可抵免臺中教育大學社會科教育學系碩士班之課程學分。

3.論文要求

依肯特州立大學相關規定辦理。

V.學費規定

依肯特州立大學相關規定辦理。

VI.修業年限

碩士班雙聯學制研究生至少必須在肯特州立大學地理學系碩士班修業滿一年，但最多不得超過三年。如果碩士班雙聯學制研究生無法在四年內完成碩士學位，臺中教育大學與肯特州立大學將不授予碩士學位。但中間可休學二年。

VII.學位授與

碩士班雙聯學制研究生具畢業資格時，可以同時獲得臺中教育大學社會科教育學系碩士班與肯特州立大學地理學系碩士班之碩士學位。但因故無法完成肯特州立大學地理學系碩士班之課程或論文要求時，研究生可以返回臺中教育大學，並在符合臺中教育大學修課規定與論文要求下，取得臺中教育大學之碩士學位，但肯特州立大學將不授予碩士學位。

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 18-Feb-09 Curriculum Bulletin _____

Effective Date Spring 2010 Approved by EPC _____

Department	TLCS
College	EH - Education, Health and Human Services
Degree	CER6 - Certificate Post-Baccalaurate CER8 - post-Master's
Program Name	**Community College Leadership** Program Code ~~C6xx~~
Concentration(s)	Concentration(s) Code(s) C619 C830
Proposal	Establish Program

Description of proposal:

This proposal is to establish a 15 credit hour certificate program in Community College Leadership to be offered by the Higher Education Adminstration and Student Personnel program in the Department of Teaching, Leadership, and Curriculum Studies.

Does proposed revision change program's total credit hours? ☐ Yes ☒ No

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; teacher education licensure):

The proposed certificate program in Community College Leadership responds to the impending shortage of community college leaders as cited by the American Association of Community Colleges, the interest of students enrolled in the Higher Education Administration and Student Personnel program, and the training needs of regional community college staff and faculty. The courses have been approved and will be taught by current HIED faculty. There are no anticipated effects on other units or programs.

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

HIED

REQUIRED ENDORSEMENTS

Department Chair / School Director / Campus Dean	3/16/09
College Dean	3/24/09
~~Executive Dean of Regional Campuses~~ / Dean of Graduate Studies	3/27/09
Senior Vice President for Academic Affairs and Provost	___/___/___

Department of Teaching, Leadership and Curriculum Studies
Curriculum Committee 2008-2009

Members: Andrew Gilbert (Chair), Lisa Donnelly, Janice Hutchinson, Martha Lash, Gen Davis

Date: 3/9/09

Members present (on-line decision): Andrew Gilbert (Chair), Genevieve Davis, Lisa Donnelly, Janice Hutchinson, Martha Lash

New Business: Community College Leadership Certificate

Proposal submitted by: T. Lara

Comments:
We feel that this certificate program fills an important and unique need for our prospective students. The committee suggests that as the proposal moves to the next stage of approval within the college that Dr. Lara would add the team members who collaborated with her to develop the proposal. We wish to thank Dr. Tracy Lara for moving this program forward.

Disposition:

___X__ Approved
_____ Not Approved
_____ Will review re-submitted proposal

Signature: _____ **Date:** 3/9/09
Andrew Gilbert, Ph.D.

Transmittal Memo

To: Curriculum Committee
From: HIED Faculty
Re: TLCS New Certificate Program in HIED
Date: February 19, 2009

Please accept this proposal for a new 15-credit hour certificate program in Community College Leadership from the Higher Education Administration and Student Personnel (HIED) program faculty.

The HIED program faculty reviewed and approved the new certificate program on February 19, 2009.

Proposal Summary

Certificate Program Name: Community College Leadership

Purpose and Goals:

Program is designed for professionals or aspirants for leadership positions in community colleges and those who seek to learn more about comprehensive community colleges and their role in American higher education. Program will provide knowledge and skills development in the areas of community college purpose and roles; administration; workforce, economic, and community development; contemporary issues; curriculum; and student development and learning.

Need:

Half the undergraduates enrolled in America matriculate at community colleges. The student body composition is diverse and includes many populations underserved by four-year institutions. In addition to offering multifold programs, community colleges offer a vast array of services to meet the students' needs and contribute to their academic success. In recognition of the unique purposes and student body of community colleges, the proposed certificate program would expand the credential offerings of the Higher Education Administration and Student Personnel (HIED) program to focus on the professional development and educational needs of administrators, personnel, and faculty in community colleges. There are currently 31 public and 7 independent community colleges in Ohio.

Admission procedures:

Applicant must meet the HIED program application criteria, minimally completing a Bachelor degree with a GPA of 3.00 or better preferred (any post baccalaureate work will be taken into consideration when interpreting GPA).

Requirements for successful completion of the program:

Students will complete the 15-credit hour program with a GPA of 3.0 or better.

Required Courses:

HIED 6/76658 The Community College

HIED 6/76677 Workforce, Economic, & Community Development

HIED 6/76678 Issues & Trends in Community College Administration

HIED 6/76653 College Student Development

EDAD 6/76492 Internship, Practicum, & Field Exp.
Students must have completed at least six hours in the certificate program before applying for an internship. Internships must be at community colleges or regional/extended campuses. With advisor approval this requirement can be substituted with one additional elective course.

Elective with EDAD 6/76492 waiver may include:

HIED 6/76656 Higher Education Curriculum

Additional elective as approved by certificate advisor.

Evidence of need and sustainability:

According to the American Association of Community College Leaders there is an impending shortage of community college leaders. The Bureau of Labor Statistics also projects a significant demand for administrators at the postsecondary level, especially those catering to working adults by providing opportunities for students to earn degrees, receive job-specific raining, and to update skills in part-time and distance modes (http://www.bls.gov/oco/ocos007.htm#outlook). Furthermore, students enrolled in the Higher Education Administration and Student Personnel program have expressed increasing interest in coursework specific to community college settings. Community colleges are the fastest growing segment of the University System of Ohio and this program would serve the needs of regional community college and regional campus faculty and staff.

Admission procedures:

Applicant must follow the established procedures and meet the HIED program application criteria, minimally completing a Bachelor degree with a GPA of 3.00 or better preferred (any post baccalaureate work will be taken into consideration when interpreting GPA).

Fiscal and staffing impact:

The courses have been approved and will be taught by current HIED faculty.

KENT STATE
UNIVERSITY

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. Stephane Booth, Associate Provost for Quality Initiatives and Curriculum

FROM: Dr. Nancy Barbour, NB Associate Dean
Administrative Affairs and Graduate Education

DATE: 23 March 2009

SUBJECT: Curricular Proposal from Higher Education (HIED)

Enclosed please find a course proposal establishing a new certificate program entitled Community College Leadership in Higher Education Administration (HIED).

This curricular action received approval of the TLCS Curriculum Committee on March 9, 2009, and Graduate Council on March 20, 2009.

If you have questions or concerns, feel free to contact me or Dr. Tracy Lara.

NB:kas
c: Dr. Evelyn Goldsmith, Interim Dean and Associate Provost, Graduate Studies
Enclosures: Transmittal Memos, Proposal Summary, CCP, and Curriculum Committee Approval Memo

Transmittal Memo

TO: Graduate Council

FROM: Tracy Lara, Ph.D.

RE: New Certificate Program: Community College Leadership

DATE: March 10, 2009

Summary Statement:

This proposal is for a new 15-credit hour certificate program in Community College Leadership from the Higher Education Administration (HIED) and Student Personnel program faculty. Development of this proposal reflects the collaborative efforts of Drs. Tracy Lara, Martha Merrill, and Awilda Hamilton in consultation with regional campus and community college administrators.

Approvals:

This proposal has been reviewed and approved by the TLCS Curriculum Committee on March 9, 2009.

This proposal has been reviewed and approved by the HIED faculty on February 19, 2009.

Requirements Sheet

Community College Leadership Certificate
(15-credit hours)
Higher Education Administration & Student Personnel
Kent State University

Required:

HIED 6/76658 The Community College (3 credit hours)

HIED 6/76677 Workforce, Economic, & Community Development (3 credit hours)

HIED 6/76678 Issues & Trends in Community College Administration (3 credit hours)

HIED 6/76653 College Student Development (3 credit hours)

EDAD 6/76492 Internship, Practicum, & Field Exp. (3 credit hours)
Students must have completed at least six hours in the certificate program before applying for an internship. Internships must be at community colleges or regional/extended campuses. With advisor approval this requirement can be substituted with one additional elective course.

Elective with EDAD 6/76492 waiver may include:

HIED 6/76656 Higher Education Curriculum (3 credit hours)

Additional 3 credit hour elective course as approved by certificate advisor.

PROGRAM DEVELOPMENT PLAN
TO ESTABLISH A MASTER OF PUBLIC HEALTH DEGREE
AT KENT STATE UNIVERSITY

Kent State University proposes to develop a Master of Public Health degree in five specialization areas: (1) Epidemiology, (2) Biostatistics, (3) Environmental Health Sciences, (4) Social and Behavioral Sciences and (5) Health Policy and Management. The program is a 45-credit-hour curriculum that includes a public health core (18 credit hours), a specialization core (15 credit hours), capstone/culminating requirements (6 credit hours) and electives (6 credit hours).

1. Designation of the new degree program, rationale for that designation, definition of the focus of the program and a brief description of its disciplinary purpose and significance.

The Master of Public Health will be offered within the proposed Kent State College of Public Health. The degree program represents the Council on Education for Public Health (CEPH) accreditation-mandated five areas of knowledge basic to public health. Offering the Master of Public Health in all five specializations is required for all CEPH-accredited schools of public health. The Kent State program with the five specializations will implement the core competencies for master's degrees in public health as directed by the Association for Schools of Public Health (ASPH) Education Committee, as listed below.

Epidemiology is the study of patterns of disease and injury in human populations and the application of this study to the control of health problems.

Biostatistics is the development and application of statistical reasoning and methods in addressing, analyzing and solving problems in public health, health care and biomedical and clinical and population-based research.

Environmental Health Sciences represents the study of environmental factors including biological, physical and chemical factors that affect the health of a community.

Social and Behavioral Sciences in public health addresses the behavioral, social and cultural factors related to individual and population health and health disparities over the life course.

Health Policy and Management is a multidisciplinary field of inquiry and practice concerned with the delivery, quality and costs of health care for individuals and populations. The definition assumes both a managerial and policy concern with the structure, process and outcomes of health services including costs, financing, organization, outcomes and accessibility of care.

2. Description of the proposed curriculum.

The curriculum consists of a minimum of 45 credit hours organized in four curricular domains:

A. Core courses (18 credit hours)
B. Courses required for one of five Specializations (12 hours)
C. Elective course for a specialization (9 hours)
D. Practicum and Culminating Experience (6 credit hours)

Core MPH Program Curriculum **(18 credit hours)**

SBS	62020	Science and Methods of Community-Based Prevention and Intervention I
BST	6xxxx	Biostatistics in Public Health
EHS	6xxxx	Environmental Health Concepts in Public Health
EPI	6xxxx	Principles of Public Health Epidemiology - I
HPM	6xxxx	Public Health Administrative Systems
HPM	6xxxx	Emerging Issues in Public Health

Specializations: **(15 Credit Hours)**

Epidemiology

EPI	7xxxx	Principles of Public Health Epidemiology - II
EPI	7xxxx	Data Management and Applied Epidemiologic Analysis
EPI	6xxxx	Epidemiology of Infectious Diseases
EPI	6xxxx	Epidemiology of Chronic Diseases
EPI	6xxxx	Social Epidemiology

Biostatistics

BST	7xxxx	Categorical Data Analysis
BST	7xxxx	Applied Regression Analysis
EPI	7xxxx	Data Management in Epidemiology
BST	7xxxx	Design and Conduct of Clinical Trials
BST	7xxxx	Logistic Regression I Analysis

Environmental Health Sciences

EPI	7xxxx	Principles of Epidemiology II
EHS	6xxxx	Environmental and Occupational Health Epidemiology
EHS	6xxxx	Assessing Exposures to Environmental Stressors
EHS	6xxxx	Applied Risk Assessment
EHS	6xxxx	Environmental Chemistry

Social and Behavioral Sciences

SBS	60002	Quantitative Methods
SBS	63030	Science and Methods of Community Based Intervention II
SBS	64634	Behavioral Health and Community Structure
SBS	6xxxx	Grant Writing in Social and Behavioral Sciences
HPM	6xxxx	Public Health Programs: Planning, Implementation and Evaluation

Health Policy and Management

HPM	6xxxx	Public Health Programs: Planning, Implementation and Evaluation
HPM	6xxxx	Health Economics
HPM	6xxxx	Health Care Financing and Public Health
HPM	6xxxx	Public Health Policy, Law and Ethics
HPM	6xxxx	Public Health Organizations: Management and Behavior

Electives (Courses must be approved by faculty advisor) **(6 Credit Hours)**

Practicum and Culminating Project **(6 Credit Hours)**

PH	7xxxx	Supervised Field Experience (6)

The Supervised Field is a requirement for all MPH students. Students culminating the MPH degree with a 6-credit hour Supervised Field Experience are required to complete two components: (1) 300 hours of placement at an approved public health agency, under the guidance of a qualified preceptor; and (2) a final portfolio/report and a seminar presentation integrating theory and practice. Students with three or more years of experience in community or pubic health-oriented agency may select the Master Research Project. Additional Guidelines for the Supervised Field Experience will be incorporated in the Student Handbook.

3. Administrative arrangements for the proposed program: department and school or college involved.

The Master of Public Health will reside in the proposed Kent State College of Public Health. The initial college structure will include two departments, (1) Department of Health Policy, Management and Behavioral Sciences; (2) Department of Epidemiology, Biostatistics and Environmental Health. Each department will have a chair, a Faculty Advisory Committee elected by the department's tenure-track faculty, and graduate and curriculum committees. A department handbook, which will include workload policies, will be developed by those faculty members forming the new departments. A separate Student Handbook will be developed to provide additional information for all students enrolled in the College of Public Health.

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 needs and potential duplication in the state and region.

According to the American Schools of Public Health:

- "ASPH estimates that 250,000 more public health workers will be needed by 2020.
- The public health workforce is diminishing over time (there were 50,000 fewer public health workers in 2000 than in 1980), forcing public health workers to do more for more people with fewer resources.
- This challenge is compounded by the fact that 23 percent of the current workforce—almost 110,000 workers—are eligible to retire by 2012.
- There are documented and forecasted shortages of public health physicians, public health nurses, epidemiologists, health care educators and administrators. Without enough public health workers protecting citizens where they live, work and play, all are vulnerable to serious health risks.
- To replenish the workforce and avert the crisis, schools of public health will have to train three times the current number of graduates over the next 12 years."

A needs assessment survey was conducted of current Kent State undergraduate juniors and seniors with a response of 1,421 students[1]. Of the responding students, 50.3 percent (714) indicated being somewhat or very interested in a public health career, and 45.5 percent (645) indicated being somewhat or very interested in one of the five specializations. 156 students provided contact information and asked to be contacted. The specialization interests are detailed on the next page.

[1] The response comprised 11 percent sample of 12,567 juniors and seniors. Of the respondents, 65 percent were female (35 percent male) and 88 percent white (five percent African-American; two percent Asian; two percent Hispanic; one percent international; two percent other.

Specialization interest of those somewhat or very interested in Master of Public Health (N=582)	***Percent (N)***
Social and Behavioral Sciences	46.5 (300)
Environmental Health Sciences	28.7 (185)
Epidemiology	33.6 (217)
Biostatistics	19.7 (127)
Health Policy and Management	48.1 (280)

Ohio State University is the only Ohio university currently with a CEPH-accredited School of Public Health. Ohio institutions offering the MPH by specialization are listed below:

Case Western Reserve University	**Consortium of Eastern Ohio**	**Northwest Ohio Consortium for Public Health**	**Ohio State University**	**Wright State University**
Population Health Research	Generalist MPH	Environmental and Occupational Health and Safety Science	Environmental Health Sciences	Emergency Preparedness
Global Health		Public Health Epidemiology	Epidemiology	Global Health
Health Care Policy and Administration		Public Health Administration	Health Services Management and Policy	Public Health Management
Health Promotion and Disease Prevention		Health Promotion and Education	Health Behavior and Health Promotion	Health Promotion and Education
		Public Health Nutrition	Biostatistics	
			Veterinary Public Health	
			Clinical Investigation	

5. Prospective enrollment.

The enrollment is initially estimated at 40 full-time students and 15 part-time students (eight full-time and three part-time students for each of the five specializations).

6. Special effort to enroll and retain underrepresented groups in a given discipline.

Kent State University recognizes that the presence of minority students is crucial in the classroom and ultimately for the field. Many faculty members in the proposed College of Public Health have previously worked in other Kent State departments to increase the number of minority graduate students and will use strategies that have been effective in the past few years. Faculty members have worked with a significant number of McNair Scholars and undergraduate Honors College students (who include women and minorities). Faculty members have close working relationship with international students through the Turkish Institute of Police Studies, affiliated with Kent State's Institute for the Study and Prevention of Violence. Finally, many faculty members are very involved with agencies both in northeastern Ohio and the state and use these relationships to recruit students.

The proposed Master of Public Health will reach out to the various Kent State organizations and clubs that serve minority populations, including the Arab Student Association, the Black United Students organization, the Kent African Student Association, the Chinese Students and Scholars Association, the Indian Student Association, the Muslim Student Association, the Saudi Student Organization and the Taiwanese Student Organization. Ideally, the College of Public Health will develop an ambassador program where current undergraduate and graduate students act as ambassadors to increase interest and knowledge about the program. In addition, the needs assessment survey conducted on campus generated a list of 29 minority students who provided contact information so that they could be reached with information regarding the new Master of Public Health.

7. Availability and adequacy of the faculty and facilities available for the new degree program.

By the time the first cohort is admitted to the Master of Public Health, a minimum of 25 faculty will comprise the proposed College of Public Health faculty (as required by accreditation standards) including five full-time faculty in each of the five core disciplines (Epidemiology, Biostatistics, Environmental Health Sciences, Social and Behavioral Sciences, and Health Policy and Management). It is also anticipated the availability of a minimum of eight faculty members in other Kent State colleges who will have secondary appointments in the proposed College of Public Health. Kent State has existing and available facilities, including office space, to house the proposed new degree program.

8. Need for additional facilities and staff and the plans to meet this need.

No new facilities will be required for the proposed degree program. The Master of Public Health will have a dedicated administrative assistant. The staffing plan for the new college includes 10 full-time positions comprising the following: one director of student services, two advisors, one director of field experience/practice, one director of fiscal affairs, one director of synchronous learning and continuing education, two administrative assistants and two secretaries.

9. Projected additional costs associated with the program and evidence of institutional commitment and capacity to meet these costs.

Since this program will be housed in the proposed College of Public Health, initial costs have been built into the new college budget. In October 2008, the Kent State University Board of Trustees approved a commitment of $1 million per year for three years to fund the creation of the College of Public Health. These funds are to be used to create the academic mission and to support the initial business plan. Funding is being provided by the Kent State University President's Initiative Fund.

PROGRAM DEVELOPMENT PLAN
TO ESTABLISH A PH.D. IN PUBLIC HEALTH
AT KENT STATE UNIVERSITY

Kent State University proposes to develop a Ph.D. in Public Health in three specialization areas: (1) Public Health Prevention Science, (2) Public Health Policy and Management and (3) Epidemiology. The program is a 87-credit-hour curriculum that consists of a public health prerequisite (12 credits); a doctoral public health core–Research Tools (12 credits); a content specialization (33 credits) with 9 credits for specialization related method courses; 15 credits for content-specific courses and 9 credits for content-related electives; and dissertation (30 credits). Thus, completion of the Ph.D. program is earned with either 87 credits with prerequisites or 75 credits without prerequisites.

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 doctoral specialization in **Health Policy and Management** is an interdisciplinary program designed to improve the health care delivery system and mitigating public health risks using management and health policy research. The program prepares students for research careers in both academic and non-academic organizations. At the conclusion of the doctoral program, graduates will be prepared to accomplish the following:

a. Enter research-oriented careers in both academic and non-academic organizations
b. Demonstrate proficiency in public health and health policy and management principles, research methodology, and a recognized specialty area in health policy or health care management
c. Demonstrate a working knowledge of the principal statistical approaches used in contemporary health services research
d. Analyze large-scale data sets
e. Contribute to health policy and management inquiry and practice
f. Conduct scholarly research.

Public Health Prevention Science is the systematic study of efforts to reduce the incidence of maladaptive health behavior and to promote adaptive health behavior in populations across the life course through designing and evaluating public health interventions and utilizing knowledge about them. Public health prevention science requires expertise in a variety of theoretical and substantive perspectives for the purpose of conducting research within systems of the family, health and education, workplace, community, law enforcement/criminal justice settings and social welfare. Such a multidisciplinary framework is consistent with emerging trends in the public health professions.

The Prevention Science competencies include the ability to:

a. Identify advanced theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice
b. Identify the causes of social and behavioral factors that affect health or individuals and populations
c. Describe steps and procedures for the planning, implementation and evaluation of public health prevention programs, policies and interventions
d. Describe the role of social and community factors in both the onset and solution of public health problems
e. Apply evidence-based approaches in the development and evaluation of public health prevention interventions
f. Specify multiple targets and levels of intervention for public health prevention programs and/or policies
g. Conduct scholarly research

The doctoral specialization in **Epidemiology** is designed to train student to develop the highest level of professional skills to examine the conditions and determinants of health and disease in populations. The program prepares students to become scholars who are able to conduct research and teach epidemiology. The Epidemiology competencies include the ability to:

a. Apply epidemiological methods to address critical and/or emerging public health and clinical research issues
b. Apply quantitative and qualitative methods in addressing public health problems
c. Assimilate the history, philosophy, & ethical principles of epidemiology into current research
d. Analyze large scale data sets
e. Conduct scholarly research

2. Description of the proposed curriculum.

The program is an 87-credit-hour curriculum that includes a public health prerequisite (12 credits), a doctoral public health core–Research Tools (12 credits), a content specialization/major (24 credits), content-related electives/minor (9 credits) and a dissertation (30 credits), which totals 87 credits (including prerequisites) or 75 credits (excluding prerequisites).

Ph.D. Program Prerequisites (12 credits)

EHS	6xxxx	Emerging Issues in Public Health
BST	6 xxxx	Biostatistics
HPM	6 xxxx	Public Health Administrative Systems
EPI	6 xxxx	Principles of Epidemiology in Public Health

Ph.D. In Public Health Core – Research Tools (12 credits)

BST 7xxxx Multivariate Analysis
EPI 7xxxx Methods in Evidence Based Public Health
SBS 62020 Science and Methods of Community-Based Prevention and Intervention
HPM 7xxxx Grant Writing in Public Health

Dissertation (30 credits)

Specializations – Major (33 credits)

Prevention Science Specialization - Major

Content Specific Method Courses (9 credits)
EPI 7xxxx Design and Implementation of Health Surveys
BST 7xxxx Longitudinal Data Analysis
SBS 7xxxx Advanced Qualitative Research

Content-Specific Courses (15 credits)
SBS 7xxxx Theories of Prevention Science I
SBS 7xxxx Theories of Prevention Science II
SBS 7xxxx Advanced Methods in Prevention Science
SBS 7xxxx Directed Research in Prevention Science
SBS 8xxxx Grant Writing in Prevention Science

Content-Related Electives (9 hours)
Content related elective courses should be selected, by student with faculty advisor, depending upon the student's research interest. It may occur within the College of Public Health or in other disciplines outside the college. For example:

Violence Prevention (select 9 credits)
POL 70703 Community and Domestic Violence
POL 70704 Theories of Crime and Delinquency
POL 70702 Justice Institutions
POL 70705 Comparative Justice Institutions and Policy
POL 70706 Victimology
POL 70707 Law, Justice and Society
POL 70791 Seminar in Justice Politics and Policy

Health Policy and Management Specialization (33 credits)

Content Specific Method Courses (9 credits)
BST 6xxxx Applied Regression Analysis
BST 7xxxx Multivariate Analysis for Public Health and Medical Research
EPI 7xxxx Data Management and Applied Epidemiologic Analysis

Content Specific Courses (15 credits)
HPM 7xxxx Health Care Utilization and Outcomes: Measurement and Evaluation
HPM 7xxxx Public Health Policy Analysis: Concepts, Tools and Techniques
HPM 7xxxx Special Topics in Health Policy and Management
HPM 7xxxx Directed Research in Health Policy and Management
HPM 7xxxx Grant writing in Health Policy and Management

Content Related Electives (9 credits)
Content related elective courses should be selected, by student with faculty advisor, depending upon the student's research interest. It may occur within the College of Public Health or in other disciplines outside the college. For example,

Public Program Evaluation (select 9 credits)
POL 70379 Program Evaluation I
POL 70384 Program Evaluation II
HED 74055 Needs Assessment and Program Planning in Health Education
HED 74057 Evaluation of Health Promotion Programs

Epidemiology Specialization (33 credits)

Content Specific Method Courses (9 credit hours)
EPI 7xxxx Design and Conduct of Clinical Trials
EPI 7xxxx Applied Logistic Regression
EPI 7xxxx Data Management and Applied Epidemiologic Analysis

Content Specific Courses (15 credits)
EPI 7xxxx Chronic Disease Epidemiology I
EPI 7xxxx Infectious Disease Epidemiology I
EPI 7xxxx Special Topics in Epidemiology
EPI 7xxxx Directed Research in Epidemiology
EPI 8xxxx Grant Writing in Epidemiology

Content Related Electives (9 credits)
Content related elective courses should be selected, by student with faculty advisor, depending upon the student's research interest. It may occur within the College of Public Health or in other disciplines outside the college. For example,

Biostatistics
BST 7xxxx Survey Sampling Methods
BST 7xxxx Meta analysis in Public Health
BST 7xxxx Applied Longitudinal Analysis

3. **Administrative arrangements for the proposed program: department and school or college involved.**

The Ph.D. in Public Health will reside in the proposed Kent State College of Public Health. The initial college structure will include two departments, (1) Department of Health Policy, Management and Behavioral Sciences; (2) Department of Epidemiology, Biostatistics and Environmental Health. Each department will have a chair, a Faculty Advisory Committee elected by the department's tenure-track faculty, and graduate and curriculum committees. A department handbook, which will include workload policies, will be developed by those faculty members forming the new departments. A separate Student Handbook will be developed to provide additional information for all students enrolled in the College of Public Health.

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 needs and potential duplication in the state and region.**

There is only one Ph.D. program in Public Health in the state, at The Ohio State University. This program has specializations related to the Kent State proposed program, including concentrations in Epidemiology, Health Behavior and Health Promotion and Health Services Management and Policy. Case Western Reserve School of Medicine offers a Ph.D. in Epidemiology and Biostatistics with a specialization in Health Services Research, although this degree is not a Ph.D. in Public Health.

A study conducted by the Center for Studying Health System Change, published in April, 2008, indicated that there is a "public health workforce crisis" in the United States. Among factors that will affect local public health departments inability to recruit bachelor's and master's prepared public health workers, this report also indicated that there will be a shortage of "future public health leaders" and public health academic researchers. According to the American Schools of Public Health:

- "ASPH estimates that 250,000 more public health workers will be needed by 2020.
- The public health workforce is diminishing over time (there were 50,000 fewer public health workers in 2000 than in 1980), forcing public health workers to do more for more people with fewer resources.
- This challenge is compounded by the fact that 23 percent of the current workforce—almost 110,000 workers—are eligible to retire by 2012.
- There are documented and forecasted shortages of public health physicians, public health nurses, epidemiologists, health care educators and administrators. Without enough public health workers protecting citizens where they live, work and play, all are vulnerable to serious health risks.
- To replenish the workforce and avert the crisis, schools of public health will have to train three times the current number of graduates over the next 12 years."

Without the addition of the Kent State College of Public Health programs, Ohio will not meet the need for three times the current number of graduates in the next 12 years.

5. **Prospective enrollment.**

The enrollment is initially estimated at 24 Ph.D. students (average of eight per each specialization). The first cohort will be admitted in the fall of 2010.

6. **Special effort to enroll and retain underrepresented groups in a given discipline.**

Kent State University recognizes that the presence of minority students is crucial in the classroom and ultimately for the field. Many faculty members in the proposed College of Public Health have previously worked in other Kent State departments to increase the number of minority graduate students and will use strategies that have been effective in the past few years.

The new program will reach out to the various organizations and clubs at the University that serve minority populations, including the Arab Student Association, the Black United Students organization, the Kent African Student Association, the Chinese Students and Scholars Association, the Indian Student Association, the Muslim Student Association, the Saudi Student Organization, and the Taiwanese Student Organization. It is anticipated that the college will be able to directly recruit minority M.P.H. and M.S. students at Kent State.

7. **Availability and adequacy of the faculty and facilities available for the new degree program.**

By the time the first cohort is admitted to the program, a minimum of 25 faculty will comprise the proposed College of Public Health faculty, including five full-time faculty in each of the five core disciplines (Epidemiology, Biostatistics, Environmental Health Sciences, Social and Behavioral Sciences, and Health Policy and Management). It is also anticipated the availability of a minimum of 10 faculty members in other Kent State colleges who will have secondary appointments in the proposed College of Public Health. Kent State has existing and available facilities, including office space, to house the proposed new degree program.

8. **Need for additional facilities and staff and the plans to meet this need.**

No new facilities will be required for the proposed degree program. The new Ph.D. program will have a dedicated administrative assistant. In addition, the proposed College of Public Health will house a full time staff member dedicated to student services.

9. **Projected additional costs associated with the program and evidence of institutional commitment and capacity to meet these costs.**

Since this program will be housed in the proposed College of Public Health, initial costs have been built into the new college budget. In October 2008, the Kent State University Board of Trustees approved a commitment of $1 million per year for three years to fund the creation of the College of Public Health. These funds are to be used to create the academic mission and to support the initial business plan. Funding is being provided by the Kent State University President's Initiative Fund.

Revising the Liberal Education Requirements

at Kent State University

The Kent Core

Report of the 21st Century

LER Core Committee

LER Core Committee Members:

David Dees, Co-Chair
Tim Chandler, Co-Chair
Stephane Booth
Debbie Barber
Ken Burhanna
George Garrison
Curtis Good
Leslie Heaphy
Laura Leff
Sarah Malcolm
Gus Medicus
Elizabeth Sinclair
Yvonne Smith
Therese Tillett
Amanda Thomas

Kent State University

February 2009

Executive Summary

In September 2008, with the specific intent of furthering Kent State's Excellence Agenda, Provost Robert Frank charged the 21st Century LER Core Committee with reviewing the university's LER requirements and making recommendations that would: 1) enhance the quality of the LER program; 2) improve the educational experience for undergraduate students by increasing their level of engagement in their own learning; and, 3) reduce the complexity of the LER requirements in order to help students navigate the system more easily.

The Committee formulated an approach to revising the LERs that was premised on the need to foster a learner-centered approach to education thereby translating the Excellence Agenda to impact directly students and their learning. The Committee determined that such an approach needed to be embedded in a positive learning environment, and fostered by learning outcomes centered around the four principles of Kent State's 21st century undergraduate philosophy: Knowledge, Insight, Engagement, and Responsibility. Within each of these categories, the Committee developed a set of developmentally and hierarchically-ordered program learning outcomes to guide course and program review.

With these learning outcomes in mind and taking full account of the problematic issues associated with the current LER model, groups of committee members reviewed over 30 models of best practice and developed a range of alternative LER models for consideration. From this group of models, three emerged as best meeting the guiding principles developed by the committee.

In order to share the proposed learning outcomes and the 3 models with the Kent State community, the Committee built a website and conducted three Town Hall meetings to provide opportunities for campus discussion and debate. As a result of these discussions and debates the committee developed an amended version of one of these three models as its final proposed model, along with a set of rules to guide its use. The final proposed model, The Kent Core, is premised on accommodating the requirements of the state's Transfer Module, and is outcomes oriented. Its development is viewed as the first step in a staged and on-going process of fostering greater inter-disciplinary learning opportunities for 21st century Kent State students.

In addition to proposing The Kent Core model for the revision of the LER system as requested by the Provost, the committee also provides: a) ten distinct recommendations including the immediate formation of an implementation task force; b) a specific implementation plan; and, c) a timeline that puts the new model in place beginning Fall 2010. Additionally, the committee proposes that by 2011 there will be at least one approved interdisciplinary course in each LER category; by 2012 there will be an initial review of the new program to assess its impact and effectiveness, particularly with regard to navigability for students; and by 2014 the LER program will be entirely outcomes-oriented.

Finally, the committee identifies three significant challenges. The first involves the impact of the proposed LER model on responsibility centers under the new RCM budget model. The second involves the impact of changes in the curriculum and graduation requirements being proposed by the 21st century Curriculum Committee. The third involves the need for the development of a program assessment system for the revised LER program. The committee recommends that the implementation committee pay careful attention to these issues and that a review of the impact and effectiveness of the new model be conducted no later than Fall 2012.

Introduction

The 21st Century LER Core Committee[1] was charged by Provost Robert Frank in September 2008 to review the LER requirements and make recommendations that would: 1) enhance the quality of the LER program; 2) improve the educational experience for undergraduate students; and, 3) reduce the complexity of the LER requirements in order to help students navigate the system more easily, as means of furthering the university's Excellence Agenda. The committee held its first meeting on October 1, 2009, and met weekly throughout the Fall 2008 semester and the first part of Spring 2009 semester.

The Committee began by reviewing problems associated with the themes of complexity and navigability and compiled a list of these problems[2]. It was fortunate to have access to data provided by a team that had conducted a review of the LER's for the Provost, focusing on, among other things, patterns of enrollment, income generation, time to completion of requirements, and barriers to completion of requirements for students in all majors. The findings of the Provost's review team provided an excellent baseline from which to work and gave the LER committee in-depth information regarding the issues of complexity and navigability. The work of the team served as the foundation for the proposed Model A (see below).

With an understanding of the problems associated with the structure and organization of the LERs as currently constructed and the realities of the current educational environment clearly in mind, the committee thus focused its efforts on: 1) linking the LERs to the university's 21st century philosophy for undergraduate education; and, 2) enhancing the educational experience provided by the LERs for undergraduate students.

In order to address these two goals, the Committee gathered data from a number of sources. Searching for models of best practice, committee members reviewed materials from more than 30 institutions from across the U.S., encompassing a broad range of LER programs. Student focus groups were conducted and URCC reports and surveys were reviewed. The Committee also returned to the materials and programs that had framed the basis for the development of the 21st century philosophy statement,[3] in order to ensure that a revised LER system would be fully aligned with the objectives outlined in that document.

[1]See Membership List (Listed on cover sheet)
[2]See list (Appendix A)
[3]As one example see LEAP materials and other AAC&U materials (Appendix B)

A Learner-Centered Approach

On the basis of these reviews, the Committee formulated an approach to revising the LERs that was premised on the need to foster a learner-centered approach to education. The Committee determined that such an approach needed to be embedded in a positive learning environment, and fostered by learning outcomes centered around the four principles of Kent State's 21st century undergraduate philosophy: Knowledge, Insight, Engagement, and Responsibility.

By stressing learning outcomes, the learning-centered paradigm focuses on what students are able to do and demonstrate with their knowledge rather than on more traditional approaches focusing on content and coverage. Pedagogically, the learning-centered paradigm helps focus attention on the learning experiences provided to students rather than the content that teachers cover. (For other more specific strengths associated with a learning outcomes approach, see appendix C.)

Learning Outcomes

The Committee spent a great deal of time developing programmatic learning outcomes for each of the four elements of the 21st century education model, namely: Engagement, Knowledge, Insight and Responsibility. Within each of these categories, the Committee developed a set of developmentally and hierarchically-ordered program learning outcomes. Each of these program learning outcomes provides the basis for the development of appropriate learning outcomes for individual LER courses, and offers a clear guide as to the expectations for those outcomes.

Learning Outcomes

Engagement: To engage in learning that results in informed action and involvement in the human condition.

Engagement: Kent State emphasizes civic, intercultural knowledge and competencies through students' direct involvement in research, creative activity, community outreach, and through progressively more challenging problems, projects, and standards of performance across the disciplines. Involved in scholarly and creative activity and in outreach, our students combine the intellectual and practical benefits of education for lifelong learning and engagement in our local and global communities.

Students demonstrate the ability to:

- Act upon their moral and ethical obligation to others and demonstrate the impact of their actions within local, national, and global communities.
- Respect and value "difference" in all interpersonal interactions.
- Gather and evaluate knowledge to seek solutions for critical problems and shape positive change in society.
- Engage with and understand the diversity of cultures in the U.S. and around the world
- Engage with others in a civil exchange of differing and even conflicting viewpoints to make decisions, take risks and become personally involved in the world around them.

Knowledge: To initiate and encourage the process of life-long learning

Knowledge: Study in the arts, humanities, interdisciplinary studies, languages, mathematics, sciences, and social sciences provides our graduates with knowledge of human cultures and the physical and natural worlds. Our graduates develop the general knowledge that is the foundation of informed judgment, and life-long learning; they develop specialized understanding and appreciation for the key concepts and skills of their chosen fields.

Students demonstrate the ability to:

- Understand the content and methodology of disciplines and areas of knowledge.
- Comprehend and apply knowledge acquired within and across disciplines and areas of knowledge.
- Analyze and adapt knowledge to solve a variety of problems and develop new ways of knowing about new and emerging fields.
- Create and synthesize various knowledge sets to offer new perspectives and formulate new ideas.
- Critically assess and direct their learning.

Insight: To explore and develop multiple ways of knowing and forms of understanding.

Insight: Learning based in inquiry, evidence analysis, critical and creative thought, and collaborative problem-solving provides our graduates with the intellectual and practical skills fundamental to 21st-century literacies. Information literacy, quantitative literacy, digital literacy, interpersonal skills, and aural, oral, visual, and written communication skills enable our graduates to bring critical and creative insight to the construction, articulation and application of new knowledge.

Critical thinking and analysis is embedded in academic disciplines and is fostered through the careful assessment of the logic, processes and outcomes of these disciplines. Both quantitative and qualitative reasoning are necessary in the development of critical thinking and creative insight.

Students demonstrate the ability to:

- Comprehend, analyze, and interpret facts and express ideas in various written, oral and technological formats.
- Apply appropriate 21st century literacies (information, financial, cultural, quantitative, digital, and visual) to create, examine, and critique knowledge relevant to real-world problems.
- Apply appropriate 21st century communication skills (interpersonal, aural, oral, and written) to create, examine, and critique knowledge relevant to real-world problems.
- Analyze multiple perspectives and contexts to develop reasoned conclusions about complex issues such as diversity, sustainability, human rights, etc.

Responsibility: To analyze and understand diverse moral and ethical views.

Responsibility: The undergraduate education at Kent State University emphasizes critical thinking, ethical reasoning, and moral judgment in conjunction with the acquisition of expertise. Kent State graduates are involved astutely and practically in diverse communities and real-world challenges and grow to become reflective, responsible, and productive citizens.

Students demonstrate the ability to:

- Make informed and principled choices and decisions and comprehend the consequences of those choices and decisions.
- Use knowledge and information ethically and legally.
- Create solutions to public problems through civil discourse and personal actions.
- Learn in a variety of ways that represent historical and cultural understandings of the world as a global society, and exercise leadership in addressing issues of concern to the community.
- Understand the moral, ethical and social roles that an educated citizen plays in a democratic society.
- Apply moral and ethical reasoning skills and understanding for the advancement of a diverse society.
- Take responsibility for living an examined life.

Community Input

The Committee shared these learning outcomes initially with the LER stakeholder group[1] and received positive feedback and thoughtful suggestions with regard to the number, scope and structure of the outcomes. The stakeholder group also noted that such an approach would require appropriate support for faculty in order to foster necessary pedagogical innovation and develop appropriate assessment tools and techniques to match a learning outcomes approach. These two issues are addressed directly in the recommendations section below.

In order to share its agenda and its recommendations with the Kent State community, the Committee, under the leadership and guidance of co-chair David Dees, with the able assistance of David Cunningham, Liz Wyglendowski, and Yeounju Kim from Educational Technology, built a website to provide both a conduit for information about the LERs and the materials being developed by the Committee, and a vehicle for discussion and debate through which to reach out to the campus community.

Aligning Learning Outcomes with LER Models

In order to connect learning with teaching and with course and curriculum design, and ensure that learning outcomes aligned with any potential LER models, the Committee developed a set of guiding principles against which to assess the suitability of LER models as "delivery vehicles" for the proposed learning outcomes.

Guiding Principles

The Committee developed the following list of principles to guide its discussion of potential LER models believing that the liberal education requirements at Kent State University should:

- -develop competencies and constructs central to a 21st century education which can be demonstrated within a variety of disciplines.
- -foster the "literacies" deemed appropriate for a 21st century education.
- -provide opportunities for academic and intellectual exploration.
- -highlight diversity and intercultural competence.
- -improve the navigability and reduce the complexity of the current LER system.
- -ensure congruence with the Transfer Module Requirements.
- -promote interdisciplinary study and integrative learning connected to contemporary problems.
- -meet the needs of both associates and bachelors degree programs.

[1]See Appendix D for a list of the members of the Stakeholder's Group.

LER Models

With the aforementioned principles in mind, and taking full account of the problematic issues associated with the current LER model, groups of committee members developed a range of alternative LER models. From this group of models, three emerged as best meeting the guiding principles, each addressing these issues in slightly different ways.

Town Hall Meetings

In addition to posting the learning outcomes and the three proposed LER models on the website along with discussion boards to encourage widespread university input, the Committee held three Town Hall Meetings. Two of these were held on the Kent Campus and were audio recorded and web-streamed.

The Committee chose this approach in order for those unable to attend in person to have access through the web or to be able to listen to the discussions at a later date. In addition to being audio recorded and web-streamed, the third Town Hall Meeting linked all eight campuses through v-tel and provided an opportunity for faculty and staff from all campuses to have input to the discussion and provide feedback to the Committee.

Based on the feedback from the Town Hall Meetings, from the website discussion boards, from the Stakeholder Group, and from the Curriculum Committee, the LER Committee determined that while there appeared to be an appreciation of the strengths (and weaknesses) of each of the three models, Model B met with the broadest approval. (A summary of the perceived strengths and weaknesses of each of the models is provided in appendix E.)

Proposed Model: The Kent Core

On the basis of the feedback received and in order to address pertinent criticisms highlighted in the Town Hall Meetings, the Committee chose to make some refinements to Model B in selecting it as the proposed model for the revised LERs. Revisions centered round criticisms/concerns raised about four major requirements built into the model:

1) Foreign Language Requirement
2) Diversity Requirement
3) Capstone Requirement
4) Fulfilling Transfer Module Requirements

LIBERAL EDUCATION REQUIREMENTS
THE KENT CORE

Literacy Component			
CATEGORY	COURSE	CREDITS	NOTE
Composition		3	
	ENG 11002 College Writing I-S (3)		
	ENG 11011 College Writing I (3)		
	HONR 10197 Honors Colloquium I (3)		
Interdisciplinary Writing		3	
	ENG 21011 College Writing II (3)		
	HONR 10297 Honors Colloquium II (3)		
	Interdisciplinary writing courses (3)		Need to be developed and must be Transfer Module (TM) approved
Mathematics		3	
	List of potential courses (3-5)		Must fulfill TM (mathematics)
Applied Literacy	**See note below**	6	
	e.g., foreign language courses (3-5)		Need to be developed and/or identified

Core Component			All courses in all categories must fulfill Transfer Module (TM)
CATEGORY	COURSE	CREDITS	NOTE
Humanities		3	
	Current list of courses (3)		Must fulfill TM (humanities/fine arts)
Fine Arts		3	
	Current list of courses (3)		Must fulfill TM (humanities/fine arts)
Social Sciences		6	
	Current list of courses (3)		Must be in two areas; must fulfill TM (social sciences)
Natural Sciences		6	
	Current list of courses (1-5)		Must include lab; must fulfill TM (basic sciences)
Additional		3	
	Current list of courses in this core or from mathematics (1-5)		Must fulfill TM (any category)

Cultural Awareness Component			One course must fulfill LER
CATEGORY	COURSE	CREDITS	NOTE
Domestic		3	
	Current list of courses (3)		May be upper division and fulfill major requirement
Global		3	
	Current list of courses (3)		May be upper division and fulfill major requirement

TOTAL CREDITS	**36**

Note: The applied literacy category is intended to provide students with an opportunity to apply intellectual and practical skills associated with 21st century learners across a variety of disciplines. Fulfillment of this requirement can come from many content areas which may include, but not be limited to: courses in foreign languages, communication, philosophy (logic, thinking), statistics, finance, theatre, media, information, technology, mathematics, computer science etc.

Rules for The Kent Core Model

1) The Kent Core Liberal Education program requirements may be completed throughout an undergraduate program since the goals of a liberal education need to be pursued across the full range of an undergraduate education and include the student's major and free electives as well as LER courses. However, it is strongly advised that students complete the foundational literacies as early as possible and certainly within the first 60 hours.

2) All approved LER courses must be accepted by each unit, major and program.

3) Since fulfilling The Kent Core Liberal Education program is a university requirement, no college, unit, program, major or minor may specify LER requirements beyond those required by the university.

4) Academic programs that require specific LER courses to meet accreditation/licensure requirements may mandate those courses IF the program can provide evidence that: a) those particular courses are specified by the accrediting/licensing agency; and b) without this degree of program autonomy a student's time to graduation would be prolonged. Clear and specific evidence of such accrediting/licensing requirements must be supplied for programs to be allowed to prescribe LER courses.

5) Students may use The Kent Core LER requirements to fulfill program/major/minor requirements if they so wish. Academic units are advised to provide students with information regarding which LER courses can also fulfill program/major/minor requirements. (GPS roadmaps will provide one important avenue for academic units to inform students of such opportunities.)

6) Students in AA and AS degree programs will be deemed to have met The Kent Core LER requirements if they complete requirements for the Transfer Module. Associate degree recipients wishing to complete baccalaureate degrees will be required to fulfill all The Kent Core LER requirements.

7) None of the courses on The Kent Core LER list may be taken pass/fail.

Despite spending a significant amount of time and energy developing the rules noted above, the Committee is very aware of the potential problems, conflicting principles, and unintended consequences which such rules may still bring.

Guidelines for Programs and Majors

1) All programs, majors and minors should provide evidence as to how they will foster and support liberal education learning outcomes.

2) All majors must require a capstone experience that helps students understand the relationship between their major and The Kent Core LER program, that provides integrative learning skills and fosters opportunities for inter, cross and trans-disciplinary study.

Based on campus conversations and committee deliberations, the proposed model (including its rules and the proposed concomitant program and major guidelines) appears to be the most achievable, especially under current circumstances. Given the current resources and structure within the university and throughout the state, a major shift in the curricular design of the LERs beyond those proposed here would be problematic at this time. However, many within the university community were supportive of, and intrigued by, the proposed educational format of Model C. The committee suggests that Model C may serve as our aspiration as we move forward in implementing a 21st century learning perspective. The development of experimental courses, particularly those that are interdisciplinary in nature, should be strongly encouraged and supported. The committee suggests that future reviews of the LERs should also evaluate how and in what ways the institution has moved, and could continue to move, towards the ideas and principles of Model C.

Having proposed that The Kent Core model be implemented, and suggested a direction for further development, the Committee believes that it has completed the first part of its charge. The second part is to recommend both an implementation plan for the proposed model, and a timeline for implementing that model, thereby completing the current revision of the LERs.

Recommendations

Implementation Plan

1) Support robust faculty professional development efforts.

The implementation of learning outcomes will require considerable professional development in the areas of learning outcomes, learning-centered pedagogical practices, and assessment of and for learning. The committee suggests that the administration and faculty examine ways to elevate the support of the Faculty Professional Development Center (FPDC) to accomplish these expectations. The FPDC has long been promoting the learning centered approach through a variety of projects, workshops, and seminars with limited resources. To implement this university-wide effort, this unit must be provided with significant additional resources.

2) Form an Implementation Task Force.

In an effort to successfully implement this curricular and pedagogical shift, the committee proposes that a separate task force be created to oversee and assist with the implementation of this plan. This task force should include memberships from URCC, LER Core and Stakeholder Groups, Curriculum Core and Stakeholder Groups, UTC, FPDC, University Assessment (Stephane Booth), and ensure representation from each college and from the regional campuses. The task force will have specific goals and objectives. These should include:

a) Developing and proposing to URCC revised catalog copy for The Kent Core LER requirement.

b) Developing and proposing to URCC an LER course proposal process.

c) Developing a faculty handbook that explains and assists faculty with the shift toward the learning outcomes and learning centered approach.

d) Developing and proposing to URCC learning outcomes assessments for both individual LER courses and The Kent Core LER program overall.

e) Developing a student handbook and website that explains the role and purpose of The Kent Core in the context of learning outcomes for the 21st century.

f) Developing a matrix mapping LER courses to LER learning outcomes.

3) Require all courses to be re-submitted for review by URCC in order to be eligible for continuing LER status.

Regardless of the curriculum model chosen, pedagogical implementation of these ideas is fundamental to the successful implementation of the learning outcomes. To that end, the committee believes that it is essential that every course be re-submitted for evaluation by the URCC. The implementation task force, as appropriate, can assist URCC with this significant task.

The committee further believes that our current course approval forms do not necessarily align with and support this shift towards a learning perspective. To that end, it is recommended that the implementation task force, under the supervision of the URCC, develop a course proposal model that includes:

a) A clear statement of the **Purpose of the Course**

b) A set of clearly stated **Learning Outcomes for the Course**

c) A set of clearly stated descriptions of both the **Student Learning Experiences and the Pedagogical Strategies** associated with promoting those course learning outcomes.

d) A set of clearly stated **Assessment Strategies and Tools** to be used to evaluate how and how well those course learning outcomes are being met.

e) A set of **Evidence-based Decision-Making and Planning Strategies** to show how the assessment information will be used to guide decisions about course content, activities and resources.

f) Ideally, The Kent Core LER courses would have titles or subtitles that were compelling and captivating that would signal the excitement in learning developed in and by the course.

Additionally, in an effort to provide time to develop as a more learner-oriented and learning-centered institution, faculty will be given a year to implement this approach and then will be asked to re-submit revised course proposals with proposed changes and/or documented evidence of student learning in the context of the learning outcomes.

4) Require that all units carefully consider which courses align with the learning outcomes.

Due to the complex and unique history of the LER's at Kent State University, not every currently-approved LER course was created to meet these 21st century learning outcomes. During the review process, the committee urges units to consider carefully which courses are submitted for consideration as Kent Core LER's.
The committee also believes that what makes a course eligible for liberal education status should be as much about the manner in which it is taught, and the "habits of mind" or ways of thinking that it inculcates, as about the subject matter under consideration and the content the course conveys. With this in mind the committee recommends that academic units with 4 or more LER courses consider reducing that number and focusing their efforts on enhancing the quality of the educational experience for students in those select courses. Such efforts might include focusing on pedagogical innovation and providing support to faculty who excel as LER instructors.

5) Promote opportunities for co-registration in Kent Core LER courses

Co-registration enables students to take two or more courses together and work closely with one another and with their professors, and provides opportunities for students and faculty to develop learning communities. Learning communities are an acknowledged "best practice" for 21st century learning.

6) Encourage all units to submit all Kent Core LER courses for approval within Ohio's Transfer Module Requirement.

The Transfer Module was created to ease students' ability to move within the university system of Ohio. The more courses the university can include in this module, the easier it will be for our students and others to have success at whichever institution they choose to attend.

7) Encourage and provide support for interdisciplinary course development

As noted in our review process, the interdisciplinary nature of Model C was an intriguing element to many within the university community. The committee suggests that, when possible, faculty be encouraged to develop interdisciplinary courses that address and explore the learning outcomes in unique ways. The 21st century learner is interdisciplinary; their learning experiences should be as well. There currently exists a university structure for this type of work (Experimental and Integrated Studies

Program within the Honors College). Faculty should be encouraged by the units to create interdisciplinary learning experiences for this, or other, newly developed programs.

To further encourage, foster and support the development of interdisciplinary courses, the committee recommends exploring potential budget structures that delineate the financial implications of creating such courses and indicate the revenue that will be generated for the units involved. The examination of additional strategies to incentivize interdisciplinary course development is also suggested.

8) Provide incentives for the creation of quality learning experiences within the Kent Core LERs.

In the current format, the creation of quality learning experiences in the LER courses is not promoted and/or rewarded in a significant manner. The committee believes that the best and brightest educators should be encouraged to teach these classes. Fostering this passion for learning is key to helping students observe the dynamic opportunities of a broad, liberal college education. Additionally, this approach will increase student success and retention. In the current Reappointment/Promotion/Tenure and Merit structures high quality teaching is not consistently rewarded. Whether through these existing structures or other formats, the committee believes this should be addressed by the administration and the faculty.

9) Provide students with a capstone experience.

From the review of a variety of liberal education programs, the committee discovered that the most successful of these included a capstone experience. The goal of the capstone experience is to ask the student to reflect on how their liberal education influenced and informed their overall journey within the university. This culminating experience is an important element to creating life-long learners and the committee believes it should be incorporated into every program. The goal of these experiences should be to allow students to demonstrate and document the integration of the LER and programmatic learning outcomes into practical learning experiences.

10) Encourage more university-wide participation in programs such as the LEAP projects of AAC&U and other programs involved in promoting and assessing new liberal and/or general education initiatives.

During the review process, it has become apparent that Kent State University is lagging behind many of its peer institutions in regards to discussing and implementing a deeply engaged liberal education program. The Association of American Colleges and Universities has been leading a variety of initiatives to promote and assess liberal and/or general education

throughout this country. The committee believes that broad university-wide participation in these, and other similar efforts, needs to be supported and encouraged at all levels if the recommendations outlined above are to be achieved and continuously improved.

Conclusion:

The committee realizes that these are difficult financial times throughout the state. However, the committee also believes that expending the financial and personal assets necessary to implement these recommendations is a smart investment in the future of Kent State University and the State of Ohio.

First, focusing on learning will have a significant impact on student success. Second, creating a highly educated workforce, grounded in 21st century literacies, will increase the employability of our graduates, add to the creativity of our local economy, and have an enormous impact on the economic future of Ohio. Lastly, this approach to education makes Kent State University an attractive educational choice for students. We will be seen as a "learning university"; a place in which students, faculty, administrators and staff are constantly evolving, reflecting, and changing in an effort to improve the learning experiences of our constituents.

One of the primary goals stated in the University System of Ohio's Strategic Plan is to raise the educational attainment of our citizens by increasing the graduation rate, keeping more of our graduates within the state, and impeding the export of college graduates. The committee believes that the implementation of these recommendations aligns with this primary goal and is one way in which the university can significantly contribute to accomplishing Ohio's strategic vision for higher education.

Review and Implementation Timeline:

Review

Report to Provost	-	February 2009
Report to URCC	-	March 2009
Report to EPC	-	April/May 2009
Report to Senate	-	July/September 2009
Report to Trustees	-	September 2009

Implementation

Formation of Implementation Task Force	-	Immediately
Review of LER Courses	-	September/December 2009
Courses to EPC	-	February 2010
Courses to Senate	-	March 2010
Courses reviewed for transfer module	-	March 2010

Significant Challenges:

Responsibility Centered Management

The committee has not completed this process without reference to the impact of RCM on a significant change to the current LER system. Before beginning its assessment of any specific model the committee was able to review information provided by the "Tiger Team" regarding both current enrollment patterns and revenue generated under the current LER system. This data (FY 2006) was the most up-to-date and complete set of data available. In terms of enrollment patterns for FY 2006, approximately 80% of students enrolled in just 20% of the LER courses. In terms of revenue generated in FY2006, LER course revenues accounted for approximately 25% of total revenue to Academic Affairs. This being the case the committee believed that, if its recommendations proposed no direct change to the list of approved LER course offerings, and if it proposed continuing to follow the requirements of the current Transfer Module, then any proposed changes to the LER program as a whole would be unlikely to affect, in any very significant manner, the revenues generated by responsibility centers.

The committee does recognize that the proposed change to a learning-centered outcomes-based approach to liberal education will increase the costs of faculty development and may, in some cases, increase the costs of individual course instruction to responsibility centers. However, this would be the case regardless of which model was proposed because the learning outcomes approach imposes the need for a more engaged pedagogy. And while the potential increased costs of instruction associated with Model A would likely be less than the proposed model, and those for the proposed model would likely be less than those for Model C, the committee selected its proposed model – first and foremost, on the basis of its educational value. As such, if there is a need to make future accommodations on the basis of increased costs of the new LER approach, the committee proposes that those accommodations be made to the RCM model and not the LER model whenever and wherever possible. The committee makes this recommendation because it believes that, whenever possible, and within reason, the budget model should serve the academic needs of the institution and not vice-versa.

Potential Increase to Program Requirements

While the co-chairs of the LER Core Committee and the 21st century Curriculum Committee have met regularly and provided feedback to their respective committees about the changes likely to be proposed by their colleagues, it is clear that the recommendations of the two committees may, in tandem, create some problems for academic programs. This is likely to be the case for professional programs with very specific and onerous accreditation requirements.

It has also become apparent to the committee that, over time, some programs have chosen to "require" specific LER courses as major requirements whether as a means of reducing overall credit hours for graduation or meeting accreditation requirements, rather than looking at alternative ways of meeting these two objectives. The committee believes that LERs should complement and supplement the major, not substitute for it. As such the

committee hopes that each program and major will carefully review and examine its course requirements, examine where and why it is using LERs to fulfill program requirements, and see if there aren't alternative ways of providing students with the necessary learning outcomes required for graduation and accreditation. The committee encourages all programs to examine and reflect, in the context of learning outcomes, how students can meet and achieve significant learning that is not necessarily tied to adding and /or creating new courses in a typical fifteen-week format. Rather the committee encourages re-envisioning learning across and between courses. We encourage our faculty colleagues to consider professional inter-disciplinary discussions with those who are currently teaching LER courses and look for ways to re-align and adjust those courses to meet the needs of students with interests in both important and emerging areas of inter-related study rather than specific majors.

Program Assessment and On-going Review

The committee recommends that the implementation team develop a system of LER program assessment in conjunction with the university's AQIP initiative to review the impact of the program as a whole on the undergraduate educational experience. In addition the committee recommends that a review of the revised LER program and model should be conducted no later than Fall 2012 with continuing review on a regular 5-year cycle. While the LER committee has made every effort to foresee the impact of the new model on students and programs, it is almost inevitable that there will be unintended and thus potentially negative consequences of these changes. The committee believes that an early review could help limit the impact of any such negative consequences.

APPENDICES

APPENDIX A

Identified Problems

1. The additive course by course approach to a liberal education has led to the creation of an excessive number of courses that are not unified or connected in a significant manner.

2. The complexity of the current LER structure is problematic for students. In particular, students that change majors have problems navigating the system in a meaningful manner.

3. The stated learning objectives are outdated and not connected to the 21st century philosophy statement.

4. The LER categories are not connected in a meaningful manner to the 21st century philosophy statement.

5. A systematic examination of effective teaching/learning strategies is not institutionalized within the current LER courses.

6. A systematic examination of the assessment of student learning in these courses has not been institutionalized within the current LER structure.

7. Interdisciplinary courses and the development of such courses are non-existent within the current LER system.

8. A scholarly examination of the link between student success and the LER courses has not occurred within the institution.

9. A systematic faculty development process for those teaching these courses has not been institutionalized.

10. A systematic investigation into the connection between the LER courses and Kent State University's identity has not occurred.

APPENDIX B

Suggested Readings

Suggested Core Readings

Association of American Colleges and Universities. (2007). *College learning in the new global century*. Washington D.C.: Association of American Colleges and Universities.

Association of American Colleges and Universities. (2005). *Liberal education outcomes: A preliminary report on student achievement in college*. Washington D.C.: Association of American Colleges and Universities.

Bain, K. (2004). *What the best college teachers do*. Cambridge, MA: Harvard University Press.

Tagg, J. (2007) *The learning-paradigm college*. Bolton, MA: Anker.

Additional readings on the learning paradigm are available at the faculty professional development center.

For additional resources on liberal education click here.

Other Selected Readings

Association of American Colleges and Universities. (2006). *Communicating commitment to liberal education: A self-study guide for institutions.* Washington D.C.: Association of American Colleges and Universities.

Barr, R. B. & Tagg, J. (1995, November/December). From teaching to learning: A new paradigm for undergraduate education. *Change*, 27, 12-25.

Blumberg, P. (2009). *Developing learner-centered teaching*. San Francisco; Jossey-Bass.

Clydesdale, T. (January 23, 2009). Wake up and smell the new epistemology. *The Chronicle of Higher Education*, 55(20), B7.

Doyle, T. (2008). *Helping students learn in a learner-centered environment*. Sterling, VA: Stylus.

Driscoll, A. & Wood, S. (2007) *Developing outcomes-based assessment for learner-centered education*. Sterling, VA: Stylus.

Huba, M. E. & Freed, J. E. (2000). *Learner-centered assessment on college campuses: Shifting focus from teaching to learning.* Boston: Allyn & Bacon.

Humphreys, D. (2006). *Making the case for liberal education: Responding to challenges.* Washington D.C.: Association of American Colleges and Universities.

Kirschenbaum, M. (January 23, 2009). Hello world: Why humanities students should learn to program. *The Chronicle of Higher Education*, 55(2), B10.

Kuh, G. D. (2008) *High-impact educational practices.* Washington D.C.: Association of American Colleges and Universities.

Maki, P.L. (2004). *Assessing for learning: Building a sustainable commitment across the institution.* Sterling, VA: Stylus

Rimer, S. (January 12, 2009). At M.I.T., large lectures are going the way of the blackboard. *The New York Times*, A12.

Schneider, C. G. (2005). Making excellence inclusive: Liberal education and America's promise. *Liberal Education 91*(2), 6-17.

Schneider, C. G. (2004) *Practicing liberal education: Formative themes in the re-invention of liberal learning*. Washington D.C.: Association of American Colleges and Universities.

Tetreault, M.K. & Rhodes, T. (2004). Institutional change as scholarly work: General education reform at Portland State University. *JGE: The Journal of General Education*, 53(2), 26-32.

Weimer, M. (2002). *Learner-centered teaching*. San Francisco: Jossey-Bass.

Zull, J. (2002). *The art of changing the brain*. Sterling, VA: Stylus.

APPENDIX C

Why learning outcomes?

When implemented with learning-centered pedagogical approaches:

Focusing on learning outcomes, aligns the educational process with the most current research on human learning. It allows for the creation of educational experiences that are in harmony with how people learn.

Focusing on learning outcomes encourages collaboration and pedagogical reflection among colleagues that can lead to improved curriculum design, implementation and evaluation.

Focusing on learning outcomes allow both faculty and students to develop a clear vision of the overall purpose of a course, program, and/or degree.

Emphasizing agreed upon learning outcomes allows the mission of the university to be clearly supported explored and assessed at the course level.

Developing learning outcomes and assessments creates a climate of reflection and inquiry that can improve educational practice and student learning. In many ways, the development, implementation and assessment of learning outcomes mirrors the research process that dominates much of our work in higher education.

Focusing on learning outcomes introduces students to the idea that the real measure of an education is represented in what skills, dispositions, and abilities they can demonstrate and not in final course grades and/or diplomas.

APPENDIX D

LER Core Stakeholders Group

Members

Barbara Hipsman (JMC)
Mary Ann Haley (A&S)
Arne Gericke (Chemistry)
Andrea Adolph (English-Stark)
Don Williams (Honors)
Jonathan Selinger (LCI)
Verna Fitzsimmons (Technology)
Andrea Shearer (Dance)
Charity Snyder (Advisor-Education)
Mary Lou Holly (FPDC)
Ruth Capasso (Stark Campus)
Donna Witter (Geology)
Greg Blase (JMC)
Tom Janson (Music)
Sue Weaver (Library – East Liverpool)
Frances Ann Freitas (Nursing)
Dale Curry (FCS)
Patrick Coy (Political Science)
Tracy Laux (Mathematics)
Alison Hoskinson (Advisor- Trumbull)
Diane Davis-Sikora (Architecture)
Doug Neitzel (Undergraduate Studies)
Charles Harker (Architecture)

APPENDIX E

LER Model A:

Proposed Model A		
Math Category	**Requirements**	**Comments**
LER mathematics Students with mathematics proficiency required for major should select appropriate course	1 course(s)	• Must be college level • Course listing should clearly indicate which courses are for non-science vs. math and science majors
English Category and Communications	**Requirements**	**Comments**
College Writing I and College Writing II or Intro to Human Communication	2 course(s)	Students may choose College Writing II or Intro to Human Communications to complete this requirement
Social Sciences Category	**Requirements**	**Comments**
LER social science	2 course(s)	• Must be from 2 subject areas
Arts and Humanities Category	**Requirements**	**Comments**
LER humanities LER Fine Arts	2 course(s)	• Must have one course from LER humanities • Must have one course from LER fine arts
Natural Science Category	**Requirements**	**Comments**
LER basic science • Non -science major courses	2 (courses) plus lab	• One must include a lab • Course listing

• Beginning sequence for science majors		should clearly indicate which courses are for non-science vs. science majors
Diversity Category	**Requirements**	**Comments**
One global diversity One domestic diversity	2 (courses)	• Any course designated as diversity can be used to satisfy requirement as long as one is global and one is domestic • Ideally students would satisfy this requirement from already designated LER or major courses as to avoid taking additional hours for graduation
Additional and/or Major Specified Category	**Requirements**	**Comments**
Any designated LER Major departments may specify LER courses for licensure, accreditation, and/or benefit to major	3 courses	• Selections must come from designated LER courses • No limit on number of courses from same department • Recommended that students do not start this until sophomore year • Allows majors to specify some LER courses

		• Allows students additional exploration if major does not specify

Additional Information

Philosophical Basis: Maintain uniqueness of Kent State's LER system while adhering to the Transfer Module. Allow students choice and flexibility for exploration and allow majors to be able to specify a limited number of LERs. Simplify language and rules to reduce confusion and individual and/or college interpretation.

Additional Considerations:

- One course from major department may be used to satisfy major and LER requirements
    - This allows for a reduced penalty for exploration.
    - For example, if a student takes a psychology course and decides to major in psychology do not require the student to then take an additional social science LER. Instead, allow one opportunity to "double dip."
- It is recommended that students do not take courses for the "Additional or Major Specified" category until sophomore year. This will allow students one year of taking LER courses that can satisfy any major.
- All majors must accept all LER courses in categories I-VII
- Special consideration needs to be given to the mathematics category
    - Mathematics proficiency must be recognized. If a student demonstrates proficiency at a higher level than a designated LER, that course should be allowed to satisfy the LER requirement. Proficiency may be demonstrated by successfully completing the higher level course or with CLEP, AP, or CBE.
    - Example: A new student takes the COMPASS exam and places into MATH 12003 (Analytic Geometry and Calculus II). This is not a designated LER course; however, it is a higher level course than the LER courses. Therefore, successful completion of this course should automatically satisfy the LER. This student should not be required to take a lower level.
    - Students should be guided towards the correct mathematics "track." For example, if a student is a science major and takes MATH 11009 (Modeling Algebra) the student will be on the wrong "track" because that course will not prepare the student for the level of math required for the major.

    - Course listings in this category should clearly indicate which courses are best for non-math/science majors and for math/science majors.
- Special consideration needs to be given to the natural sciences category
    - Course listings in this category should clearly indicate which courses are best for non-math/science majors and for math/science majors.
    - Students should be guided towards the correct science "track" depending on major and/or interest area.
    - Beginning major sequences for science programs should continue to be acceptable substitutions for this category or submitted for transfer module approval if necessary.
- All first year students placed into a "learning pattern" of linked LER courses.
    - Ensures near 100% participation in Learning Communities (may need to be modified for part-time and non-traditional students)
    - Creates environment for faculty collaboration among LER courses
    - Examples:
        - First Year Colloquium –College Writing I—General Psychology
        - First Year Colloquium –College Writing I—Intro to Philosophy

LER Model A

LER Model A takes the existing LER system and streamlines it for the 21st Century Learning Outcomes. It adheres to the Transfer Module requirements while allowing students and majors some degree of flexibility. This model is divided into 27 core LER hours that are accepted by all majors and 9 hours that may be specified by a major for licensure, accreditation and benefit to major for a total of 36 hours. It can serve as a template for any LER model and easily accommodate any number of LER courses. All LER departments will need to adapt their courses to the 21st Century Learning Outcomes. Departments may need to make changes to the LER courses or eliminate courses that don't meet the proposed learning outcomes.

The major limitation of this model is that most majors will need to assess their mandated LER courses. Additional concerns raised about this model are the limits it would place on student exploration of topics and the potential imbalance, both financial and in personnel needs, for departments if fewer courses were granted LER status.

<u>LER Model B:</u>

Proposed LER Model B		
LER Category – Literacy Areas	**Requirements**	**Comments**

Written Communication • Freshman composition • Interdisciplinary writing course[1] Oral Communication	 1 course 1 course 1 course	This can be satisfied with the current two courses or the new interdisciplinary model. See note 1.
Mathematics or Formal/Symbolic Logic Quantitative Applications (Includes computer information systems, technology, major based statistics, financial literacy)	1 course 1 course	Mathematical skill (to be completed within first 30 hours) Mathematical reasoning and application. Can include computer application course, can be lower or upper division, may be in major.
LER Category – Core Areas[2]	**Requirements**	**Comments**
Humanities	1 course	Lower division
Fine Arts	1 course	Lower division
Social Science	2 courses	From two different subject areas
Basic Science	2 courses	One must include a lab
Foreign Language	2 courses	Proficiency through elementary II
Additional LER	1 course	Lower division in any LER category
Insight areas	**Requirements**	**Comments**
Domestic Diversity[3]	1 course	• Upper or lower division • May be in major • Cannot be used to satisfy Core Area requirements
Global Diversity[3]	1 course	• Upper or lower division • May be in major • Cannot be used to satisfy Core Area requirements
Capstone Experience	1 course	• Capstone needs to demonstrate implementation of the learning outcomes over a student's experience at Kent State University (may be major specific or interdisciplinary).

Notes:
[1]An interdisciplinary writing course is proposed which will invite collaboration between English faculty and other content discipline faculty. The recommendation is to offer classes utilizing the 13 interest areas as topical areas. These include business; communication, journalism and media; computers, math and technology; design and visual arts; education; healthcare; hospitality and tourism; human services and social sciences; languages, literature and cultures; law, public safety and government; performance arts; science and the environment; and sports and recreation. The proposed collaborative model would be similar to PAS English and Honors College colloquia. This could become a capstone course.

[2]A recommendation is to expand the offerings within these categories to include other 10000 and 20000 courses in the inventory that would be approved to be part of the transfer module. Examples might be BSCI 10110, 10120; ENG 25001, 26001. If a lower division course can be included in the transfer module, it should also be included as a core area option. All majors must accept all courses.

[3] One must come from LER core area.

- Diversity course can be upper or lower division.
- They can be courses in the major, but cannot be used to satisfy any other Core categories.
- One must be from the LER in order to meet transfer module requirements.

Philosophical Framework for LER Model B

The proposed model is designed to embrace the mission of Kent State University and support the essential learning outcomes of the Association of American Colleges and Universities. Briefly, those outcomes include:

- Knowledge of human cultures and the physical and natural world
- Intellectual and practical skills
- Personal and social responsibility
- Integrative learning

The 21st Century Committee has acknowledged in its report that "the goals of a liberal education…must be presented over the full range of every student's academic program, including the general education requirements…the student's major, and free electives." It further states that "the general education requirements should not be a series of disjointed courses. Rather, they should guide students through the curriculum by providing a limited set of choices with unified themes that span the sciences, social sciences, and humanities."

The highlights of this proposal, redesigning it from the current LER model include:

(1) Coursework is divided into three categories: Literacy Areas; Core Curriculum; Insight Areas.

(2) One interdisciplinary writing course is required.

(3) Two quantitative courses are required. One is the existing category of mathematical reasoning/formal logic. The other is intended to be application of mathematical principles and can include computer information/technology, financial literacy, statistical application, etc.

(4) Proficiency through two semesters (elementary II) of a language has been added to the Core Curriculum.

(5) Domestic and global diversity courses are still required, but can be in the major, and can be upper or lower division. One must be from the LER.

(6) A capstone experience, intended to demonstrate implementation of the learning outcomes over a student's experience, will be required. This can take many forms, e.g., internship; study abroad; student teaching; portfolio; course, etc. It may be major specific or interdisciplinary. (The latter is encouraged).

(7) Students can double-dip up to 12 hours between major and LER Core requirements.

(8) Students are encouraged to complete courses in the literacy areas early in their programs. However, the expectation that all LER courses be completed by 60 hours will be dropped. Students want to be able to complete these throughout their programs, not front load them.

(9) General introductory major courses (required in multiple majors) should be added to the LER and to the Transfer Module. Examples include General Chemistry I, II; Biological Diversity, Biological Foundations; Literature in English I, II.

The intent of this proposal is to encourage students to explore and discover areas outside their majors without penalty. Therefore, majors can no longer prescribe LER courses. If courses within LER categories are prescribed, they need to be listed as major requirements, leaving the LER open to student choice.

LER Model B

LER Model B is designed to allow students maximum flexibility, enhance movement among majors without penalty, embrace the tenets of the 21st Century Committee for a liberal education, equip students with knowledge and tools necessary to succeed in today's global market, expand the pool of courses that students can take, and respond to students' requests for relevance and depth in their liberal education requirements. The

coursework is divided into three categories: Literacy, including quantitative application; Core, similar to current LER categories; Insight, culminating with a capstone experience. Explanations are presented in the attached document.

This model reemphasizes the importance of global awareness by requiring foreign language proficiency (including American Sign Language) through elementary II. It also encourages "interdisciplinarity" in both the second writing course and the capstone experience.

Although the hours in this model are increased over the current practice, it allows for up to 12 hours to be double counted within the major.
The primary limitation is that some curriculum development will be necessary for total alignment with the Transfer Module.

LER Model C

Proposed Model C		
LER Category	**Requirements**	**Comments**
English Composition	2 courses	This requirement could be satisfied with the existing courses. This may also be paired thematically with the FYE Course
Math	1 course	Basic Math Skill—to be completed in first 30 hours
Communications	1 course	Oral Communication Skill—to be completed in first 30 hours
Arts, Humanities and Social Science Cluster I	3 courses	Based on themes developed students could a) choose one course from each of the three areas or b) choose courses that combine content across disciplines. ***See note 1 below.***
Natural Science Cluster II	2 courses	Based on themes developed students could a) choose two courses from t two different departments or b) choose courses that combine content across disciplines. One course must have a lab component. ***See note 2 below.***
Upper Class Cluster	3 courses	Taken after the first thirty hours. Program areas choose whether students take these courses primarily in Cluster I or II.

		However, one course must be a social science course.
Diversity Requirement and Writing Intensive Requirement	Should be met within students' thematic choices.	***See note 3 below.***
Capstone Course	3 credit hours	Specific list of courses students choose from. This should occur in the last thirty hours of a program.

Note 1:
Cluster I would combine the ideas, principles and learning outcomes associated with the current structure of Fine Arts, Humanities, Social Sciences . Through faculty collaboration, themes would be developed that represented some of the key ideas to each of these areas. For example, one theme may be "Identity Issues in the 21st Century". Another might be "Commercialism, Morality and Popular Culture". Faculty would submit proposals that outline the specific learning outcomes that would be addressed in each theme and how they would be assessed at the course level. Students choose from a menu of courses, from any content area, that addressed each theme.

Sample Theme: Commercialism, Morality and Popular Culture
Possible courses that could be quickly re-designed to address this theme:

ANTH Intro. to Cultural Anthropology
PHIL Intro. into Ethics
HIST History of U. S.: Modern Period
ARCH Understanding Architecture
DAN Dance as an Art Form
THEA The art of the Theatre
SOC Social Problems
JMC Media, Power, and Culture
JUS Issues in Law and Society
POL American Politics
MUS Understanding Music
PSYC Multicultural Psychology

Other existing courses could be re-aligned to address this theme. Additionally, interdisciplinary courses could be developed by interested faculty members.

Note 2:
Similar to Cluster I, these courses combine the ideas, principles and learning outcomes associated with the natural sciences. Sample themes in this area may include "Environmental Sustainability" and/or "Living a Healthy Life in Healthy Places". The goal is to expose students to a variety of educational experiences that would engage them in the learning quantitative and scientific literacy outcomes.

Sample Theme: Living a Healthy Life in Healthy Places
Possible courses that could be quickly re-designed to address this theme:

ANTH Human Evolution
BSCI Human Biology
BSCI Ecology, Evolution and Society
CHEM Chemistry in our World

GEOL Earth Dynamics
NUTR Nutrition Related to Health
PHY Physical Science

Other existing courses could be re-aligned to address this theme. Additionally, interdisciplinary courses could be developed by interested faculty members.

Note 3:
As within the current model, the global and/or domestic diversity and the writing intensive requirement would remain. Students would have to make sure that these expectations were met as they selected courses within each theme.

Strengths of this model:

a) Fostering the "literacies" deemed appropriate for a 21st century education at KSU

This model re-aligns the courses that would be approved as liberal education requirements. Due to this, faculty would be responsible for outlining, prior to approval, which 21st century literacies and learning outcomes would be assessed in each course. This model is designed to create transparent learning—from learning outcomes to student products, which can be assessed throughout a student's development as a learner at Kent State University. Additionally, do to its simplicity and thematic approach, this model clarifies the reason/rationale for LERs.

b) Providing opportunities for academic and intellectual exploration

This model lends itself to increased student engagement through choice and topical interest. Within each theme there is a wide variety of courses from various disciplines that would allow students to explore ideas from different intellectual points-of-view. Additionally, this model encourages faculty to collaborate and explore ideas from an interdisciplinary lens which is missing in our current structure. This model allows for the entire LER program to shift and change in concert with developing issues in our society.

c) Reducing complexity and increasing navigability of the LERs.

Due to the simplified menu, students choose a theme and then select the courses that best fit their intellectual curiosity. Once courses are approved, the process is very simplified.

d) Other benefits

-The cluster approach creates mini-learning communities that also increase engagement and provide additional student support structures.
- The bare minimum of courses for the transfer module (36 hours) can still be met with this breakdown, even with interdisciplinary courses.

- The capstone course encourages the ideas of lifelong learning and community engagement.

Weaknesses of this model:
-This model requires a radical re-design of the current system including the development of new courses.
-Each course would have to be carefully designed to align with the TAG requirements.
-Faculty professional development and support for new curricular, pedagogical and assessment methods is critical in the implementation of this model.
-Clustering courses requires creative scheduling.
- The capstone experience requires significant, meaningful community engagement on an ongoing basis. In some cases, programs are already meeting this requirement. To do this university-wide would be a constant challenge.
-Themes and courses would have to be designed much earlier and the process for approval would need to be streamlined
-With new themes courses would need regular restructuring and approval—this could be seen as a benefit to keeping the curriculum more relevant and invigorated.

LER Model C

LER Model C is designed to increase student and faculty engagement through relevance and choice. In this model, faculty align course content with significant issues that face our global society. Students then choose several courses from different content areas that explore unified themes. This approach encourages both faculty and student collaboration across disciplines. This model is built on the premise that the 21st century learner is interdisciplinary in nature and is able to apply concepts from various content areas to solve real problems.

The limitation to this structure is that it will require considerable course realignment and creation. Additionally, due to the collaborative nature of this approach, significant faculty development and support will be necessary to successfully implement this model.

HONORS COLLEGE

Interdepartmental Correspondence

To: Stephane Booth, Associate Provost

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

Subject: Course Proposal for EPC Action

Date: April 14, 2009

The University Requirements Curriculum Committee has approved the following course for Writing-Intensive Course status, effective Fall 2009:

ARCH 30022, Urban Design Discourse, 3 cr.

This course will provide the WIC for students in the B.A. in Architectural Studies program.

Relevant cover memos, CCP, BDS, WIC information form, sample syllabi, and catalog changes are attached.

Cc: Therese Tillett, Curriculum Services
Pamela Evans, Architecture
URCC

KENT STATE UNIVERSITY

COLLEGE OF ARCHITECTURE AND ENVIRONMENTAL DESIGN

INTERDEPARTMENTAL CORRESPONDENCE

ON April 22, 2009

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 Design Discourse 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 the design of cities, 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 city forms and architectural 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 Design Discourse

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 Design Discourse (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 20113.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **6-Apr-09** 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 Design and Urban Writing**
Minimum Credits	**03** Maximum Credits **03**

Checked items are new or revised

☐ Subject	☐ Cross-Listed / Slash
☐ Number	☐ Grade Rule
☒ Title	☐ Credit by Exam
☒ Title Abbreviation	☐ Course Fee
☐ Credit Hours	☐ Liberal Education Requirements (LER)
☒ Prerequisites	☒ Writing-Intensive (WIC)
☐ Description	☐ Diversity
☐ Schedule Type	☐ 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):
Writing intensive course for new architectural studies major, emphasizing history, theory and criticism as appropriate to goals of new major. Concerns about encroachment with existing urban studies courses in Arts and Sciences have been resolved.

Units consulted (other departments, programs or campuses affected by this proposal):
College of Arts and Sciences, Geography Department

REQUIRED ENDORSEMENTS

_____ ____/____/____
Department Chair / School Director / Campus Dean

_____ ____/____/____
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-Apr-09** Requested Effective Term **Fall 2009**

Course Subject **ARCH** Course Number **30022**

Course Title **Urban Design Discourse**

Title Abbreviation **Urban Design Discourse**
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** ☒ to ☐ or Maximum Credit **03** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)

Contact Hours Per Week
☒ Lecture Minimum Hours **03.00** ☒ to ☐ or Maximum Hours **03.00**
☐ 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 **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**
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 **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.**

Complete the following only if applicable:
Previous Title **Urban Design and Urban Writing**

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	**The break with modernist urbanism in the 1960s**
4.00	**Linguistics and writing as conceptual basis**
8.00	**Reading Rossi's Architecture of the City**
2.00	**Narratives of desire and loss in urban design practice**
4.00	**Reading Rowe and Koetter's Collage City**
2.00	**Layering and collage in urban design of the late 70s**
8.00	**Reading Koolhaas' Delirious New York and related texts**
5.00	**Reading Writing Urbanism**
2.00	**Urbanisms of programmatic intensity**
6.00	**Reflections from the next generation**

45.00 Total Contact Hours

Textbook(s) Used in this Course	**Aldo Rossi, The Architecture of the City; Colin Rowe and Fred Koetter, Collage City; Rem Koolhaas, Delirious New York; excerpts from Nan Ellin, Postmodern Urbanism; selections by Walter Benjamin, Roland Barth, Michel Foucault, Manfredo Tafuri, Peter Eisenman, John Hejduk, Robert Venturi, Vincent Picora, Mikhail Bakhtin, Italo Calvino, Jorge Luis Borges; reprinted readings by current and historical critics**
Writing Expectations	**narrative and analytic essays**
Instructor(s) Expected To Teach	**C. Graves, S. Rugare, Bilek-Golias**
Instructor(s) Contributing to Content	**S. Rugare, T. Stauffer, C. Graves, Bilek-Golias**

REQUIRED ENDORSEMENT

_____ ____/____/____

Department Chair / School Director / Campus Dean

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 Design Discourse

☒ **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 these public spaces are experienced and used.
The nature and extent of each assignment are as follows:
(A) "The City from Above" - 6-8pp. description of the architecture of a city based exclusively on information gained form Google Earth;
(B) "Review Essay" - A 6-8pp. review of a current writing or project related to the 3 dimensional city, intended for a professional audience;
(C) "Narrative Drive" - A 6-8pp. narrative and analytic essay based on a drive along the corridors of the city

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 architectural theorists. 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. The architecture of the city has historically been represented in written form and is therefore easily integrated into the course content including lectures, seminars and essays. The professor will provide the students with a selection of case studies chosen from recent books, articles and journals as reading assignments for discussion.

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. 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, architectural theory as it relates to the city form 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? hy should an exception be approved for this course? (Guidelines: Item 5)

"The City from Above"- 20%; "Review Essay" - 20%; "Narrated Drive" - 20% Total percentage of final course grade base 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?

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* _____

PROPOSAL TO ESTABLISH A BACHELOR OF SCIENCE IN PUBLIC HEALTH AT KENT STATE UNIVERSITY

A. Nature of Request

1. Indicate the type of program being requested (e.g., new degree, new degree program).

Kent State University is requesting establishment of a new undergraduate degree, the Bachelor of Science in Public Health (BSPH).

2. Indicate the location of the proposed program (e.g., main campus, off-campus site).
The program will be offered at Kent State's main campus in Kent, Ohio.

B. Objectives for the Proposed Program

1. State the general and specific educational objectives of the program.

The general objective of the four-year undergraduate program in public health at Kent State University is to build upon the strong foundation in liberal arts and sciences by adding specific knowledge and appreciation of the field of public health.

Upon completion of the BSPH program, the graduate will be able to:

a. Describe the role of public health in preventing disease, prolonging life and promoting health and efficiency at the local, state, national and global level.
b. Identify, discuss and analyze public health issues.
c. Attain skill level to enter a graduate program in public health or other relevant professional programs.
d. Outline career paths and obtain at least an entry level position in public health.

2. Describe how this program will help achieve the goals and objectives of your institution in terms of its role and mission.

The proposed program action is consistent with Kent State's mission: "to serve the public good." Because of the robust set of programs offered by Kent State that are consistent with this mission, the university is recognized by the Carnegie Foundation as a "community-engaged university" with high research activity. The public health program, as proposed, not only enhances the "community engagement" of the university, but also fosters ethical and humanitarian values in the service of Ohio and the global community.

In addition, Chancellor Eric Fingerhut has given the universities in Northeastern Ohio a specific mandate to distinguish rather than compete with one another. The University of Akron is known for its polymer science and orthopedic missions; in addition, Akron, Cleveland State University and Youngstown State University enjoy the benefits from operating an engineering and law schools. Kent State is planning to commit its resources in response to the national public health crisis and thus establish its "mission differentiation." In October 2008, the Kent State Board of Trustees approved a commitment of $1 million each year for three years to fund the creation of the College of Public Health. These funds will be used to create the academic mission and to support the initial business plan. Funding is being provided by the Kent State University President's Initiative Fund.

3. Describe any unique characteristics or resources that make it particularly appropriate for your institution to offer the proposed program.
Because of the multidisciplinary nature of public health, many of the courses to be offered in this program, as well as faculty members needed to teach in the program, are already available at Kent State. The curriculum for this program will be a collaborative effort primarily on the parts of the two largest colleges at Kent State—the College of Arts and Sciences and the College and Graduate School of Education, Health and Human Services—and the College of Public Health.

Programs from the two existing colleges that have been most involved include:

Arts and Sciences	**Education, Health and Human Services**
Biology	Community Health Education
Geography	Human Development and Family Studies
Justice Studies	Nutrition
Philosophy	
Psychology	
Sociology	

While all of the Northeast Ohio universities are deeply engaged in collaborations, Kent State has the broadest and most far-reaching collaborations with NEOUCOM and other health-related organizations. For 30 years, Kent State has offered the PhD degree in biomedical sciences in partnership with NEOUCOM and, more recent, with the Cleveland Clinic. In addition, Kent State has the best track record of the public universities in Northeast Ohio, including NEOUCOM, in securing research funding from the National Institutes of Health and other biomedical and health-related agencies. Since 1987, Kent State has operated a highly collaborative School of Biomedical Sciences, producing hundreds of PhD graduates in robust partnerships with NEOUCOM and the Cleveland Clinic, as well as other university and medical institutions.

C. Rationale and Need for the Program

1. Explain the rationale of this program.

In addition to this program being instrumental in assisting the "mission differentiation" for Kent State, the program will assist in meeting growing public health crisis in terms of workforce needs. A New York Times editorial[1] decried the fragmentation and inconsistent quality of health care in the United States. Most health care experts believe an effective primary care system that focuses on the delivery of continuous, first contact care is essential to addressing the quality issues in American health care. According to an assessment released by the Association of Schools of Public Health[2], "More than 250,000 additional public health workers will be needed by 2020 to avert a public health crisis."

Furthermore, it is projected that public health workforce shortages for the state of Ohio by the year 2020 to be *in excess of 10,000 workers*[3]. Since the total numbers of graduates with pubic heath training from all the Ohio programs is not expected to meet the workforce needs in Ohio, this program will partially address the need for entry level personnel in public health. (Additional data on workforce needs in Ohio and specifically in Northeast Ohio are provided in item 3 in this section.)

To meet this growing need for public health workforce and to avert the public health crisis, many universities have already taken steps by adding public health majors and minors in their curriculum. In 2007, the Association of Schools of Public Health[4] conducted a survey of 40 accredited schools of public health. Each school was asked to complete a brief survey questionnaire regarding their undergraduate public health course offerings. Thirty-five schools (88 percent response rate) responded by the deadline. The compilation of responses indicated that: (a) 16 of the 35 schools (46 percent) had an undergraduate public health program; (2) six of the 16 (35 percent) offer a combined bachelor's–master's degree program;(3) 10 of the 16 (63 percent) offer public health as a major with enrollment ranging from four to 301 students; and (4) seven of the remaining 19 schools (37 percent) without an undergraduate public health program were planning to establish a major or minor in public health. In short, this proposal is not an isolated event; it is based upon the need and a national trend.

[1] "Editorial: World's Best Medical Care?, The New York Times (August 12, 2007)
[2] "PH Workforce Crisis: What Can Be Done?" Association of Schools of Public Health (February 27, 2008)
[3] United Health Foundation, www.americashealthrankings.org/2008
[4] "ASPH and Undergraduate Public Health Education," Association of Schools of Public Health (May 19, 2008)

The Bachelor of Science in Public Health, as envisioned at Kent State (and as offered at other universities), is based upon the underlying belief that multidisciplinary education is at the foundation of—as stated by the National Academy of Sciences' Institute of Medicine—*an educated citizenry*. As Riegelman, Albertine and Persily [5] argued, "We need citizens who possess an ability to think about the big picture, beyond the individual or constituency. We need citizens who can help as individuals to change social behavior and who are aware of the need for system for health care, good nutrition, decent housing and sustainable urban centers. We need to rely on leaders who are able to consider benefits and harms to groups, minority as well as majority, and to engage in systems thinking, understanding how multiple factors interact. These are the abilities essential to citizenship for the health of the world."

It is to this end, Kent State proposes the BSPH program as an integrative field of learning based on multidisciplinary education and cooperation between various colleges within the university and with the community.

2. **Note the benefits for students, the institution and the region or state of initiating this program.**

The students graduating from this program may either join the workforce in any entry-level position in public health or continue to pursue graduate and professional programs in public health, business, law or medicine. The BSPH will allow students to select a concentration area from the following options, Environmental/Sanitation, Health Care Administration and Health Promotion and Education. In addition, students may also expand their horizons by taking elective offerings in areas of health disparities, gerontological studies, global/international health, public health nutrition and HIV/STD and sexuality studies, drug abuse and violence prevention.

A 2008 article published in Public Health Reports[6], describing Johns Hopkins University's experience with an undergraduate program in public health, reported that one-third of graduates seek employment right after graduation. Of those with jobs at the time of graduation, 38 percent entered academic jobs, 24 percent worked at for-profit firms, and 38 percent worked for nonprofit groups. Of those who postponed graduate school, the majority planned to attend graduate school within two years. In addition, 10 percent of graduates attended medical schools; 11 percent attended other type of graduate schools, including schools of law, nursing and dental; and approximately 30 percent enrolled in schools of public health (of which 19 percent pursued an Master of Public Health, 48 percent pursued other masters' degrees, and four percent pursued a doctorate).

It is anticipated that Kent State will benefit from its community outreach through this program not only in terms of "mission differentiation," but also in terms of its image building. It is also expected that besides identification of public health needs for important programs by students through their projects, it is probable that many students will stay in the area to address these needs at the grassroots level. Finally, some of the graduates may decide to enroll in a Master of Public Health program—offered at Kent State or the Northeast Ohio Consortium—after completing this program.

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.**

In addition to the public health workforce needs identified early in this proposal, there is also a need for educating those who are already employed in public health-related programs or organizations. According to Scrutchfield and Keck[7], "There are about 500,000 individuals employed as public health workers at all levels of government in the United States. Very few of these professionals have formal public health training or even share a common academic base."

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[5] Riegelman R., Albertine S., and Persily, N.A., "Back to the Pump Handle: Public Health and the Future of Undergraduate Education", Liberal Education (Vol. 93, No. 4, October 2007)
[6] Gebo, K.A., Goodyear, J.D., David, S.R., Yager, J.,D., "Public Health Studies as an Undergraduate Major," Public Health Reports (Vol. 123, November/December 2008)
[7] Scrutchfield, F.D. and Keck, C.W., Principles of Public Health Practice, Delmar Cengage Learning (2003)

There are many job opportunities available to the graduates of public health programs. US News & World Report[8] lists public health among the top 10 "best careers" in the country for 2009. Besides local, state and national health agencies, public health graduates will be able to consider positions with organizations such as hospitals and clinics, insurance industry, pharmaceutical companies, managed care organizations, consumer advocacy agencies, wellness centers, laboratories, consulting firms and voluntary health organizations[9].

At the state and regional level, the Ohio Department of Jobs and Family Services has provided projections for employment in public health occupations from 2004-2014. The published data are available for the 12 economic development regions in the state of Ohio, as defined by the Ohio Department of Development. Table 1, below, summarizes this data for public health occupations. It is estimated that the projected employment in public health occupation will be 46,080 in 2014.

Increase in employment in these public health occupations vary from 4.6 percent to 24.4 percent. Although BSPH graduates will be recruited nationally and statewide, the data in Table 1 is further disaggregated into regions (see Figure 1 on page 5) with specific emphasis on four regions in Northeast Ohio: Region 8 (Lorain, Cuyahoga, Lake and Geauga counties), Region 9 (Medina, Wayne, Summit, Stark and Portage counties), Region 10 (Columbiana, Carroll, Jefferson, Harrison, Belmont, Tuscarawas, Guernsey, Homes, Coshocton and Muskingum counties) and Region 12 (Ashtabula, Trumbull and Mahoning counties). Of the 46,080 jobs in public health occupations projected for the state in Table 1, 14,790 (32.1 percent) public health jobs are projected in the four regions in Northeast Ohio.

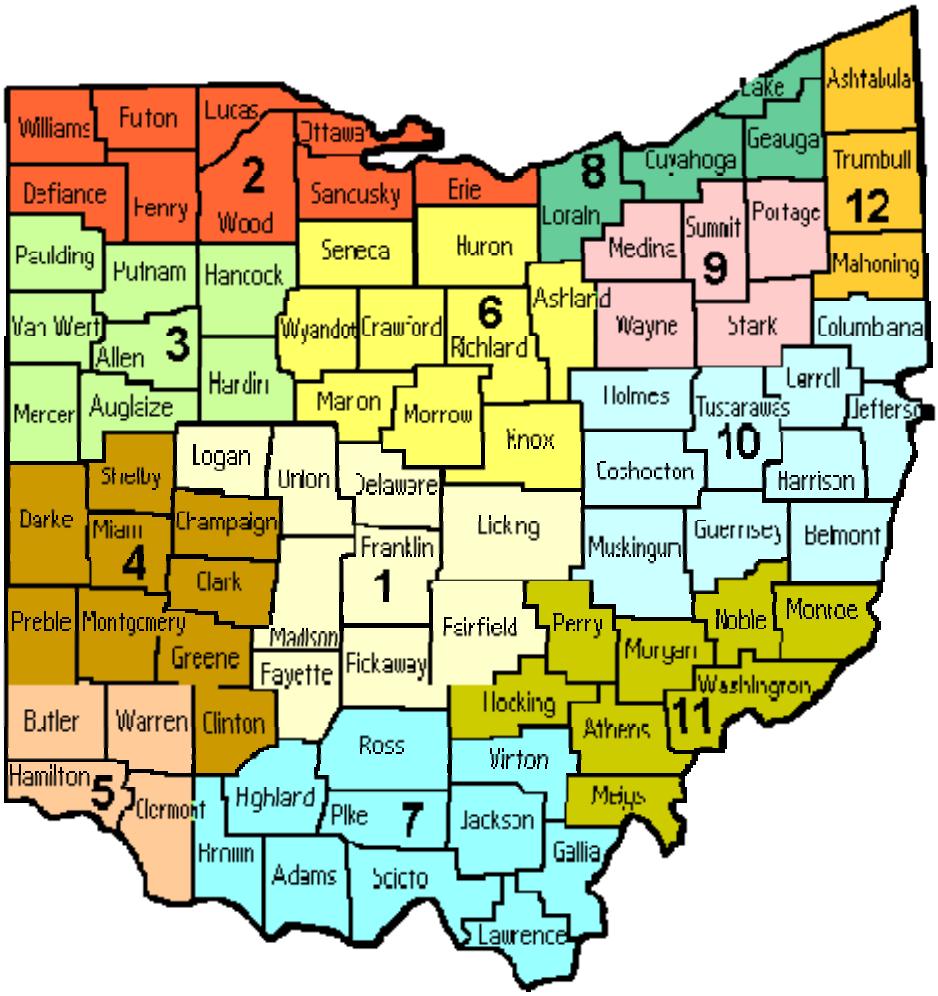
Table 1: Projected Employment in Public Health Occupations in Ohio, 2004–2014 [10] (projected change in parentheses)

Occupation	Region 8[11]	Region 9[12]	Region 10[13]	Region 12[14]	State
Environmental Science and Protection Technologies, Including Health	N/A[15]	N/A	N/A	N/A	960 (4.6)
Occupational Health and Safety Technician	N/A	N/A	N/A	N/A	620 (5.1)
Health and Safety Engineers, Except Mining Safety Engineers and Inspectors	140 (0.0)	110 (0.0)	N/A	N/A	1,030 (7.0)
Occupational Health and Safety Specialists	230 (4.5)	150 (7.1)	N/A	N/A	1,990 (8.4)
Environmental Scientists and Specialists, Including Health	280 (7.7)	370 (12.1)	N/A	N/A	3,200 (10.0)
Environmental Engineering Technicians	400 (14.3)	120 (20.0)	N/A	N/A	1,370 (14.4)
Medical and Health Services Managers	2,270 (14.6)	1,420 (16.4)	390 (11.4)	510 (18.6)	12,260 (15.5)
Medical and Public Health Social Workers	1,880 (16.0)	580 (20.8)	440 (12.8)	250 (13.6)	7,370 (16.6)
Health Educators	370 (19.4)	270 (12.5)	N/A	120 (20.0)	1,890 (17.8)
Mental Health Counselors	500 (19.0)	370 (19.4)	170 (13.3)	130 (18.2)	3,600 (19.5)
Substance Abuse and Behavioral Disorder Counselors	480 (20.0)	350 (20.7)	N/A	110 (10.0)	2,580 (20.0)
Environmental Engineers	410 (28.1)	270 (28.6)	N/A	N/A	1,510 (20.4)
Mental Health and Substance Abuse Social Workers	1,320 (22.2)	N/A	N/A	380 (22.6)	7,560 (23.5)
Industrial-Organizational Psychologists	N/A	N/A	N/A	N/A	140 (24.4)
TOTAL	**8,280**	**4,010**	**1,000**	**1,500**	**46,080**

[8] Wolgemuth, L., "The 30 Best Careers for 2009," U.S. News & World Report (December 11, 2008)
[9] The Association of Schools of Public Health website (www.asph.org) is one source for such information.
[10] Projections: An estimate of a future occurrence, event or activity based on historical evidence of past experience. Projections of employment are based on historical employment statistics, cyclical and structural factors, and estimates of economic growth, trends in the U.S., state, and regional characteristics that are likely to affect the region's economy. (www.bls.gov/emp)
[11] Region 8 encompasses Lorain, Cuyahoga, Lake and Geauga counties.
[12] Region 9 encompasses Medina, Wayne, Summit, Stark and Portage counties.
[13] Region 10 encompasses Columbiana, Carroll, Jefferson, Harrison, Belmont, Tuscarawas, Guernsey, Homes, Coshocton and Muskingum counties.
[14] Region 12 encompasses Ashtabula, Trumbull and Mahoning Counties.
[15] All values entered as N/A refer to statistics that are not available per the Ohio Workforce Informer.

With a total of 14,790 public health jobs projected in Regions 8, 9, 10, and 12 in 2014, nearly 1/3 of all public health jobs in the state of Ohio are projected to be located in the four immediate regions surrounding Kent State University[16].

Figure 1: Ohio Economic Development Regions



The results of a brief survey of public health workforce needs, sent to 44 health commissioners, in Northeast Ohio in 2009, further confirms the results of the state study outlined above. Most of the commissioners indicated that graduates with both BSPH and the Master of Public Health will be needed for the future public health workforce. *Copy of survey and results to come.*

4. **Indicate any licensure or certification requirements for which this program will prepare students.**

The BSPH curriculum has been submitted to the Ohio State Board of Sanitation to determine if students taking the Environmental/Sanitation concentration will meet the course requirements leading to Certification as a Registered Sanitarian. A similar inquiry has been made to the National Commission for Health Education Credentialing to determine if students taking the Health Education and Promotion concentration will meet the course requirements leading to certification as a Health Education Specialist.

Kent State University is an approved provider for the American Society for Clinical Laboratory Science PACE ® and offers courses in laboratory safety, bioterrorism readiness, security and risk assessment, and biosafety level-3 practices and procedures.

[16] Ohio Workforce Informer, www.ohioworkforceinformer.org/cgi/dataanalysis/AreaSelection.asp?tableName=Occprj

In addition, Kent State University has recently been approached to become a Designated Training Facility for the National Biosafety and Biocontainment Training Program (NBBTP). The NBBTP is a partnership between the Division of Occupational Health and Safety and the National Institute of Allergy and Infectious Diseases at the National Institutes of Health in Bethesda, Md. It provides a professional certificate for biosafety professionals. There are two curriculum tracks: (1) operations and maintenance and (2) biosafety and biocontainment. Each certificate program provides evidence that the participant has completed standardized required coursework as well as a work practicum and a final project. Kent State University will be a Designated Training Facility for the Biosafety and Biocontainment certificate, providing the 4.5-day biosafety level-3 training, a work practicum and an 80-hour capstone project. Kent State has applied to be an International Association for Continuing Education and Training-authorized provider to meet the requirements of the NBBTP. When approved, the Biosafety and Biocontainment certificate will be offered at Kent State through the National Institutes of Health.

5. **Describe and document any needs, other than employment opportunity, that will be met by the proposed program.**

As mentioned earlier, there is a significant need for continuing education of the existing public health workforce. Only 22 percent of the current public health workforce has been formally educated in public health. The continuing education needs of this workforce cannot be overstated. The program will also allow the university to extend its community outreach and its image building. Finally, the program will result in additional interdisciplinary collaboration and cooperation within the university between different departments and disciplines as well as continuing collaboration and cooperation between universities, especially in Northeastern Ohio.

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.**

A survey was distributed to select discipline-related freshman- and sophomore-level classes on Kent State's main and seven regional campuses. From the total of 1,219 surveys returned[17], 159 students (19.5 percent) on the main campus and 119 students (29.6 percent) from the regional campuses expressed an interest in the new BSPH as their major field of study. The concentration that was most often indicated as a preference was Social and Behavioral Sciences (35 percent main, 35 percent regional campuses), followed in descending order by Environmental Health (17 percent main, 21 percent regional campuses), Public Health and Management (17 percent main, 20 percent regional campuses), Epidemiology (15 percent main, 18 percent regional campuses) and Biostatistics (9 percent main, 12 percent regional campuses).

It is anticipated that the BSPH will attract students who are interested in applying basic sciences (e.g., biology and chemistry) and social sciences (e.g., psychology and sociology) to public health issues. It is projected that more than half of the students enrolled in this program will be new, full-time students who will either continue their graduate or professional education by joining medical, nursing, public health colleges, or will join existing public health-related organizations in entry-level positions. Because of the multidisciplinary nature of the public health courses, it is also anticipated that non-public health majors will take courses in this program. Hence, any estimate of full-time enrollment based upon the students enrolled only in the public health program could underestimate the actual full-time enrollment that will be generated by the program.

Number of new full-time enrollments anticipated:

Year 1: 40 Year 2: 80 Year 3: 100 Year 4: 120

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 is no undergraduate program in public health offered within 50-mile radius of Kent State University.

[17] Of the surveys returned, 67 percent were from the main campus, 33 percent from the regional campuses. For the main campus returns, 67 percent were female and 33 percent males; 81 percent white and11 percent African-American. On the regional campuses returns, 68.5 percent were female and 31.5 percent male; 88 percent white and five percent African-American.

8. Explain how these programs differ from the one proposed.

Not applicable.

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 resulted in the initiation of the proposed program. Indicate the relative priority level of this program among institutional purposes and explain how this has been established.

Institutional planning for the initiation of the proposed program has been as transparent and participatory a process as any before it at Kent State University. To ensure full and broad disclosure, President Lefton made his intentions known through an article covered by several local, regional and state newspapers[18].

2. Describe how and when institutional clearances or approvals for the new program were achieved.

The undergraduate curriculum was developed and approved by a campus-wide multidisciplinary group of faculty, all of whom are interested in public health, chaired by the director of the Health Education and Promotion degree program.

The Program Development Plan was vetted through the following bodies:

Council of the Deans	November 19, 2008
College of Arts and Sciences	December 11, 2008
College of Education, Health and Human Services	December 12, 2008
Council of Chairs and Directors	December 19, 2008
Educational Policies Council	January 26, 2009
Provost, President and Board of Trustees	January 30, 2009
Ohio Board of Regents	March 30, 2009

The final, full proposal was approved by the following bodies:

Provost	April 1, 2009
Educational Policies Council	April 27, 2009 *anticipated*
Faculty Senate	May 11, 2009 *anticipated*
Kent State Board of Trustees	June 4, 2009 *anticipated*

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).

A 23-member Advisory Council on Public Health was convened on September 10, 2008, and charged by Senior Vice President for Academic Affairs and Provost Robert G. Frank to provide Kent State University President Lester A. Lefton—on or before April 1, 2009—with a recommendation regarding the advisability of establishing a College of Public Health at Kent State University. Almost half of the membership were external constituencies (i.e., NEOUCOM, Summa Health System, public health commissioners).

At its second meeting, the Advisory Council asked the university to conduct an environmental scan to determine the level of interest and support for a College of Public Health at Kent State. The result was the retention of nationally known consultant Dr. Dev Pathak, former dean of The Ohio State University's School of Public Health and founding dean of Florida International University's College of Public Health.

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[18] "Kent State President Optimistic Despite Current Economy," Stow Sentry (March 22, 2009), reprinted in Hudson Hub Times, Aurora Advocate, Stow Gateway News; "KSU Trustees OK College of Public Health," Record-Courier (January 30, 2009); "Fall Semester in 'Trenches' KSU Advances Lefton Agenda," Record-Courier (December 9, 2008); "Faculty Senate Supports Public Health College Idea," Record-Courier (November 4, 2008); "Public Health School Plans Coming Together," Record-Courier (October 14, 2008); "KSU to Streamline Required Courses, Lefton Pushes Public Health School" (September 26, 2008)

Over the past six months, Dr. Pathak and Kent State faculty and administrators traveled throughout Northeastern Ohio to speak to not only public health professionals and providers, but also constituencies at Kent State's seven regional campuses to determine the feasibility of delivering the program to those largely rural areas as well. There was some initial concern based largely on preconceptions, but once the group had the opportunity to explain its model of an academic health department, responses ranged from enthusiastic support —which characterized the vast majority of contacts—to cautious optimism that this initiative would come to fruition because of the economic downturn. No one opposed establishing a College of Public Health at Kent State University, and many—including health commissions from eight counties and three majors—submitted letters of support[19].

E. Academic Control

1. Describe administrative arrangements for the program (department, college and/or school involved).

The BSPH will be housed in the College of Public Health, which was approved for establishment by the Kent State Board of Trustees on January 30, 2009. During the college's first year of operation (2009–10), it will operate as a single entity, or a college of the whole. During the second year (2010–11), many of the college's faculty will be hired resulting in the formation of two academic departments: (1) Epidemiology, Biostatistics and Environmental Health and (2) Health Policy, Management and Social/Behavioral Sciences. The two department chairs, as well as any assistant and/or associate deans, will report directly to the college dean; the college dean will report directly to the Senior Vice President for Academic Affairs and Provost (in line with the reporting structure of all other departments and colleges at Kent State).

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.

While there are no cooperative agreements with other institutions and organizations developed at this time, it is anticipated that public health professionals with advanced degrees who are working in the area may be involved in either giving invited lectures in their specialty or may offer courses as adjunct faculty members by invitation. Furthermore, since BSPH students will be required to complete at least one internship experience, the college plans to develop specific agreements or memoranda of understanding with organizations to participate in offering internship opportunities. Kent State has such agreements in other degree programs, which will be used as models in developing agreements for this program.

3. Specify the articulation arrangements with other institutions that will be in effect for the program. Attach appropriate documentation for such arrangements, if any.

There are none planned at this time.

F. Curriculum

1. Describe the program, including each option and concentration, as it would appear in a catalog.

The Bachelor of Science in Public Health (BSPH) is an academic degree. Students who major in this field typically work in areas such as public health departments, voluntary health agencies, human services agencies, hospitals, rehabilitation centers, insurance companies, corporate worksites, wellness centers, community health organizations, family planning clinics and managed care facilities to name just a few.

As part of the requirements for any bachelor's degree, all ***students must complete minimum 36 hours of Liberal Education Requirements (LER)****. While student selection of LER is optimal,* ***in some instances****, the requirements for the undergraduate public health program* ***specifies*** *certain courses be taken to fulfill the prerequisite or other requirements for the degree.*

[19] See appendix A

Course Requirements

I. University Requirement 1
US 10097 Destination Kent State: First Year Experience 1

II. Liberal Education Requirements

- **Composition 6**
  ENG 11011 College Writing I 3
  ENG 21011 College Writing II 3
- **Mathematics and Critical Reasoning 6-7**
  MATH 11008 Explorations in Modern Mathematics (3)
  MATH 11010 Algebra for Calculus (3)
  MATH 14001 Basic Mathematical Concepts (4)
  PHIL 21002 Introduction to Formal Logic (3)
- **Humanities 6**
  Select two courses from the list below:
  PHIL 11001 Introduction to Philosophy (3)
  PHIL 21001 Introduction to Ethics (3)
  HIST 12070 History of the United States: The Formative Period (3)
  HIST 12071 History of the United States: The Modern Period (3)
  PAS 23001 Black Experience I: Beginnings to 1865 (3)
  PAS 23002 Black Experiences I: Beginnings to 1865 (3)
  PAS 23002 Black Experience II: 1865 to Present (3)
- **Fine Arts 3**
  Select one course from Art History, Dance, Music or Theatre 3
- **Social Sciences 6**
  Select two courses from the list below:
  ANTH 18210 Introduction to Cultural Anthropology (3)
  GEOG 17063 World Geography (3)
  POL 10004 Comparative Politics (3)
  PSYC 11762 General Psychology (3)
  SOC 12050 Introduction to Sociology (3)
- **Basic Sciences (must include lab) 6-8**
  Select from the list below:
  ANTH 18630 Human Evolution (3)
  ANTH 18631 Issues in Human Evolution (1)
  BSCI 10001 Human Biology (3)
  BSCI 20020 Biological Structure and Function (5)
  CHEM 10050 Fundamentals of Chemistry (3)
  CHEM 10052 Introduction to Organic Chemistry (2)
  CHEM 10053 Inorganic and Organic Laboratory (1)
  GEOL 11040 Earth Dynamics (3)
  GEOL 11041 Earth Dynamics Laboratory (1)
  GEOL 21062 Environmental Geology (3)
  PHY 11030 Seven Ideas That Shook the Universe (3)
- **Additional Liberal Education Requirements 12**
  COMM 15000 Introduction to Human Communication 3
  ECON 22060 Principles of Microeconomics 3
  GERO 14029 Introduction to Gerontology 3
  NUTR 23511 Science of Human Nutrition 3

III. Public Health Core and Additional Requirements

- **Public Health Core 18**
  PH 10001 Introduction to Public Health 3
  PH 20003 Public Health Policy and Decision-Making 3
  PH 20005 Social and Behavioral Science Theories 3
  PH 30001 Essentials of Epidemiology 3
  PH 30002 Introductory Biostatistics 3
  PH 30006 Environmental Health Science 3

- **Additional Required Coursework** **31**
  PH 10002 Introduction to Global Health 3
  PH 20004 Public Health Research 3
  PH 20007 Prevention and Control of Diseases 3
  PH 44000 Health Disparities 3
  PH 44001 Integrative Seminar in Public Health 3
  PH 44092 Internship in Public Health 6
  SOC 32220 Data Analysis 3
  SOC 32221 Data Analysis Laboratory 1
  Advisor-approved general electives 6

IV. Concentration Areas **15**
Students are to select one public health services concentration from the list below:

- **Health Promotion and Education Concentration (15)**
  HED 21050 Health Behavior 3
  HED 32565 Marketing in Health Education 3
  HED 34050 Program Planning and Evaluation in Health Education 3
  HED 42041 Health Counseling 3
  PH 30003 Public Health Strategies 3
- **Environmental/Sanitation Concentration (15)**
  GEOG 41073 Conservation of Natural Resources 3
  GEOL 21062 Environmental Geology 3
  HM 13022 Sanitation and Safety Principles and Practices 3
  PH 20012 Sanitation and Hazardous Materials Management 3
  POL 40440 U.S. Environmental Politics and Policies 3
- **Health Care Administration Concentration (15)**
  ECON 42086 Economics of Health Care 3
  JUS 26704 Issues in Law and Society 3
  PHIL 40005 Health Care Ethics 3
  POL 30301 Introduction to Public Administration 3
  SOC 42563 Sociology of Health and Health Care 3

V. Elective Areas **12**
Students are to select advisor-approved electives. Some suggested groupings of courses are listed below:

- **Gerontological Studies Electives (12)**
  GERO 44030 Adult Development and Aging 3
  HED 46070 Health-Related Aspects of Aging 3
  PSYC 30656 Psychology of Aging 3
  SOC 42879 Aging in Society 3
- **Health Disparities Electives (12)**
  HDFS 34031 Cultural Diversity: Implications for the Helping Professions 3
  POL 40560 Human Rights and Social Justice 3
  PSYC 22221 Multicultural Psychology 3
  SOC 32570 Inequality in Societies 3
- **HIV, STD and Sexuality Studies (12)**
  HED 32544: Human Sexuality 3
  HED 46057 Advanced Human Sexuality 3
  HED 47070 AIDS: Issues, Education and Prevention 3
  SOC 32565 Sociology of Gays/Lesbians 3
- **Drug Abuse and Violence Prevention Electives (12)**
  HED 32530 Drug Use and Misuse 3
  HED 44550 Drug Abuse and Violence Prevention 3
  PSYC 41532 Social Psychology 3
  SOC 42577 Sociology of Family Violence 3
- **Public Health Nutrition Electives (12)**
  NUTR 33512 Nutrition 3
  NUTR 33522 Applied Nutrition 3
  NUTR 43515 Community Nutrition 3
  NUTR 43518 Maternal and Child Nutrition 3

- **Global/International Health Electives (12)**
  COMM 35852 Intercultural Communication 3
  GEOG 22040 Introduction to Global Tourism 3
  GEOG 42052 Medical Geography 3
  PH 40092 International Health Practicum* 6
  *In lieu of CPH 40092, students may substitute two levels of a foreign language.

TOTAL 122-125

2. List the courses (title, number, semester/quarter credit hours and catalog description) that will 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 ■)

ANTH 18210 Introduction to Cultural Anthropology (3)
Exploration of human diversity through the analysis of world cultures. Prerequisite: none.

ANTH 18630 Human Evolution (3)
Introduction to basic evolutionary theory with a focus on the emergence and progressive development of the human species during the last five million years. Includes related topics such as primate behavior and human variation. Prerequisite: none.

ANTH 18631 Issues in Human Evolution (1)
Laboratory study of primate and human anatomy; human paleontology; Mandelian, molecular and human genetics; and primate behavior, ecology and conservation. Pre or corequisite ANTH 18630.

BSCI 10001 Human Biology (3)
Study of the scientific method and life's properties, emphasizing human biology. Topics include energy, genetics, reproduction, development, disease, nutrition and physical fitness in humans. Prerequisite: none.

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. Lecture four hours, laboratory three hours weekly. Prerequisite: none.

CHEM 10050 Fundamentals of Chemistry (3)
Basic concepts of chemistry (including atomic structure, chemical bonding and reactions) necessary for courses in elementary organic chemistry and physiological chemistry. Prerequisite: ACT math score of 16 or MATH 10034, 10035, 10036, 11009, 11010, 11012, 12002, 12011 or 12021.

CHEM 10052 Introduction to Organic Chemistry (2)
Chemistry of organic and biological molecules necessary for the study of physiological chemistry. Prerequisite: CHEM 10050 or 10060.

CHEM 10053 Inorganic and Organic Laboratory (1)
Laboratory with experiments covering material from CHEM 10050, 10052 and 10054. Prerequisite: CHEM 10050 or 10054. Corequisite CHEM 10052.

COMM 15000 Introduction to Human Communication (3)
An inquiry into the nature and function of human communication in interpersonal, group and public contexts. Prerequisite: none.

COMM 35852 Intercultural Communication (3)
Theory and application of communication between people of different cultures and different national systems. Prerequisite: none. This course may be used to satisfy the diversity requirement.

ECON 22060 Principles of Microeconomics (3)
Principles and policies affecting prices, including factor incomes, under alternative market structures. Tools developed to examine social problems, including poverty, crime, pollution and international relations. Prerequisite: MATH 10005 or 10034 or 10035 or 10036 or 11010 or 11011 or appropriate test score(s).

ECON 42086 Economics of Health Care (3)
Overall objective is to use economic analysis to understand and evaluate what has happened and is happening to the health care profession as well as current health care policies under consideration. Topics include issues such as Medicare, health care reform, HMOs and increasing costs in health care. Prerequisite: ECON 22060.

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. Prerequisite: ACT score 17-25; or SAT score 430-590; or Compass writing score 53-94.

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. Prerequisites: 24 credit hours; and ENG 11011 or ENG 11002 or HONR 10197 or ACT combined English/Writing minimum 26 score or SAT Writing minimum 600 score.

GEOG 17063 World Geography (3)
Examination and comparison of geographic conditions in different regions of the world. Stresses interrelationships between people and resources within and between regions and countries. Prerequisite: none.

GEOG 22040 Introduction to Global Tourism (3)
Introduction to travel and tourism around the world, including tourism technologies, cultural and natural environments as attractions, benefits of travel, travel ethics and sustainable development. Prerequisite: none.

GEOG 41073 Conservation of Natural Resources (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.

GEOG 42052 Medical Geography (3)
Geographic patterns of morbidity and mortality in the past and the present; diffusion of diseases and medicine; health in Third World emphasized. Prerequisite: GEOG 22061.

GEOL 11040 Earth Dynamics (3)
Application of basic concepts and theories of Earth science to the interpretation of Earth materials and dynamic processes (erosion, sedimentation, volcanism, continental drift). Prerequisite: none.

GEOL 11041 Earth Dynamics Laboratory (1)
Lab study of minerals, rocks, aerial photos, topographic maps and geologic maps. Pre/co requisite: GEOL 11040.

GEOL 21062 Environmental Geology (3)
(course required for Environmental/Sanitation concentration and cannot be counted twice)
Application of geology to environmental problems including natural resource extraction, water supply, pollution, waste disposal, landslides, floods and land use planning. Field trips. Three-hour lecture weekly. Prerequisite: none.

GERO 14029 Introduction to Gerontology (3)
An interdisciplinary approach to the aging process. Experiences with older members of the community are included. Prerequisite: none.

GERO 44030 Adult Development and Aging (3)
Examines developmental processes across adulthood. Evaluation of theoretical models and scientific literature. Prerequisite: human development and family studies (HDFS) majors only. This course may be used to satisfy the writing-intensive requirement with approval of major department.

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

HED 21050 Health Behavior (3)
Application of various attitude and behavior models to health and illness behavior in order to develop a framework for educational intervention. This course includes five field/clinical hours. Prerequisite: none.

HED 32530 Drug Use and Misuse (3)
Introduction to the study of drug/alcohol abuse. Basic pharmacology of drug actions is reviewed. Common myths/misconceptions about drug/alcohol use are examined. Current drug problems and related prevention/treatment issues are analyzed. Prerequisite: none.

HED 32544: Human Sexuality (3)
A study of the role and meaning of human sexuality throughout the life cycle for self and society. Prerequisite: none.

HED 32565 Marketing in Health Education (3)
Examines the basic elements of marketing processes as they relate to promoting health in communities. Emphasis on application of marketing/planning concepts and practices for service providers involved with health education. Prerequisite: none.

HED 34050 Program Planning and Evaluation in Health Education (3)
Provides students with the knowledge and skills to assess health resources and needs, develop health programs to meet specific needs in particular populations and determine appropriate measures to evaluate the effectiveness of health programs. (Prerequisite: HED 11590 OR CPH 10001 and HED 32542 OR CPH 30003)

HED 42041 Health Counseling (3)
Techniques of counseling applied to health education. Individual and group approaches relative to personal, family and societal health issues. This course includes 20 field/clinical hours. Prerequisite: none.

HED 44550 Drug Abuse and Violence Prevention (3)
Drug abuse and violence prevention from theoretical, philosophical, empirical and practical perspectives. Application of etiological theories to planning prevention programs. Prerequisite: HED 32530.

HED 46057 Advanced Human Sexuality (3)
Selected aspects of human sexuality; history, cross-cultural perspectives, medical/surgical conditions and sex therapy and counseling. Prerequisite: HED 32544.

HED 46070 Health-Related Aspects of Aging (3)
Theories of biological aging and identification of major health hazards, age-related diseases and age changes, their prevention and control. The health care delivery system for the elderly. Prerequisite: none.

HED 47070 AIDS: Issues, Education and Prevention (3)
This course provides an extensive overview of the Human Immunodeficiency Virus epidemic as it has developed and exists today. A particular emphasis will be given to AIDS education and prevention issues and strategies. Prerequisite: none.

HIST 12070 History of the United States: The Formative Period (3)
A survey of United States history through 1877. Prerequisite: none.

HIST 12071 History of the United States: The Modern Period (3)
A survey of United States history since 1877. Prerequisite: none.

HM 13022 Sanitation and Safety Principles and Practices (3)
Safety and sanitation practices pertinent to food service. Emphasis is on laws, food microbiology, storage practices and accident prevention. Prerequisite: none.

JUS 26704 Issues in Law and Society (3) (LER)
General treatment of the legal system with special emphasis on its origin, structure and functional consequences on issues and problems in modern society. Prerequisite: none.

MATH 11008 Explorations in Modern Mathematics (3)
Topics from various branches of mathematics will be chosen to introduce the student to the wide varieties of ways in which mathematics affects everyday life. Students who have not taken a previous mathematics course at Kent State must see an academic advisor in the Student Advising Center for placement. Students should have appropriate placement scores (at least ACT 22 or equivalent), or have a minimum C (2.0) grade in MATH 10007 or any math course numbered MATH 10023 or higher before taking this course. Prerequisite: none.

MATH 11010 Algebra for Calculus (3)
Study of elementary functions and graphs, including polynomial, exponential and logarithmic functions; complex numbers; binomial theorem. No credit earned for this course if student earned credit for MATH 11011 or 12001. Students who have not taken a previous mathematics course at Kent State must see an academic advisor in the Student Advising Center for placement. Students should have appropriate placement scores (at least ACT 22 or equivalent), or have a minimum C (2.0) grade in MATH 10007 or 10024 before taking this class. Prerequisite: none.

MATH 14001 Basic Mathematical Concepts (4)
Development of the real number system and its sub-systems, open sentences, numeration systems, modular arithmetic and some number theory concepts. Students who have not taken a previous mathematics course at Kent State must see an academic advisor in the Student Advising Center for placement. Students should have appropriate placement scores (at least ACT 22 or equivalent), or have minimum C (2.0) grade in MATH 10007 or any math course higher than 10023 before taking this class. Prerequisite: none.

NUTR 23511 Science of Human Nutrition (3)
Basic concepts and principles in the science of human nutrition, energy balance and weight control, individual nutrient needs, diet selection, nutrition related metabolism and physiological functions, nutritional diseases and current human nutrition controversies. Prerequisite: none.

NUTR 33512 Nutrition (3)
Functions, sources and interactions of essential nutrients. Nutritional needs of family members, methods of meeting these needs, sources of reliable nutrition information. Prerequisites: CHEM 10060 and 10061 and 20481; or CHEM 10050 and 10052;or CHEM 10054.

NUTR 33522 Applied Nutrition (3)
Application of nutrition principles including nutrition assessment, charting of medical records, interviewing, counseling, nutrition education, food exchange lists, nutrition surveys and dietary standards. Nutrition and dietetics majors only. Prerequisites: NUTR 23511 and PSYCH 11762 and SOC 12050.

NUTR 43515 Community Nutrition (3)
Introduction to nutrition problems and practices in the community. Study of legislation, philosophies, management strategies and agencies affecting nutritional care. Prerequisites: NUTR 33522 and 43513.

NUTR 43518 Maternal and Child Nutrition (3)
Nutrition requirements and problems: pregnancy, lactation, childhood and adolescence. Prerequisite: NUTR 33512.

PAS 23001 Black Experience I: Beginnings to 1865 (3)
Study and analysis of the African experience prior to, and following, the arrival of Africans in the New World. Emphasis on North America, South America, Africa and Caribbean. Prerequisite: none.

PAS 23002 Black Experience II: 1865 to Present (3)
The second of two parts, this course covers the period 1865 to present and is a continuation of PAS 23001. Prerequisite: none.

■ *PH 10001 Introduction to Public Health (3)*
An overview of the evolution and practices in the dynamic field of public health in the United States and globally. Students are introduced to the structure and functions of public health organizations and public health practice. Prerequisite: none.

- *PH 10002 Introduction to Global Health (3)*
  An overview of the biological, social and environmental contributors to health and diseases in populations around the world, including case studies of selected infectious diseases, nutritional deficiencies and health effects of environmental change. Prerequisite: none.
- *PH 20003 Public Health Policy and Decision-Making (3)*
  An introductory survey of the formulation to implementation of public health policies for various public health issues, and the use of practical administrative tools such as strategic planning, use of economic evaluation tools and decision analysis. Prerequisite: none.
- *PH 20004 Public Health Research (3)*
  Approaches involved in defining public health problems and steps involved in conducting research about these problems. Students are introduced to how to evaluate published public health research. Prerequisite: none.
- *PH 20005 Social and Behavioral Science Theories (3)*
  An overview of the contributions of the social and behavioral sciences to human health behavior, including application of studies in the areas of health promotion, health protection and disease prevention in public health. Prerequisite: none.
- *PH 20007 Prevention and Control of Diseases (3)*
  Provides an overview of concepts involved in biological mechanisms of disease at cell, individual and community levels; provides insight into strategies used in preventing and controlling diseases at the population and/or community level within this framework. Prerequisite: none.
- *PH 20012 Sanitation and Hazardous Materials Management (3)*
  Safety and sanitation practices and regulations pertinent to hazardous materials in the environment. Emphasis is on management of hazardous materials released to the environment and their use to control public health problems. Prerequisite: none.
- *PH 30001 Essentials of Epidemiology (3)*
  Students are introduced to the strategies adopted by public health professionals to study distribution and identification of important biologic, social and environmental determinants of diseases and health- related states in specific populations. Prerequisite: none.
- *PH 30002 Introductory Biostatistics (3)*
  An introduction to statistical methodology in the field of public health. Students learn the statistical skills to read scientific articles, understand the statistical methods used and interpret the results on their own. Prerequisite: none.
- *PH 30003 Public Health Strategies (3)*
  Case studies of various strategies used in addressing various public health issues are discussed within an evaluative framework. Prerequisite: none.
- *PH 30006 Environmental Health Science (3)*
  A survey of issues involving water quality; waste management, including hazardous waste; air quality and management; food protection; and other environmental topics. Prerequisite: none.
- *PH 40092 International Health Practicum (6)*
  A supervised internship in global/international health. Prerequisite: CPH 10002; and junior or senior standing; and special approval.
- *PH 44000 Health Disparities (3)*
  Understanding the factors involved in health disparities at the national and global level, and the impact of health disparities on public health. Prerequisite: none.
- *PH 44001 Integrative Seminar in Public Health (3)*
  Consist of application of public health functions to local, regional or national problems. Students are required to submit and present their report in the class on a pre-approved topic. Corequisite: PH 44092 and special approval.

- *PH 44092 Internship in Public Health (6)*
  This course is a capstone internship experience in a public health setting under the supervision of a site preceptor and university supervisor. Students gain experience in public health work. Prerequisite: PH 44001 and senior status and special approval.

  PHIL 11001 Introduction to Philosophy (3)
  An introduction to the diverse methods and subject matters of philosophy. Primary philosophic sources from varied philosophical traditions focus on at least three philosophic areas. 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.

  PHIL 21002 Introduction to Formal Logic (3)
  Techniques of formal logic, traditional and contemporary. Prerequisite: none.

  PHIL 40005 Health Care Ethics (3)
  Ethical problems in health care critically assessed, and consideration of how these specific ethical problems illuminate the ethical enterprise. Prerequisites: none.

  PHY 11030 Seven Ideas That Shook the Universe (3)
  Description of major revolutionary physical concepts and their implications for understanding the physical universe. Not counted toward physics major. Prerequisite: none.

  POL 10004 Comparative Politics (3)
  This course introduces the different institutional structures of governance (e.g., parliamentary vs. presidential systems) in a range of different states; for different types of regimes (e.g., democratic and authoritarian); and at the international level. Prerequisite: none.

  POL 30301 Introduction to Public Administration (3)
  Introduction to the theory and practice of governmental administration, including structure, organization, direction and control of governmental departments and agencies. Prerequisite: POL 10300.

  POL 40440 U.S. Environmental Politics and Policies (3)
  This is a course in United States environmental politics and policies. It deals with topics such as the history of the U.S. environmental movement, public opinion and environmental issues, environmental racism and classism and environmental policy making and implementation. Prerequisite: POL 10100 or 10300.

  PSYC 11762 General Psychology 3 [LER]
  Introduction to the scientific approach to understanding human behavior and mental processes, such as emotions, perceptions and cognitions. Topics may include personality, social and environmental factors, biological aspects of behavior, the experience of emotion and psychological disorders. Prerequisite: none.

  PSYC 30656 Psychology of Aging (3)
  Exploration of basic research and theory on the psychological consequences of aging and psychological factors that affect the behavior of older persons. Prerequisite: PSYC 11762.

  SOC 12050 Introduction to Sociology (3)
  Scientific approach to understanding social interaction, institutions and organization. Prerequisite: none. This course may be used to satisfy the Liberal Education Requirements (LER) and diversity requirements.

  SOC 42563 Sociology of Health and Health Care (3)
  Sociological analysis of health and illness behavior; utilization of health care professions; and the organizational, community and societal systems which deal with health and illness. Prerequisites: SOC 12050 and junior standing.

SOC 42879 Aging in Society (3)
Analysis of demographic, sociological and socio-psychological dimensions of aging. Prerequisites: SOC 12050 and junior standing. This course may be used to satisfy the diversity requirement.

POL 40560 Human Rights and Social Justice (3)
Examines the relationship between human rights and problems of the Third World in the civic, political, social and cultural arenas. Particular attention is placed on the struggle of women. Prerequisite: POL 10004 or 10005. This course may be used to satisfy the diversity requirement.

PSYC 22221 Multicultural Psychology (3)
Examination of areas of psychology upon which diversity issues have a bearing and focused study of psychological issues relevant to African-American, Asian-American, Hispanic/Latino-American and American Indian groups. Prerequisite: PSYC 11762. This course may be used to satisfy the Liberal Education Requirements (LER) and diversity requirements.

PSYC 41532 Social Psychology (3)
Study of environmental/situational influences on our own and others' thoughts, behaviors and feelings focus on topics, such as aggression, attitudes and behaviors, conformity, helping, personal relationships and social cognition. Prerequisite: PSYC 11762.

SOC 32220 Data Analysis (3)
The use of quantitative methods in the analysis of data from social research. Emphasis on descriptive statistics. Prerequisites: SOC 12050 and junior standing. Co requisite: SOC 32221.

SOC 32221 Data Analysis Laboratory (1)
Analysis of sociological data utilizing statistical and electronic data processing tools. Co-requisite: SOC 32220.

SOC 32565 Sociology of Gays/Lesbians (3)
Examination of sexual identities, societal attitudes and debates, and differences of gender, race, age, and class in gay/lesbian communities, using both social movements and life span perspectives. Prerequisite: SOC 12050 and junior standing. This course may be used to satisfy the diversity requirement.

SOC 32570 Inequality in Societies (3)
Sociological analysis of stratification and inequality in societies, and the social structures that produce and maintain them. Particular emphasis on the intersections of race, class and gender in American society. Prerequisite: SOC 12050 and junior standing. This course may be used to satisfy the diversity requirement.

SOC 42577 Sociology of Family Violence (3)
Sociological analysis of theories, research and social policy concerning family violence: child abuse and neglect, spouse abuse, elderly abuse, marital rape, sexual abuse of children. Prerequisites: SOC 12050 and junior standing.

US 10097 Destination Kent State: First Year Experience (1)
Assists student in making a successful academic transition to the university through experiential or intellectually engaging discipline-based content. Required of all first year students. Not required of transfer students with 25 or more credit hours. Prerequisite: none.

3. Describe the specific methods that will be used for revaluation of the proposed program following implementation.

In 2000, Kent State University was accepted into the Academic Quality improvement Project (AQIP) within the Higher Learning Commission. This alternative accreditation process is more intense and efficient, uses faster cycles improvement, involves faculty more directly in all academic improvement processes, maintains an institution’s status with the Department of Education, and emphasizes an institution’s distinctive needs and aspirations. To obtain full benefit of this project, an associate provost is assigned as overseer. The AQIP office is assisted by an Advisory Council on Academic Assessment. The AQIP office will be involved in the evaluation and reevaluation of the proposed program prior to and following its implementation.

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.**

   While there is no professional accreditation for an undergraduate degree in public health, the Council on Education for Public Health (the national accreditation body) does review offerings of all degrees within a College of Public Health, although its focus is on the graduate programs only.

G. Staffing Qualifications

1. **Describe the number and qualifications of full-time faculty to be involved in the program. Provide a list of current faculty (and areas of expertise) who will teach in the program, and brief descriptions of the type of additional faculty needed.**

   By the time the first cohort is admitted to BSPH program in fall 2010, a minimum of 25 instructors will comprise the proposed College of Public Health faculty, including five full-time faculty in each of the five core disciplines, Biostatistics, Epidemiology, Environmental Health, Social and Behavioral Sciences, and Health Policy and Management. It is expected that half of the 25 faculty members will join the college in fall 2009. It is also anticipated that a minimum 10 faculty members in other Kent state colleges will have secondary appointments in the College of Public Health. *Information on recent hires will added to this section before being sent to Ohio Board of Regents.*

2. **Provide specific information on the number and qualifications of part-time faculty to be used in the proposed program.**

   See response above. *Information on recent hires will added to this section before being sent to Ohio Board of Regents.*

H. Facilities and Support Services

1. **Describe facilities and equipment currently in existence at your institution that will be used for the proposed program.**

   While many of the required courses are already available at Kent State University, it is anticipated that one new faculty position will be needed to assist in the delivery of the biostatistics undergraduate curriculum. It is further anticipated that the program will need two support service staff members: (1) an advisor/coordinator to address student advising issues and to establish relationships with community organizations and agencies for internship and other applied experiences; and (2) an office clerk. Classroom and laboratory facilities for delivering the program already exist on the Kent campus.

2. **Explain how existing facilities and equipment for the proposed program will affect existing programs.**

   No negative impact is anticipated at this time.

3. **Describe additional facilities, facility modifications and equipment that will be required for use in the proposed program.**

   A statistics laboratory may be needed with the expense of approximately 20 computers and three printers for delivery of the biostatistics portion of the program.

4. **Indicate institutional plans for meeting any needs for additional facilities and/or support resources.**

   The Kent State University Board of Trustees has authorized President Lester A. Lefton to use one-time set-aside funds to support the hiring of faculty for the College of Public Health. A proposal for a $500,000 building planning grant was submitted on January 16, 2009.

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.**

The accrediting agency, the Council for Education on Public Health, requires "a concise statement of library/information resources available for program use, including description of library capabilities in providing digital (electronic) content, access mechanisms and guidance in using them, and document delivery services."

Library facilities, collections and staff are adequate to serve the BSPH[20]. The library provides an online catalog and other web-based services such as online tutorials, subject guides and electronic reserves, as well as online document request and delivery. Additionally, the Kent State Library is a member of the OhioLINK consortium, which grants online borrowing access to 47 million books and other library materials from the OhioLINK central catalog. Library staff members provide personalized research services to assist students in locating information resources for papers and projects, searching databases and retrieving and evaluating information.

Because of the multidisciplinary nature of public health and because many of the proposed courses are already being offered at Kent State, the library collection as it exists adequately supports the curriculum for the BSPH. The library's approval plan for book acquisitions includes the pertinent subject areas and collecting levels. Comparative subject analysis of book acquisitions also shows that Kent State purchasing keeps pace with peer institutions with similar programs.

For areas where Kent State may have fewer local resources, online research databases, inter-library loan and document delivery can provide adequate support.

Kent State journal counts for subject-specific public health journal titles meet or exceed those in other library collections that support accredited public health programs. The overall university journal collection includes more than 13,000 journal titles. The library provides access to local print and electronic subscriptions, full text journal articles through the JSTOR archive, OhioLINK's Electronic Journal Center, open-source journals and a host of other full-text databases and indexing resources. The list below demonstrates that Kent State's library database resources, electronic book and journal collections for public health studies are all well established.

RESEARCH DATABASES

Ageline (1978–)
Alt-Healthwatch
America: History and Life (1960–)
Biological Abstracts (1980–)
CINAHL Plus with Full-Text (1937–)
Cochrane Central Register of Controlled Trials
Cochrane Database of Systematic Reviews
Cochrane Library
Consumer Health Complete Doody's Core Titles
DSM-IV-TR Plus
Dissertation Abstracts
EBSCOhost Online Research Database
Environment Complete
ETOH Database
GreenFILE
Health and Psychosocial Instruments (1985–)
Health Source (nursing/academic edition)
Health Services and Sciences Research Resources
Human Nutrition Online (1990–)
ISI Citation Indexes

JOURNAL COUNTS

Public Health
Adolescent and Adult Public Health (2)
Aged Public Health (3)
Communicable Diseases (30)
Emergency Medical Services (8)
Environmental Health (20)
Epidemiology and Epidemics (22)
Ethnic Minorities and Public Health (6)
Foodborne Diseases (3)
Gender Specific Public Health (37)
Government Health Agencies, U.S. (11)
Home Health Care Services (6)
Hospitals and Medical Centers (115)
Legal and Forensic Medicine (26)
Long-Term Care Facilities (7)
Medical Care Plans (10)
Medical Economics (29)
Medical Geography (1)
Medical Statistics (20)
Mental Illness Prevention (30)
Public Health – General (269)

[20] Information on Kent State library resources provided by Kay Downey, collection management librarian, University Libraries, Kent State University, March 2009

RESEARCH DATABASES continued
Images.MD
MedicLatina (1950–)
MEDLINE – Complete (1950–)
Oxford Reference Online – Medicine
PsycCritiques (2005–)
PsycINFO – File (1967–)
PsycINFO – Historical File (1887–1966)
Psychology and Behavioral Sciences Collection
Science Citation Index Expanded (1980–)
Science Online
SocINDEX
Social Sciences Citation Index (1980–)

ELECTRONIC BOOKS
Annual Reviews
Contains critical reviews of significant primary literature in the areas of biology, biomedicine, chemistry, physics, sociology, and related disciplines. Published yearly, this is the online, full-text version of the printed Annual Review of... series. (1998–)
A collection of over 1,200 current, electronic books in nursing from a variety of publishers
Electronic Book Center (OhioLINK): contains thousands of scholarly and reference e-books in the humanities, sciences, and social sciences.
NCBI Bookshelf
The National Center for Biotechnology Information: provides biomedical books adapted for the Internet. These are searchable and also linked through PubMed.

OHIOLINK SUMMARY CONTENT
47.6 million books
8 million electronic journal articles
12,000 electronic journals
140 electronic research databases
40,000 e-books
thousands of image, video and sound files
17,500 theses and dissertations from Ohio students

JOURNAL COUNTS continued
Regulation of Health Care (5)
Social Medicine (24)
Toxicology and Public Health (41)
Transmission of Disease (7)
World Health (36)

Environmental Sciences (255)

Psychiatry
Clinical Psychology (28)
Psychiatric Disorders, Individual (51)
Psychiatry – General (62)
Psychoanalysis (11)
Psychopharmacotherapy (1)
Psychosomatic Medicine (6)
Psychotherapy (70)
Sexual Problems (6)
Substance Abuse Disorders (30)

Social Welfare and Social Work
Child and Youth Development (117)
Criminology, Penology and Juvenile Delinquency (197)
Disabilities (68)
Family Violence (5)
Gerontology (54)
Social Welfare and Social Work – General (216)
Substance Abuse (59)

Sociology and Social History
Communities – General (2)
Communities – Rural Groups (5)
Communities – Social Classes (4)
Communities – Urban Groups (61)
Family and Marriage (118)
Social Change (209)
Social Conditions (100)
Societies and Clubs (5)

Statistics – General (139)
Biometry (14)

I. Financial Resources

1. Provide a projected budget for the next four (4) academic years, indicating the total needs to support the proposed program.

General Assumptions

a. All enrollments are considered "new" students. This plan does not assume students transferring from other colleges.
b. Enrollment is capped at 120 per class.
c. The tuition increases for the undergraduate program are 0 percent throughout the plan.
d. SSI increases are 0 percent throughout the plan.
e. The total credit hours for the degree is 124. The 30-credit hours for the concentrations are assumed to be split 50/50 with the College of Public and other colleges.
f. There is no "other" revenue in this plan because of the difficulty to estimate. The assumption is that there will be revenue from grants, clinics and other sources.
g. There is no university overhead until Year 4.

REVENUES		Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
	Tuition Increases (Masters)	0.0%	3.0%	3.0%	3.0%	3.0%	3.0%
	SSI Increases (Masters)	0.0%	3.0%	3.0%	3.0%	3.0%	3.0%
	Tuition Increases (PhD)	0.0%	3.0%	3.0%	3.0%	3.0%	3.0%
	SSI Increases (PhD)	0.0%	3.0%	3.0%	3.0%	3.0%	3.0%
	Enrollment Initial - Students (UG)	N/a	40	80	100	120	120
	Enrollment Increase - Student % (UG)	N/a	0	100.0%	25.0%	20.0%	0.0%
	Enrollment - FTE (UG)	N/a	43	110	173	238	274
	Enrollment Increase - FTE (UG)	N/a	N/a	67	63	65	36
	Tuition Increases (Undergraduate)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	SSI Increases (Undergraduate)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Enrollment Increase - Masters (Headcount)	0.0%	100.0%	50.0%	25.0%	38.0%	0.0%
	Enrollment Increase - PhD (Headcount)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Other Income - Masters and PhD (Initial)	0	0				
	Other Income - Masters and PhD Increase	N/a	0.0%	0.0%	0.0%	0.0%	0.0%
	Other Income - UG (Initial)	0	0				
	Other Income - UG Increase	N/a					
EXPENSES		**Yr 0**	**Yr 1**	**Yr 2**	**Yr 3**	**Yr 4**	**Yr 5**
	Staff salary percentage increase.	3.0%	3.0%	3.0%	3.0%	3.0%	3.0%
	Faculty salary percentage increase.	3.0%	3.0%	3.0%	3.0%	3.0%	3.0%
	Summer Program	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Student salary percentage increase.	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Non Payroll Increase.	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Insurance, Retirement, Other	32.5%	32.5%	32.5%	32.5%	32.5%	32.5%
	Employee Fee Waiver	3.0%	3.0%	3.0%	3.0%	3.0%	3.0%
	Inflation for Current Expenses	0.0%	2.0%	2.0%	2.0%	2.0%	2.0%
	Maintenance and Repairs	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Utilities	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Student Aid	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Senate Bill 140	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Bad Debt	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Equipment/Start-up (Masters and PhD Program)	0	0	0	0	0	0
	Equipment/Start-up (UG Program)	0	0	0	0	0	0
	Academic Affairs Overhead	N	N	N	N	Y	Y
	Academic Affairs Overhead Percentage	12.7%	12.7%	12.7%	12.7%	12.7%	12.7%
	Administrative Overhead	N	N	N	N	Y	Y
	Administrative Overhead Percentage	30.4%	30.4%	30.4%	30.4%	30.4%	30.4%
NEW FACULTY AND STAFF		**Yr 0**	**Yr 1**	**Yr 2**	**Yr 3**	**Yr 4**	**Yr 5**
Masters and PhD Faculty and Staff							
	Assoc Prof (Epidemiology) (Existing)	0	0	0	0	0	0
	Asst Prof (Epidemiology) (Existing)	0	0	0	0	0	0
	Asst Prof (Epidemiology)	0	0	0	0	0	0
	Asst Prof (Epidemiology)	0	0	0	95,000	0	0
	Assoc Prof (Soc and Beh) (Existing)	0	0	0	0	0	0
	Asst Prof (Soc and Beh) (Existing)	0	0	0	0	0	0
	Asst Prof (Soc and Beh) (Existing)	0	0	0	0	0	0
	Asst Prof (Soc and Beh) (Existing)	0	0	0	0	0	0
	Assoc Prof (Health Admin)	0	0	0	0	0	0

	Clinical Asst Prof (Health Admin)	Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
	Clinical Asst Prof (Health Admin)	0	0	0	0	0	0
	Asst Prof (Health Admin)	0	0	0	90,000	0	0
	Assoc Prof (Environmental Health) (Existing)	0	0	0	0	0	0
	Asst Prof (Environmental Health) (Existing)	0	0	0	0	0	0
	Asst Prof (Environmental Health)	0	0	90,000	0	0	0
	Asst Prof (Environmental Health)	0	0	0	90,000	0	0
	Assoc Prof (Biostatistics) (Existing)	0	0	0	0	0	0
	Asst Prof (Biostatistics) (Existing)	0	0	90,000	0	0	0
	Asst Prof (Biostatistics)	0	0	90,000	0	0	0
	Clinical Asst Prof (Biostatistics)	0	0	0	80,000	0	0
	Clinical Asst Prof (Biostatistics)	0	0	0	80,000	0	0
	Faculty Position	0	0	0	0	0	0
	Total Faculty Positions	0	0	270,000	435,000	0	0
Contract-Admin/Professional							
	Dean (Environmental Health)	210,000	0	0	0	0	0
	Associate Dean (Health Admin)	150,000	0	0	0	0	0
	Chairperson (Epidemiology)	150,000	0	0	0	0	0
	Chairperson (Soc and Beh)	150,000	0	0	0	0	0
	Business Manager	0	50,000	0	0	0	0
	Total Admin/Prof Staff Positions	660,000	50,000	0	0	0	0
Hourly Staff							
	Support Staff	35,000	0	35,000	35,000	0	0
	Support Staff	25,000	0	35,000	35,000	0	0
	Support Staff	0	0	0	0	0	0
	Total Hourly Staff Positions	60,000	0	70,000	70,000	0	0
Undergraduate Faculty and Staff							
	Epidemiology	0	0	0	0	0	0
	Epidemiology	0	0	0	0	0	0
	Social and Behavioral	0	0	0	0	0	0
	Social and Behavioral	0	0	90,000	0	0	0
	Health Administration	0	0	0	0	0	0
	Environmental Health	0	0	0	0	0	0
	Environmental Health	0	0	0	0	0	0
	Biostatistics	0	0	0	0	0	0
	Total Faculty Positions	0	0	90,000	0	0	0
Contract-Admin/Professional							
	Dean (Environmental Health) (%of Time)	10.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Associate Dean (Health Admin)	10.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Chairperson (Epidemiology)	10.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Chairperson (Soc and Beh)	10.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Business Manager	0.0%	10.0%	0.0%	0.0%	0.0%	0.0%
	Clinical Internship Coordinator/Advisor	0	0	50,000	0	0	0
	Total Admin/Professionals	0	0	50,000	0	0	0
Hourly Staff							
	Clerical Support	0	0	35,000	0	0	0
	Clerical Support	0	0	35,000	0	0	0
	Hourly Staff	0	0	0	0	0	0
	Total Hourly Staff Positions	0	0	70,000	0	0	0

Base Case Project Profit and Loss/Cash Flow Statement

		Yr. 0	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5
Estimated Revenue							
Tuition and Fees		$ -	$ 63	$ 162	$ 284	$ 434	$ 528
State Share in Instruction (SSI)		0	0	46	163	344	598
Other Income		0	0	0	0	0	0
Total Net Revenue *(Exhibit F)*		**$ -**	**$ 63**	**$ 208**	**$ 448**	**$ 778**	**$ 1,126**
Estimated Annual Expenses							
Salaries, Wages and Employee Benefits *(Exhibit F)*		$ 89	$ 99	$ 393	$ 405	$ 417	$ 429
Supplies and Other Expenses *(Exhibit F)*		11	14	16	20	20	21
Start-up Costs *(Exhibit F)*		0	0	17	17	17	0
Total Direct Expense		101	113	426	441	454	450
Academic Affairs Overhead *(Exhibit F)*		0	0	0	0	99	143
Administrative Overhead *(Exhibit F)*		0	0	0	0	236	342
Total Indirect Expense		0	0	0	0	335	485
Total Expense		**$ 101**	**$ 113**	**$ 426**	**$ 441**	**$ 789**	**$ 935**
Net Income (Deficit)		**$ (101)**	**$ (50)**	**$ (218)**	**$ 6**	**$ (11)**	**$ 191**
Cumulative Net Income (Deficit)		*$ (101)*	*$ (150)*	*$ (368)*	*$ (362)*	*$ (373)*	*$ (182)*
Annual Cash Flow:		*$ (101)*	*$ (50)*	*$ (218)*	*$ 6*	*$ (11)*	*$ 191*
Cumulative Cash Flow:		*$ (101)*	*$ (150)*	*$ (368)*	*$ (362)*	*$ (373)*	*$ (182)*
NPV (@10% of Annual Cash Flow):	*$ (191)*						
Estimated Revenue for Non-CPH Colleges		*$ -*	*$ 117*	*$ 346*	*$ 605*	*$ 1,047*	*$ 1,748*
Cumulative Cash Flow (including Non-CPH Colleges):		*$ (101)*	*$ (33)*	*$ 95*	*$ 705*	*$ 1,742*	*$ 3,681*
NPV (@10% of Annual Cash Flow):	*$3,593*						

Best Case Financial Summary

	Yr. 0 Budget	Yr. 1 Plan	Yr. 2 Plan	Yr. 3 Plan	Yr. 4 Plan	Yr. 5 Plan
Revenues:						
Tuition	0	62,944	162,081	284,203	433,864	528,055
SSI	0	0	45,706	163,400	344,057	597,855
Other	0	0	0	0	0	0
Total Revenues	0	62,944	207,787	447,604	777,921	1,125,910
Personal Service:						
Contract-Admin/Prof	66,000	72,980	125,169	128,924	132,792	136,776
Hourly	0	0	72,100	74,263	76,491	78,786
Faculty	0	0	92,700	95,481	98,345	101,295
Summer Program	0	0	0	0	0	0
Students	0	0	0	0	0	0
Non-Payroll	0	0	0	0	0	0
Total Personal Service	66,000	72,980	289,969	298,668	307,628	316,857

	Yr. 0 Budget	Yr. 1 Plan	Yr. 2 Plan	Yr. 3 Plan	Yr. 4 Plan	Yr. 5 Plan
Staff Benefits:						
Insurance, Retirement, Other	21,450	23,719	94,240	97,067	99,979	102,979
Employee Fee Waiver	1,980	2,189	8,699	8,960	9,229	9,506
Estimate-ERIP	0	0	0	0	0	0
Total Staff Benefits	23,430	25,908	102,939	106,027	109,208	112,484
Current Expenses:						
Travel	1,000	3,020	5,080	8,182	8,346	8,513
Entertainment	0	0	0	0	0	0
Supplies	100	302	608	920	939	957
Duplic&Printing	0	0	0	0	0	0
Telephone	38	115	231	350	357	364
Postage	0	0	0	0	0	0
Other Info&Commun	0	0	0	0	0	0
Maint&Repairs	0	0	0	0	0	0
Rentals	0	0	0	0	0	0
Building Lease - New	0	0	0	0	0	0
Utilities	0	0	0	0	0	0
Student Aid	0	0	0	0	0	0
Senate Bill 140	0	0	0	0	0	0
Miscellaneous	10,000	10,200	10,404	10,612	10,824	11,041
Bad Debt	0	0	0	0	0	0
Total Current Expenses	11,138	13,637	16,323	20,064	20,465	20,875
Equipment/Start-up	0	0	16,667	16,667	16,667	0
Total Expenditures	100,568	112,525	425,898	441,426	453,968	450,216
Academic Affairs Overhead	0	0	0	0	98,640	142,765
Administrative Overhead	0	0	0	0	236,263	341,951
Total Overhead	0	0	0	0	334,903	484,716
ADJ Expenditures	100,568	112,525	425,898	441,426	788,871	934,932
Excess(Deficiency) of Revenue over Expenditures	(100,568)	(49,581)	(218,111)	6,178	(10,950)	190,979
Debt Service - Leasehold Improvements	0	0	0	0	0	0
Debt Service - New Construction	0	0	0	0	0	0

Best Case Financial Details

Revenue Data: Undergraduate Program

	Yr. 0	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5
Undergraduate Credit Hours (LER's - College Only)						**Total**
LER's - in CPH		**0**	**0**	**0**	**0**	**0**
LER's - not in CPH		**26**	**26**	**0**	**0**	**52**
Requirements - in CPH		**6**	**6**	**6**	**6**	**24**
Requirements - not in CPH		**0**	**0**	**0**	**0**	**0**
Total Undergraduate (Major Courses Only)		32	32	6	6	76
Undergraduate Credit Hours (Major Courses Only)						**Total**
Major - in CPH		**0**	**0**	**15**	**15**	**30**
Major - not in CPH		**0**	**0**	**9**	**9**	**18**
Total Undergraduate (Major Courses Only)		0	0	24	24	48
Total Undergraduate Credit Hours		32	32	30	30	124

Enrollment	Yr. 0	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5
Undergraduate (Year 1)		40	80	100	120	120
Undergraduate (Year 2)			23	46	58	69
Undergraduate (Year 3)				17	34	43
Undergraduate (Year 4)					14	29
Total Undergraduate Students		40	103	163	226	261

SCH's	Yr. 0	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5
LER's - in CPH		0	0	0	0	0
LER's - not in CPH		1,040	2,678	3,796	4,628	4,914
Requirements - in CPH		240	618	978	1,356	1,566
Requirements - not in CPH		0	0	0	0	0
Major - in CPH		0	0	255	720	1,080
Major - not in CPH		0	0	153	432	648
Total FTE		1,280	3,296	5,182	7,136	8,208

Revenue Per SCH	Yr. 0	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5
Tuition		4,215	4,215	4,215	4,215	4,215
LER's		3,243	3,243	3,243	3,243	3,243
Requirements		8,616	8,616	8,616	8,616	8,616
Major - in CPH		8,616	8,616	8,616	8,616	8,616
Major - not in CPH		3,243	3,243	3,243	3,243	3,243

Projected Annual Revenue	Yr. 0	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5
Tuition						
LER's - in CPH		0	0	0	0	0
LER's - not in CPH		29,224	75,252	106,668	130,047	138,083
Requirements - in CPH		33,720	86,829	137,409	190,518	220,023
Requirements - not in CPH		0	0	0	0	0
Major - in CPH		0	0	35,828	101,160	151,740

Major - not in CPH	0	0	4,299	12,139	18,209
	62,944	162,081	284,203	433,864	528,055
SSI					
LER's - in CPH	0	0	0	0	0
LER's - not in CPH	0	11,242	40,192	69,984	91,063
Requirements - in CPH	0	34,464	123,209	229,186	335,162
Requirements - not in CPH	0	0	0	0	0
Major - in CPH	0	0	0	36,618	140,010
Major - not in CPH	0	0	0	8,270	31,619
	0	45,706	163,400	344,057	597,855
Total Tuition and SSI					
LER's - in CPH	0	0	0	0	0
LER's - not in CPH	29,224	86,494	146,859	200,031	229,147
Requirements - in CPH	33,720	121,293	260,618	419,704	555,185
Requirements - not in CPH	0	0	0	0	0
Major - in CPH	0	0	35,828	137,778	291,750
Major - not in CPH	0	0	4,299	20,409	49,828
	62,944	207,787	447,604	777,921	1,125,910

Undergraduate Start-up Costs	**Yr. 0**	**Yr. 1**	**Yr. 2**	**Yr. 3**	**Yr. 4**	**Yr. 5**
Epidemiology	0	0	0	0	0	0
Epidemiology	0	0	0	0	0	0
Social & Behavioral	0	0	0	0	0	0
Social & Behavioral	0	0	16,667	16,667	16,667	0
Health Administration	0	0	0	0	0	0
Environmental Health	0	0	0	0	0	0
Environmental Health	0	0	0	0	0	0
Biostatistics	0	0	0	0	0	0
	0	0	16,667	16,667	16,667	0
Epidemiology	50,000	0	0	0	0	0
Epidemiology	0	0	0	0	0	0
Social & Behavioral	0	0	0	0	0	0
Social & Behavioral	0	0	0	0	0	0
Health Administration	0	0	0	0	0	0
Environmental Health	0	0	0	0	0	0
Environmental Health	0	0	0	0	0	0
Biostatistics	0	0	0	0	0	0
Total Time to use Start-up Funds - In Years	3	Years				

Annual Persistence rates applied to remaining students in each cohort		
After Year 1	57.7%	
After Year 2	74.7%	
After Year 3	84.2%	
After Year 4	31.4%	not used in model

Student/Faculty Ratios

Students (FTE)						
Masters	29	87	145	196	259	300
PhD	12	24	36	48	48	48
Undergraduate	0	43	110	173	238	274
Total Students	41	154	291	417	545	622
Faculty						
Masters/PhD	8	14	22	29	29	29
Undergraduate	1	3	5	8	8	8
Total Faculty	9	17	27	37	37	37
Student/Faculty Ratio	4.6	9.0	10.8	11.3	14.7	16.8

Projected Annual Revenue - Non Major Colleges	**Yr. 0**	**Yr. 1**	**Yr. 2**	**Yr. 3**	**Yr. 4**	**Yr. 5**
Tuition						
LER's - not in CPH		116,896	301,007	426,670	520,187	552,334
Requirements - not in CPH		0	0	0	0	0
Major - not in CPH		0	0	17,197	48,557	72,835
		116,896	301,007	443,868	568,744	625,169
SSI						
LER's - not in CPH		0	44,970	160,766	279,936	364,254
Requirements - not in CPH		0	0	0	0	0
Major - not in CPH		0	0	0	198,472	758,862
		0	44,970	160,766	478,407	1,123,116
Total Tuition and SSI						
LER's - not in CPH		116,896	345,977	587,437	800,123	916,587
Requirements - not in CPH		0	0	0	0	0
Major - not in CPH		0	0	17,197	247,028	831,697
		116,896	345,977	604,634	1,047,151	1,748,285

2. **Indicate the adequacy of expected subsidy and other income to meet these needs.**

   The projected budget includes a modest three percent increase in tuition and state support rates. Based on the current economic climate, these assumptions may not hold true, and level of state subsidy and tuition make not be adequate to support the program. This would put pressure on the program to grow enrollments at a much higher rate to support the program. If the growth in enrollments is achieved, then the cost to educate these students would increase.

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.**

   The Kent State University Board of Trustees approved funding of $1 million each year for three years to provide resources to complete the academic plan and initial funding of the program. The physical space for the College of Public Health will be distributed among areas of the university until such time a critical mass can be assembled and a formal space identified. There have been five faculty members identified—three from justice studies, one from biology and one from health education—to be reallocated to the program. The faculty members and their respective current dean have all agreed on the reallocation.

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.)**

FINANCIAL STATEMENT FOR NEW DEGREE PROPOSAL

Institution: Kent State University

Proposed Program: Bachelor of Science in Public Health (BSPH) Date: _____

Contact Person for Financial Analysis: Timothy Martin

Phone: (330) 672-5800

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: 40

Year 2: 80

Year 3: 100

Year 4: 120

Increased State Subsidy Payments Anticipated

Academic
Year 1: $ 0

Year 2: $ 45,706

Year 3: $ 163,400

Year 4: $ 344,057

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	$ 0	$ 45,706	$ 163,400	$ 344,057
Student Fees	$ 62,944	$ 162,081	$ 284,203	$ 433,864
Other	$ NIC	$ NIC	$ NIC	$ NIC
Total	$ 62,944	$ 207,787	$ 447,604	$ 777,921

Increases in Net Expenditures:

	Year 1	Year 2	Year 3	Year 4
Net Faculty	$ 0	$ 92,700	$ 95,481	$ 98,345
Costs	$ 0	$ 32,909	$ 33,896	$ 34,912
Administrative	$ 72,980	$197,269	$203,187	$209,283
Costs	$ 25,908	$ 70,030	$ 72,131	$ 74,295
Support Costs	$ 13,637	$ 32,990	$ 36,731	$372,035
Total	$112,525	$425,898	$441,426	$788,870

Brief Description of Income and Expenditure Increases:

The income increases are due to an increase in enrollments and a 3.0 percent increase in tuition and state subsidy in each of the four years. The state subsidy calculation is based on a one year lag and a two year average. The modest increase in faculty (1FTE) is due to the fact that the program will use existing faculty. The administrative increases are related to the hiring the administrative and support staff to support the programs academic mission. In Year 2, the support costs increase due to start-up expenses for the new faculty member. These costs are allocated over a three year period. In Year 4, the overhead expenses associated with RCM are incorporated into the program expenses.

Academic Year of Program Initiation: 2010

Filed: _____

Filed with: _____

Date: _____

City of Ravenna

Kevin T. Poland
Mayor & Safety Director

(330) 296-3864
(330) 296-3865
Fax: (330) 297-2164

November 10, 2008

Evelyn S. Goldsmith, Ph.D.
Assistant Provost
Office of the Provost
P.O. Box 5190
Kent, OH 44242-0001

RE: COLLEGE OF PUBLIC HEALTH

Dear Dr. Goldsmith:

This is a follow-up to the breakfast meeting at KSU on November 7, 2008. I appreciated having the opportunity to hear the vision of Dr. Pathak and the academic staff at KSU regarding the goal of establishing a College of Public Health.

The charges and demands placed upon the public health system have simply exploded in the last few years. The threat of bioterrorism, pandemic flu, natural disaster planning and increased inspections i.e. Jarrod's Law have all been thrust upon our public health departments. Even enforcement of the recent statewide smoking ban has been laid at the feet of local health departments.

The increased demands have certainly stretched local communities' ability to do their jobs. I am extremely proud of the City's Health Department and how Health Commissioner Blasiman and her staff take care of the citizens here in Ravenna.

However, I certainly support the concept of establishing a College of Public Health at KSU. The resources which could be brought together have the potential to significantly expand upon public health services to the entire region.

Obviously, as Dr. Pathak noted, "the devil's in the details," but the idea of a collaborative effort seems to me a significant opportunity to increase efficiencies as well as services to the public.

If you have any questions, please do not hesitate to call me.

Sincerely,

Kevin T. Poland
Mayor

Cc: Lynette Blasiman
Ravenna City Council

COSHOCTON COUNTY
HEALTH DISTRICT
724 South Seventh Street
Coshocton, Ohio 43812-2362
Phone: 740-622-1426 • Fax: 740-295-7576 • E-Mail: health@coshoctoncounty.net

NOV 13 2008

November 10, 2008

Dr. Gregg L. Andrews
Dean
Kent State University – Tuscarawas
330 University Dr. N.E.
New Philadelphia, OH 44663-9403

Dear Dean Andrews,

Thank you for inviting me to the informational meeting regarding Kent State University's intention to establish a College of Public Health. The Coshocton County Health Department (CCHD) is fully supportive of this effort.

The field of Public Health is facing a dire shortage of workers in the coming years so the opportunity to recruit locally trained workers in the field is exciting. A practice-based curriculum including partnerships with local public health departments will provide a well-rounded education for students. To that end, CCHD will assist in any way possible by providing internship opportunities, provide guest speakers for classes, and if qualified could possibly provide adjunct faculty for the Tuscarawas campus. Additionally, with the Tuscarawas campus within an hour of CCHD, the opportunity for our current staff to further their careers with continuing education opportunities is appealing.

The Appalachian region of Ohio faces numerous public health issues including obesity, cancer, smoking, and diabetes. The need for public health to address these issues in the future will only increase, and training local youth who are aware of the challenges this region faces can be beneficial and could keep them from leaving Ohio for jobs.

Good luck with this effort to establish a College of Public Health and be assured that CCHD will be an ardent supporter. Feel free to contact me at any time.

Sincerely,

Robert R. Brems, Jr.

Robert R. Brems, Jr., MPH
Health Commissioner

NOV 7 2008

Holmes County General Health District

Health Commissioner
D.J. McFadden, MD, MPH
dmcfadden@holmeshealth.org

Board of Health

President
Carol Miller
Hardy Twp.

Pro-tem President
Carol Remington
Killbuck Village

Members
Daniel Miller, MD
Walnut Creek Twp.

Kurt Rodhe
Millersburg Village

Paul Miller
Berlin Twp.

November 6, 2008

Dr. Gregory Andrews, Dean
Kent State University, Tuscarawas
330 University Dr. NE
New Philadelphia, OH 44663

Dear Dr. Andrews:

Thank you for the opportunity to attend the meeting yesterday to discuss the possibility of a school of public health in the academic health department model. I believe that this concept poses a unique opportunity for Northeast Ohio in general and for public health specifically. It is a logical solution to many problems we are currently facing as a state and region, as well as in the field of public health.

The most pressing need that this program could address is the crisis that public health is facing in regards to a shrinking workforce. An article in the *Journal of Public Health Management and Practice* in 2003 noted that in 20 years, from 1980 to 2000, the public health workforce went from 220 per 100,000 Americans to 158 per 100,000 Americans. The American Public Health Association estimates that the average age of public health workers two years ago was 46.6. At that time it was estimated that about 50% of state public health workers were eligible for retirement. Multiple articles in multiple journals have called attention to the critical lack of public health workers. This comes at a time when public health is being asked to do more to protect the environment, prepare for bioterrorism, and provide mass vaccination and mass care in the event of a large scale event.

Given the relatively small number of accredited schools of public health in the United States, local and state public agencies often employ staff that were not trained in public health. We spend time and money preparing them for their roles. A local program would certainly allow us the opportunity to send staff for training and continuing education.

Rural local health departments such as ours in Holmes County has some difficulty in attracting individuals trained in public health. There are more attractive opportunities in urban areas or in other states. If we are able to train local youth locally, I believe we will have a better opportunity to attract them back to Holmes County.

This program would also provide an opportunity for small local health districts such as ours in Holmes County to meet Essential Public Health Service number 10 which is Research. Rural health districts have some difficulty at times finding ways to collaborate with academic centers. We have often made those links through schools of nursing, but the relationships have not always met our needs. A model such as this could potentially allow us to investigate local situations while assisting in the academic advancement of bright young people. This opportunity is quite exciting.

Finally, on a personal note, I believe that this opportunity might allow me the chance to once again teach. I received my MPH from the University of North Carolina in Epidemiology. After my residency in Family Medicine in Denver Colorado, I stayed on as faculty and enjoyed teaching the residents. I miss the opportunity to teach.

I support this endeavor and look forward to further conversations. I realize that this will take considerable planning and effort. I do not doubt that it will be hard work. I am encouraged by the proposal and feel that in this economy, this is the type of idea we need to keep Ohio healthy, safe, and strong.

Sincerely,

D. J. McFadden, MD MPH
Holmes County Health Commissioner

January 15, 2009

Dr. Evelyn S. Goldsmith
Assistant Provost, Research and Graduate Studies
124 Cartwright Hall
P.O. Box 5190
Kent, Ohio 44242-0001

Dear Dr. Goldsmith,

I want to thank you and Dr. Pathak for taking the time to meet with Mayor Fender and I to outline your aspirations for a new College of Public Health at Kent State University. This is an exciting opportunity for Kent State to lay the foundation for what I hope can become a world class integrated public health system serving the greater Kent community.

As a city with pockets of elderly and at-risk populations Kent is a community in need of greater public health awareness, prevention and medical services. I am proud of our work with Robinson Memorial Hospital and the other doctor and hospital networks to build a cluster of medical based businesses in Kent and I see the enormous potential that the new college could add to accelerate and magnify those efforts in our community.

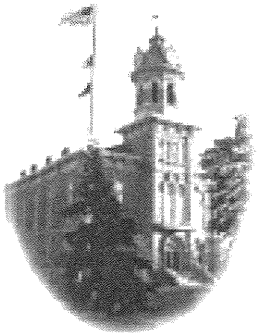
At a time of fiscal challenges it is a credit to the leadership at Kent State to be seeking to be part of the solution by investing in an opportunity that I believe would put the University and the community in a position to emerge from the downturn in the economy by building the local capacity to create and fill jobs through the kinds of training and experience-based learning options available through the new college.

Good luck in pursuing this opportunity and if there is anything the City of Kent can do to facilitate your efforts please don't hesitate to ask.

Sincerely,

Dave Ruller
City Manager
Kent Ohio

Cc: Kent City Council



COUNTY OF GEAUGA, OHIO
Board of County Commissioners
Tracy A. Jemison Mary E. Samide William S. Young

DEPARTMENT OF WATER RESOURCES
470 Center Street, Building 3
Chardon, Ohio 44024-1068

G.S. Saikaly
Director
Douglas L. Bowen, P.E.
Sanitary Engineer

January 5, 2009

Evelyn S. Goldsmith
Assistant Provost and Interim Dean of Graduate Studies
124 Cartwright Hall
P.O. Box 5190
Kent, Ohio 44242-0001

Dear Dr. Goldsmith;
Thank you for the Thank You Card. It was interesting to learn about your project. With the ever escalating cost of health care establishing a public health school that brings care to the people is a novel idea in our part of the Country. Our area of interest is the water and wastewater fields. These areas are controlled and monitored by the Ohio EPA and the Ohio Department of Health. Their involvement is somewhat remote, usually through reports, rules, regulations, and occasional visit. When it happens it is often regulatory, and punitive rather than preventative, which is why your idea is important. If knowledge of the water and wastewater business becomes wide spread it could usher an era of personal responsibility that would enhance the overall condition of our water and wastewater and by extension the health of the public. For the above please count me as a supporter of this effort. If I could be of further assistance do not hesitate to contact me.

Gus Saikaly

Tel: 440-285-2222 • 834-1856 • 564-7131 ext. 1970 • Fax: 440-285-9549 • Internet: www.gcdwr.org

Canton City Health Department

420 Market Avenue N. • Canton, Ohio 44702-1544
(330) 489-3231 • Fax (330) 489-3335

James M. Adams, R.S., M.P.H.
Health Commissioner

November 7, 2008

Dr. Evelyn Goldsmith
Assistant Provost
Kent State University, Office of the Provost
P.O. Box 5190
Kent, OH 44242-0001

Dear Dr. Goldsmith:

Thank you for the chance to meet with the Kent State University leadership today and share your vision of a College of Public Health at Kent State University. This is an exciting and ambitious project that is much needed in northeast Ohio. As the current public health workforce ages, we in local public health departments are challenged to find qualified public health workers with adequate training in public health. This program would help us to develop these qualified workers in our own back yard.

One of the key functions of a functional local health department is to form linkages with academia to identify and advance public health best practices. The formation of a formal relationship as an academic local public health department with a public university would greatly help the mission of local public health of assuring that healthy people can live in healthy communities.

I applaud your vision and encourage you to press forward in the development of a College of Public Health. I look forward to working with you to advance this goal in the greater Canton community. Please let me know how I can help in this important endeavour.

Sincerely yours,

James M. Adams, RS, MPH
Health Commissioner

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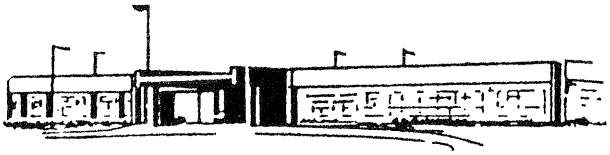
an equal employment opportunity employer

Promoting and Protecting Health Since 1849

Public Health
Prevent. Promote. Protect.



TUSCARAWAS COUNTY HEALTH DEPARTMENT
897 East Iron Avenue, P.O. Box 443
Dover, Ohio 44622-0443
Fax#: (330) 343-1601

Main Office: (330) 343-5555 or 1-800-860-8302
Family Planning or Dental: (330) 364-5718
Well Child or Family Practice: (330) 364-4979

Administration
(330) 343-4928

Environmental Health
(330) 343-5550

Web page: www.tuschealth.org.

November, 7, 2008

Kent State University
Office of the President and Senior Vice-President for Academic Affairs
Dean Andrews, Tuscarawas Regional Campus

Dear Sirs:

This letter is written to provide enthusiastic support for the development of Kent State University's College of Public Health. Everyone in the Kent State University community and its residents will benefit from educational support of this program. Our residential areas will experience integration of service that has not been witnessed to date. Ultimately service and delivery of care can only benefit.

My sincere support for development is yours.

James G. Hubert, DO, MS

James G. Hubert, D.O., M.S.

Tuscarawas County Coroner
Tuscarawas County Health Commissioner

Linda J. Fanning
Executive Director

James G. Hubert, D.O., M.S.
Health Commissioner

Daniel S. Blumer, D.O.
Medical Director

BOARD MEMBERS
Dr. Andrea Fanti, President
Tweed Vorhees, Vice President
Dr. Milan Packovich
Jeri Middaugh
David Miller
Michael A. Cochran
Terry A. Hiller

"Equal Opportunity Employer/Equal Provider of Services"

TPP

Teen Pregnancy Prevention

288 Crackel Road
Aurora, OH 44202
PH: 440-552-1163 or 440-543-7352 FX: 440-543-0606 E-Mail: Klackeytpp@alltel.net

December 8, 2008

Evelyn S. Goldsmith
Assistant Provost & Interim Dean of Graduate Studies
Kent State University
PO Box 5190
Kent, OH 44242

Dear Ms. Goldsmith:

I was very excited to hear about KSU's plans for a College of Public Health. I have worked as a social worker in Geauga County for the past 12 years and have first- hand knowledge of many unmet needs of our communities, and often the difficulty of our agencies in meeting those needs.

Issues range from the needs of newborns in single parent homes, to obesity issues, and many concerns regarding the elderly that are often exacerbated by our lack of public transportation in this county.

Further, for whatever reason, small size or average family income, Geauga County is often overlooked by funders and service providers alike, assuming there is no need for services.

I see the KSU's collaborative approach to developing this college, considering the needs of each regional campus in the design, as a phenomenal opportunity for our community. Not only will a college of Public Health put more trained professionals into our communities, but it will offer quality continuing education and training to those of us working in field now. It will also offer us the opportunity to better evaluate the needs of Geauga County residents which is always needed.

If there is anything I can do to assist in this process please contact me.

Sincerely,

Karen Lackey MSSA, LISW
Director, Geauga Teen Pregnancy Prevention

NOV 2 4 2008

New Philadelphia City Health District
John Knisely Municipal Centre
150 East High Avenue, Suite 011
New Philadelphia, Ohio 44663
330/364-4491 x208 330/364-8830 fax

November 20, 2008

Dr. Gregg L. Andrews, Dean
Kent State University Tuscarawas
330 University Dr. NE
New Philadelphia, Ohio 44663—9403

Dear Dr. Andrews:

The New Philadelphia City Health District and the New Philadelphia City Board of Health is in support of Kent State University and its branches to establish a School of Public Health. Students completing studies in Public Health at a local branch would benefit by eliminating travel time and increased costs incurred attending other established programs at learning institutions outside the area.

The Kent State University proposal of a School of Public Health was presented to the New Philadelphia City Board of Health at the December 19, 2008 meeting. The New Philadelphia City Board of Health District members agreed to send a letter of support for Kent State University's proposal.

Sincerely,

Joan F. Robis

Joan F. Robis, BS, RS, RN
Health Commissioner

cc: Board of Health Members
File

PORTAGE COUNTY COMBINED GENERAL HEALTH DISTRICT

Portage County Administration Building
449 South Meridian, 3rd Floor
Ravenna, Ohio 44266

Phone: Area Code 330-296-9919
Fax: Area Code 330-297-3597
E-mail: pchd@portageco.com
Web: www.co.portage.oh.us/dept/health

DuWayne O. Porter, M.P.H., R.S.
Health Commissioner

November 14, 2008

Dr. Evelyn S. Goldsmith
Assistant Provost & Interim Dean
of Graduate Studies
Research and Graduate Studies
124 Cartwright Hall
P.O. Box 5190
Kent, OH 44242-0001

Dear Dr. Goldsmith:

Thank you for the invitation to last week's presentation regarding the development of a School of Public Health at KSU.

At the Portage County Health Department, we have long recognized the need to strengthen the struggling public health system in our region and the state. A School of Public Health with affiliated academic health departments would surely help to further this goal. Such an institution would allow us to greatly expand the partnership between practicing public health professionals and our academic colleagues.

I believe this would enhance the state's public health workforce and the health of our communities in Portage County and beyond.

Sincerely,

DuWayne Porter, M.P.H., R.S.
Health Commissioner
Portage County Combined General Health District

DP:df

This Agency is an equal provider of services and an equal employment opportunity employer - Civil Rights Act 1964 (CRA)

Townhall II

November, 10, 2008

Dr. Evelyn S. Goldsmith
Assistant Provost,
Kent State University
P.O. Box 5190
Kent, OH 44242

Dear Dr. Goldsmith,

I was very impressed by Dr. Pathcks's presentation on the proposed College of Public Health and an Academic Health Department. The impact on our community and region would be invaluable.

As you know, Townhall II has been serving Portage County for more than 38 years both as a Free Medical Clinic and as a Behavioral Health provider. Kent State University has been a support to our agency by providing countless volunteers as well as interns during those years and we look forward to continuing our collaboration.

Townhall II would like to support your proposed creation of a College of Public Health as well as collaborate in an effort to create an Academic Health Department. Please feel free to call upon us.

Sincerely,

Sue E Whitehurst

Sue E. Whitehurst, BA of Ed, O.C.P.S. II
Executive Director
Townhall II

SEW: bf

Kent Offices
155 N. Water St.
Kent, OH 44240
Phone: 330-678-3006
Toll Free: 866-449-8518
Fax: 330-678-7558
Voice/TTY: 330-678-4357
www.townhall2.com

Administration
Educational Services
24 Hour Crisis Intervention
Freel Clinic
Project Detour
Alcohol and Drug Services
Counseling
Conflict Management Services

Horizon House
2196 St. Rt. 59
Franklin Twp, OH 44240
Phone: 330-346-0233

Horizon
Halfway House

Mental Health & Recovery Board
OF PORTAGE COUNTY

United Way
of Portage County

Townhall II offers equal employment and service opportunities and does not discriminate based on race, color, religion, sex, sexual orientation, national origin, age, disability, or veteran status

University Hospitals

Thomas F. Zenty III
Chief Executive Officer

11100 Euclid Avenue
Cleveland, Ohio 44106
216 844 7565 Phone
216 844 3276 Fax

January 7, 2009

Chancellor Eric D. Fingerhut
Ohio Board of Regents
30 East Broad St #36
Columbus, OH 43215

Dear Chancellor Fingerhut,

University Hospitals wishes to extend its support for the proposed College of Public Health at Kent State University. We are excited and optimistic about this proposal.

By 2012, the Association for Schools of Public health (ASPH) estimates that 23 % of the public health workforce will retire. By 2020, ASPH estimates that Ohio will follow the nationwide trend; Ohio will need 10,000 more public health workers. The general population is generally unaware of the issues involved in public health, leaving a void that a diverse team of public health practitioners, academic researchers, students, health care systems, and government agencies could collaborate to improve.

The main intention of a proposed College of Public Health at Kent State University is to assist in developing a collaborative public health system in Portage and other counties that are in Eastern Ohio by bringing them together. The idea of an academic public health department where public health administrative and clinical staff works side-by-side with academics and students affords us a groundbreaking opportunity in Ohio.

The shortage of public health workers in Ohio could be addressed by the addition of this unique concept.

We wish you continued success as you educate others to the critical need for more public health training and educational opportunities in our great State of Ohio. Please feel free to contact me at your convenience.

Sincerely,

Thomas F. Zenty III

cc: Patrick Mullin, Chair of the Board, Deloitte & Touche
Lester A. Lefton, President, Kent State University

Received
JAN 13 2009
President's Office

NOV 19 2008

TUSCARAWAS COUNTY COMMISSIONERS

125 East High Avenue, Room 205
New Philadelphia, Ohio 44663
(330) 365-3240

Chris Abbuhl
Kerry Metzger
Jim Seldenright

Jane Clay
Clerk

Crystal DiGenova
Administrative Assistant

To Whom It May Concern:

The County Commissioners of Tuscarawas County offer our support of a College of Public Health at Kent State University – Tuscarawas Campus. There is a need for workers that are specifically trained in public health that will assist in the public health delivery system.

We are striving to secure opportunities for the youth to stay in Ohio, specifically Tuscarawas County. This training and continuing education in disease prevention and health promotion, will provide career opportunities of stability for those interested in the health field.

It is vital to have collaboration between the university and the community to progress forward for the benefit of the residents of Ohio.

Thank you for your consideration in this worthwhile effort.

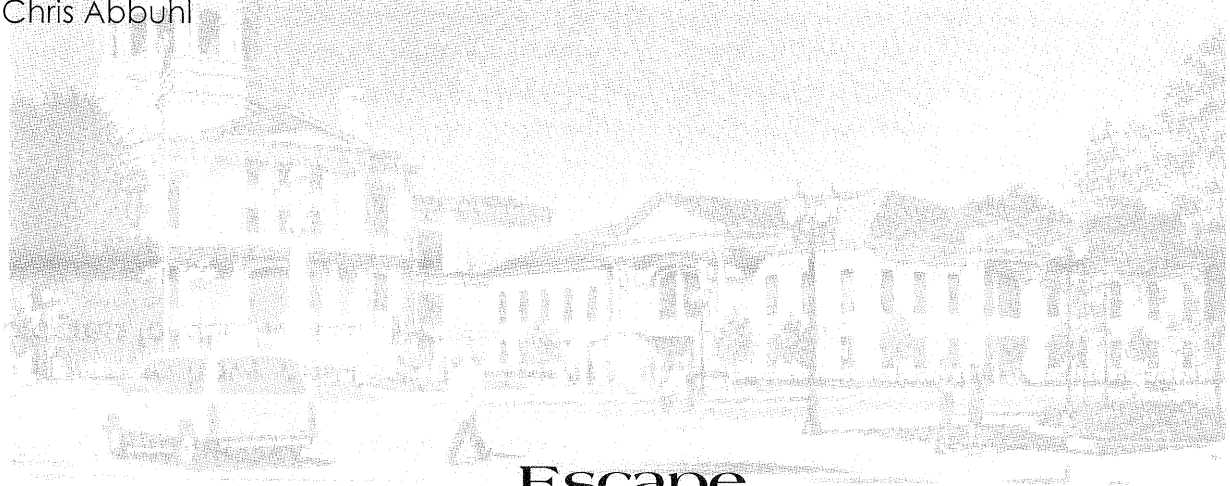
Sincerely,

Kerry Metzger

Kerry Metzger

Chris Abbuhl

Chris Abbuhl



Escape
Experience
Enjoy

Academic Program Assessment Plan (AQIP)
Bachelor of Science in Public Health

This document summarizes the process for assessing the Bachelor of Science in Public Health (BSPH) degree program.

Upon completion of the BSPH program, the graduate will be able to:

i) **Describe the role of public health in preventing disease, prolonging life and promoting health and efficiency at the local, state, national and global level.**

ii) **Identify, discuss and analyze public health issues.**

iii) **Attain skill level to enter a graduate program in public health.**

iv) **Outline career paths and obtain at least an entry level position in public health.**

The student learning objectives of the program are as follows:

Student Learning Objectives

- Build a firm, advanced understanding of the Public Health principles and practices of prevention and intervention, including an understanding of evidence-based practices in public health program development.
- Develop strong research skills using both quantitative and qualitative methodology in public health research, focusing on research on preventing disease, prolonging life and promoting health.
- Develop applied communication skills and professional aptitude through experience in situations where public health practice knowledge is gained in the classroom and tested and applied in community-based public health settings.
- Develop an understanding of the causes and prevention of public health concerns (environmental, social/behavioral, systemic) at various levels of communities. Understand the evidence-base that guides effective interventions into problems of public health.
- Develop advanced critical thinking skills required to make positive contributions to address public health problems, including the translating of knowledge into effective practice.

There are a number of indicators of how well these objectives are met. The first indicator is how well the program is designed in terms of the required core courses, the offerings of elective courses, and the culminating internship requirement.

Given that the course requirements are appropriately designed, the next issue is how well the content of the course teaches the theoretical, methodological and advanced thinking skills. An indicator of the appropriateness of the course content is indicated by the syllabus provided by the faculty who teach them. Course syllabi are submitted at the beginning of each semester for review.

How well the content of the courses is delivered can be assessed by the student evaluations, peer evaluations, grades of the students, student completion of the program, and the quality of the student papers and projects. For example, papers that are nominated or win awards are indications that the program is meeting objectives.

The quality of placements for students in applied public health settings as part of their culminating experience can be assessed through feedback from faculty members overseeing these experiences, internship, preceptor evaluations, student papers and reports developed as part of these applied experiences, and student evaluations of the internship. The program will track this information annually. In addition, perhaps a best indicator is subsequent job placement, or acceptance into graduate programs, of alumni. Surveys of alumni will be conducted every year to track program graduate success.

It should be noted that the BSPH program will undergo periodic program review by the University. The material that is used in that review can also be used in our assessments of whether the program is meeting its objectives.

List of Measures for Assessing the MS Program in Applied Social and Behavioral Research:

- GPA of entering students and of the students who complete the program (every year)
- Placement of graduates into professional applied positions (recorded as this information becomes available and through alumni surveys)
- Acceptance of BSPH students into graduate programs (recorded every year)
- Number completing the BSPH program (recorded every year)
- Diversity of the students selected into the program (recorded every year)
- Diversity of the students who complete the BSPH program (recorded every year)
- Conference presentations by BSPH students (compiled every year)
- Student evaluations of courses (conducted every semester, compiled every two years)
- Review of Course Syllabi (conducted every two years)
- Preceptor evaluations of student progress in applied internship setting (recorded as this information becomes available)
- Quality of papers by students for completion of culminating public health integration (assessed by faculty committee as students complete program)
- Exit interviews with BSPH students (conducted every semester with graduating students)
- Surveys of Current Students (every two years)
- Survey of Faculty (part of program review, every five years)
- Alumni Survey (every year), (to focus on alumni job attainment and/or further graduate education, whether BSPH program helped them to prepare for professional positions or further graduate training, satisfaction with BSPH education, etc.)

Timeline for Implementation of the Assessment Plan

The first report on assessment will be completed by July 1, 2011, the end of the first full year of the degree program. This report will review the first year experience and offer a plan for program changes as appropriate. Annual reports to AQIP will be provided each year, drawing on the information base listed above with each measure for assessing achievement of program objectives.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **18-Mar-09** Curriculum Bulletin _____

Effective Date **Fall 2010** Approved by EPC _____

Department

College **PH - Public Health**

Proposal **Establish Course**

Course Subject **PH** Course Number **10001**

Course Title **Introduction to Public Health**

Minimum Credits **03** Maximum Credits **03**

Checked items are new or revised

- ☒ Subject
- ☒ Number
- ☒ Title
- ☒ Title Abbreviation
- ☒ Credit Hours
- ☐ Prerequisites
- ☒ Description
- ☒ Schedule Type
- ☐ Cross-Listed / Slash
- ☒ Grade Rule
- ☒ Credit by Exam
- ☒ Course Content
- ☐ Liberal Education Requirements (LER)
- ☐ Writing-Intensive (WIC)
- ☐ Diversity
- ☐ 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

_____ ___/___/___
Department Chair / School Director / Campus Dean

Robert G. Frank _____ ___/___/___
College Dean

_____ ___/___/___
Executive Dean of Regional Campuses / Dean of Graduate Studies

_____ ___/___/___
Senior Vice President for Academic Affairs and Provost

BASIC DATA SHEET

Complete all fields. Data entered below should reflect new/revised information.

Preparation Date	**19-Mar-09**	Requested Effective Term	**Fall 2010**
Course Subject	**PH**	Course Number	**10001**
Course Title	**Introduction to Public Health: ~~What it is and How it Works~~**		
Title Abbreviation	**Intro To ~~Pub Hlth~~** Public Health 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** ☒ to ☐ or	Maximum Credit	**03** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
Contact Hours Per Week	☒ Lecture	Minimum Hours	☐ to ☐ or Maximum Hours
	☐ 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 _____
OBR Subsidy Code _____
OBR Course Level _____
CIP Code _____

Catalog Description **An overview of the evolution and practices of the dynamic field of public health in the US and globally. Students are introduced to the structure and functions of public health organizations and public health practice.**
(do not include prerequisites) United State

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	**What is public health?**
6.00	**An ecological perspective of public health**
3.00	**Public health and the health system**
3.00	**Law, government and public health**
3.00	**Government public health agencies and local health departments**
6.00	**Core functions of public health**
6.00	**The infrastructure of public health**
6.00	**Public health interventions/case studies**
6.00	**Public health emergency preparedness/case studies**
3.00	**The future of public health**

45.00 Total Contact Hours

Textbook(s) Used in this Course **Turnock BJ (2009). Public Health: What it is and how it works. Sudbury, MA: Jones and Bartlett**

Writing Expectations

Instructor(s) Expected To Teach Staff

Instructor(s) Contributing to Content

REQUIRED ENDORSEMENT

_____ ____/____/____

Department Chair / School Director / Campus Dean

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **19-Mar-09** Curriculum Bulletin _____

Effective Date **Fall 2010** Approved by EPC _____

Department			
College	**PH - Public Health**		
Proposal	**Establish Course**		
Course Subject	**PH**	Course Number	**10002**
Course Title	**Introduction to Global Health**		
Minimum Credits	**03**	Maximum Credits	**03**

Checked items are new or revised

- ☒ Subject
- ☒ Number
- ☒ Title
- ☒ Title Abbreviation
- ☒ Credit Hours
- ☒ Prerequisites
- ☒ Description
- ☒ Schedule Type
- ☐ Cross-Listed / Slash
- ☒ Grade Rule
- ☒ Credit by Exam
- ☒ Course Content
- ☐ Liberal Education Requirements (LER)
- ☐ Writing-Intensive (WIC)
- ☐ Diversity
- ☐ 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):

REQUIRED ENDORSEMENTS

_____ ___/___/___
Department Chair / School Director / Campus Dean

_____ ___/___/___
College Dean

_____ ___/___/___
Executive Dean of Regional Campuses / Dean of Graduate Studies

_____ ___/___/___
Senior Vice President for Academic Affairs and Provost

BASIC DATA SHEET

Complete all fields. Data entered below should reflect new/revised information.

Preparation Date	**19-Mar-09**	Requested Effective Term	**Fall 2010**
Course Subject	**PH**	Course Number	**10002**
Course Title	**Introduction to Global Health**		
Title Abbreviation	**Intro to Global Health** 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** ☐ to ☐ or	Maximum Credit	(e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
Contact Hours Per Week	☒ Lecture	Minimum Hours	3 ☐ to ☐ or Maximum Hours
	☐ Laboratory	Minimum Hours	☐ to ☐ or Maximum Hours
	☐ Other	Minimum Hours	☐ to ☐ or Maximum Hours
	NOTE: Contact hours should be per week.		
Repeat Status	~~RP~~ 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 _____
OBR Subsidy Code _____
OBR Course Level _____
CIP Code _____

Catalog Description **An overview of the biological, social and environmental contributors to health and diseases in populations around the world, including case studies of selected infectious diseases, nutritional deficiencies, and health effects of environmental change.**
(do not include prerequisites)

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	**Principles and goals of global health**
3.00	**Health determinants, measures, and trends**
6.00	**Poverty, the economy, and ethical and human rights concerns**
3.00	**Health systems and culture in global health**
3.00	**The environment and health**
3.00	**Nutrition and global health**
6.00	**Women's and children's health**
6.00	**Communicable and non-communicable diseases**
3.00	**Unintentional injuries in a global context**
3.00	**Natural disasters and complex emergencies**
6.00	**Working together to improve global health**

45.00 Total Contact Hours

Textbook(s) Used in this Course **Skolnik, R. (2008) Essentials of Global Health. Boston: Jones and Bartlett Publishers.**

Writing Expectations

Instructor(s) Expected To Teach Staff

Instructor(s) Contributing to Content

REQUIRED ENDORSEMENT

_____ ____/____/____

Department Chair / School Director / Campus Dean

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **18-Mar-09** Curriculum Bulletin _____
Effective Date **Fall 2010** Approved by EPC _____

Department
College **PH - Public Health**
Proposal **Establish Course**
Course Subject **PH** Course Number **20003**
Course Title **Public Health Policy and Decision-Making**
Minimum Credits **03** Maximum Credits **03**

Checked items are new or revised

- ☒ Subject
- ☒ Number
- ☒ Title
- ☒ Title Abbreviation
- ☒ Credit Hours
- ☐ Prerequisites
- ☒ Description
- ☒ Schedule Type
- ☐ Cross-Listed / Slash
- ☒ Grade Rule
- ☒ Credit by Exam
- ☒ Course Content
- ☐ Liberal Education Requirements (LER)
- ☐ Writing-Intensive (WIC)
- ☐ Diversity
- ☐ 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

_____ ___/___/___
Department Chair / School Director / Campus Dean

_____ ___/___/___
College Dean

_____ ___/___/___
Executive Dean of Regional Campuses / Dean of Graduate Studies

_____ ___/___/___
Senior Vice President for Academic Affairs and Provost

BASIC DATA SHEET

Complete all fields. Data entered below should reflect new/revised information.

Preparation Date	**19-Mar-09**	Requested Effective Term	**Fall 2010**
Course Subject	**PH**	Course Number	**~~30001~~** 20003
Course Title	**~~Essentials of~~ Public Health Policy and Decision-Making**		
Title Abbreviation	**~~Pub Hlth Pol/Dec Essen~~** PH Policy/Decision Making 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** ☒ to ☐ or	Maximum Credit	**03** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
Contact Hours Per Week	☒ Lecture	Minimum Hours	☐ to ☐ or Maximum Hours
	☐ Laboratory	Minimum Hours	☐ to ☐ or Maximum Hours
	☐ Other	Minimum Hours	☐ to ☐ or Maximum Hours
	NOTE: Contact hours should be per week.		
Repeat Status	**~~RP~~ RR - 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 _____
OBR Subsidy Code _____
OBR Course Level _____
CIP Code _____

Catalog Description **~~Public health policies and decision-making is~~ An introductory survey of the formulation to implementation of public health policies for various public health issues, and the use of practical administrative tools such as strategic planning, use of economic evaluation tools and decision analysis.**
(do not include prerequisites)

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	**Role of public health law in the US**
6.00	**Defining policy and the policy making structure and process**
6.00	**Understanding health insurance**
3.00	**Health economics in a health policy context**
3.00	**Economic evaluation tools**
3.00	**Government health insurance programs: Medicaid, SCHIP, Medicare**
6.00	**The uninsured and health care reform**
6.00	**Individual rights in health care and public health**
6.00	**Strategic planning and decision analysis**
3.00	**Basic skills in health policy analysis**
45.00	Total Contact Hours

Textbook(s) Used in this Course **Teitelbaum JB & Wilensky S. (2007). Essentials of Health Policy and Law. Sudbury, MA: Jones and Bartlett.**

Writing Expectations

Instructor(s) Expected To Teach Staff

Instructor(s) Contributing to Content

REQUIRED ENDORSEMENT

_____ ____/____/____

Department Chair / School Director / Campus Dean

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **19-Mar-09** Curriculum Bulletin _____

Effective Date **Fall 2010** Approved by EPC _____

Department			
College	**PH - Public Health**		
Proposal	**Establish Course**		
Course Subject	**PH**	Course Number	~~**50003**~~ 20004
Course Title	**Public Health Research**		
Minimum Credits	**03**	Maximum Credits	3

Checked items are new or revised

☒ Subject	☐ Cross-Listed / Slash
☒ Number	☐ Grade Rule
☒ Title	☐ Credit by Exam
☒ Title Abbreviation	☒ Course Content
☐ Credit Hours	☐ Liberal Education Requirements (LER)
☒ Prerequisites	☐ Writing-Intensive (WIC)
☒ Description	☐ Diversity
☒ Schedule Type	☐ 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):

REQUIRED ENDORSEMENTS

_____ ___/___/___
Department Chair / School Director / Campus Dean

_____ ___/___/___
College Dean

_____ ___/___/___
Executive Dean of Regional Campuses / Dean of Graduate Studies

_____ ___/___/___
Senior Vice President for Academic Affairs and Provost

BASIC DATA SHEET

Complete all fields. Data entered below should reflect new/revised information.

Preparation Date **19-Mar-09** Requested Effective Term **Fall 2010**

Course Subject **PH** Course Number ~~30033~~ 20004 DKerr 4/19

Course Title **Public Health Research**

Title Abbreviation ~~Pub Hlth Res~~ Public Health Research
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 (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)

Contact Hours Per Week
☒ Lecture Minimum Hours 3 ☒ to ☐ or Maximum Hours
☐ 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 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 _____
OBR Subsidy Code _____
OBR Course Level _____
CIP Code _____

Catalog Description **Approaches involved in defining public health problems and steps involved in conducting research about these problems. Students ~~will be~~ are introduced to how to evaluate published public health research.**
(do not include prerequisites)

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
6.00	**Public health research: An introduction**
6.00	**Applying Community-Based Research principles**
3.00	**Overview of basic public health research designs**
3.00	**Case-control studies**
3.00	**Clinical trials**
3.00	**Cohort studies**
6.00	**Community interventions**
3.00	**Ecological studies**
3.00	**Behavioral Risk Factor Surveillance System**
3.00	**Case study in HIV/AIDS Prevention Research**
3.00	**Case study in evaluating a community tobacco risk reduction program**
3.00	**Public Health research ethics**

45.00 Total Contact Hours

Textbook(s) Used in this Course **Blumenthal DS, DiClemente RJ (2004) Community-Based Health Research. NY: Springer Publishing Conmpany**

Writing Expectations

Instructor(s) Expected To Teach Staff

Instructor(s) Contributing to Content

REQUIRED ENDORSEMENT

_____ ____/____/____

Department Chair / School Director / Campus Dean

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date ~~9-Jul-09~~ 19-Mar Curriculum Bulletin _____

Effective Date **Fall 2010** Approved by EPC _____

Department			
College	**PH - Public Health**		
Proposal	**Establish Course**		
Course Subject	**PH**	Course Number	~~30033~~ 30000
Course Title	**Social and Behavioral Science Theories**		
Minimum Credits	**03**	Maximum Credits	3

Checked items are new or revised

- ☒ Subject
- ☒ Number
- ☒ Title
- ☒ Title Abbreviation
- ☒ Credit Hours
- ☒ Prerequisites
- ☒ Description
- ☒ Schedule Type
- ☐ Cross-Listed / Slash
- ☒ Grade Rule
- ☒ Credit by Exam
- ☒ Course Content
- ☐ Liberal Education Requirements (LER)
- ☐ Writing-Intensive (WIC)
- ☐ Diversity
- ☐ 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):

REQUIRED ENDORSEMENTS

_____ ___/___/___
Department Chair / School Director / Campus Dean

_____ ___/___/___
College Dean

_____ ___/___/___
Executive Dean of Regional Campuses / Dean of Graduate Studies

_____ ___/___/___
Senior Vice President for Academic Affairs and Provost

BASIC DATA SHEET

Complete all fields. Data entered below should reflect new/revised information.

Preparation Date	**19-Mar-09**	Requested Effective Term	**Fall 2010**
Course Subject	**PH**	Course Number	~~00000~~ 20005
Course Title	**Social and Behavioral Science Theories**		
Title Abbreviation	~~Pub Hlth Strat~~ Social/Behav Science Theories 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** ☐ to ☐ or	Maximum Credit	(e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
Contact Hours Per Week	☒ Lecture	Minimum Hours	3 ☐ to ☐ or Maximum Hours
	☐ Laboratory	Minimum Hours	☐ to ☐ or Maximum Hours
	☐ Other	Minimum Hours	☐ to ☐ or Maximum Hours
	NOTE: Contact hours should be per week.		
Repeat Status	NR ~~RP~~ - **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 _____
OBR Subsidy Code _____
OBR Course Level _____
CIP Code _____

Catalog Description **An overview of the contributions of the social and behavioral sciences to human health behavior, including application of studies in the area of health promotion, health protection and disease prevention in public health.**
(do not include prerequisites)

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
6.00	**Why study social and behavioral factors in health**
3.00	**Historical perspectives on population and disease**
3.00	**Social epidemiology**
3.00	**Health and Illness Behavior**
3.00	**The social environment and health**
6.00	**Sociocultural response to illness**
3.00	**Comparative health cultures**
6.00	**Population-based approaches to public health interventions**
3.00	**Social marketing**
6.00	**Social and behavioral factors in health as related to the life span**
3.00	**Public mental health**

45.00 Total Contact Hours

Textbook(s) Used in this Course **Jeannine Coreil, Carol Bryant, J. Neil Henderson. Social and Behavioral Foundations of Public Health ISBN 0-7619-1744-6 Sage Publications, 2001.**

Writing Expectations

Instructor(s) Expected To Teach Staff

Instructor(s) Contributing to Content

REQUIRED ENDORSEMENT

_____ ____/____/____

Department Chair / School Director / Campus Dean

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **19-Mar-09** Curriculum Bulletin _____
Effective Date **Fall 2010** Approved by EPC _____

Department	
College	**PH - Public Health**
Proposal	**Establish Course**
Course Subject	**PH** Course Number **20007**
Course Title	**Prevention and Control of Diseases**
Minimum Credits	**03** Maximum Credits **03**

Checked items are new or revised

☒ Subject	☐ Cross-Listed / Slash
☒ Number	☒ Grade Rule
☒ Title	☒ Credit by Exam
☒ Title Abbreviation	☒ Course Content
☒ Credit Hours	☐ Liberal Education Requirements (LER)
☒ Prerequisites	☐ Writing-Intensive (WIC)
☒ Description	☐ Diversity
☒ Schedule Type	☐ 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):

REQUIRED ENDORSEMENTS

_____ ___/___/___
Department Chair / School Director / Campus Dean

_____ ___/___/___
College Dean

_____ ___/___/___
Executive Dean of Regional Campuses / Dean of Graduate Studies

_____ ___/___/___
Senior Vice President for Academic Affairs and Provost

BASIC DATA SHEET

Complete all fields. Data entered below should reflect new/revised information.

Preparation Date **19-Mar-09** Requested Effective Term **Fall 2010**

Course Subject **PH** Course Number **20007**

Course Title **Prevention and Control of Diseases**

Title Abbreviation ~~**Prev Contr Disease**~~ Prevention Control of Diseases
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** ☒ to ☐ or Maximum Credit **03** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)

Contact Hours Per Week

☒ Lecture	Minimum Hours	3 ☐ to ☐ or	Maximum Hours
☐ Laboratory	Minimum Hours	☐ to ☐ or	Maximum Hours
☐ Other	Minimum Hours	☐ to ☐ or	Maximum Hours

NOTE: Contact hours should be per week.

Repeat Status ~~**RP**~~ 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 _____
OBR Subsidy Code _____
OBR Course Level _____
CIP Code _____

Catalog Description ~~**This course**~~ **provides an overview of concepts involved in biological mechanisms of disease at cell, individual and community levels ~~and~~ provides insight into strategies used in preventing and controlling diseases at the population and/or community level within this framework.**

(do not include prerequisites)

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	**General concepts of disease: Principles of diagnosis**
3.00	**Cells and tissues: Their structure and function in health and disease**
3.00	**Chromosomes, genes**
3.00	**The pancreas and diabetes mellitus**
3.00	**Immunity, hypersensitivity, allergy, and autoimmune disease**
3.00	**Diseases of the male and female reproductive system and breast**
6.00	**Communicable diseases:Transmission and control**
3.00	**Neoplastic disease**
3.00	**Circulatory disturbances and cardiovascular diseases**
9.00	**Diseases of other body systems (respiratory, endocrine, nervous, musculoskeletal, gastrointestinal)**
6.00	**Strategies for controlling and preventing disease at the community and population level**

45.00 Total Contact Hours

Textbook(s) Used in this Course **Crowley, L. (2007). An Introduction to Human Disease (7th ed.) Boston: Jones & Bartlett Publishers.**

Writing Expectations

Instructor(s) Expected To Teach Staff

Instructor(s) Contributing to Content

REQUIRED ENDORSEMENT

_____ ____/____/____

Department Chair / School Director / Campus Dean

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **22-Apr-09** Curriculum Bulletin _____
Effective Date **Fall 2010** Approved by EPC _____

Department
College **PH - Public Health**
Proposal **Establish Course**
Course Subject **PH** Course Number **20012**
Course Title **Sanitation and Hazardous Materials Management**
Minimum Credits **03** Maximum Credits **03**

Checked items are new or revised

- ☒ Subject
- ☒ Number
- ☒ Title
- ☒ Title Abbreviation
- ☒ Credit Hours
- ☒ Prerequisites
- ☒ Description
- ☒ Schedule Type
- ☐ Cross-Listed / Slash
- ☒ Grade Rule
- ☒ Credit by Exam
- ☒ Course Content
- ☐ Liberal Education Requirements (LER)
- ☐ Writing-Intensive (WIC)
- ☐ Diversity
- ☐ 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):

REQUIRED ENDORSEMENTS

_____ ____/____/____
Department Chair / School Director / Campus Dean

_____ ____/____/____
College Dean

_____ ____/____/____
Executive Dean of Regional Campuses / Dean of Graduate Studies

_____ ____/____/____
Senior Vice President for Academic Affairs and Provost

BASIC DATA SHEET

Complete all fields. Data entered below should reflect new/revised information.

Preparation Date **22-Apr-09** Requested Effective Term **Fall 2010**

Course Subject **PH** Course Number **20012**

Course Title **Sanitation and Hazardous Materials Management**

Title Abbreviation **Sanitation Haz Materials 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** ☒ to ☐ or Maximum Credit **03** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)

Contact Hours Per Week
☒ Lecture Minimum Hours **03.00** ☒ to ☐ or Maximum Hours **03.00**
☐ 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 _____
OBR Subsidy Code _____
OBR Course Level _____
CIP Code _____

Catalog Description **Safety and sanitation practices and regulations pertinent to hazardous materials in the environment. Emphasis is on management of hazardous materials released to the environment and their use to control public health problems.**
(do not include prerequisites)

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
6.00	**Hazardous materials: sources and uses**
6.00	**Health and safety issues**
3.00	**Awareness, ergonomics, and toxicity issues**
1.00	**Signs and labels**
3.00	**Agencies, laws and regulations**
6.00	**Practices and procedures**
6.00	**Personal protective equipment**
2.00	**Monitoring methods**
6.00	**Emergency response and its planning**
6.00	**Decontamination strategies and procedures**

45.00 Total Contact Hours

Textbook(s) Used in this Course **Griffin, Roger D., 2009. Principles of Hazardous Materials Management, 2nd Ed. Environmental Expert Com., SL. ISBN 978-1-4200-8970-7**

Writing Expectations

Instructor(s) Expected To Teach

Instructor(s) Contributing to Content

REQUIRED ENDORSEMENT

_____ ____/____/____

Department Chair / School Director / Campus Dean

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **18-Mar-09** Curriculum Bulletin _____
Effective Date **Fall 2010** Approved by EPC _____

Department	**EPI**		
College	**PH - Public Health**		
Proposal	**Establish Course**		
Course Subject	**PH**	Course Number	**30001**
Course Title	**Essentials of Epidemiology**		
Minimum Credits	**03**	Maximum Credits	**03**

Checked items are new or revised

- ☒ Subject
- ☒ Number
- ☒ Title
- ☒ Title Abbreviation
- ☒ Credit Hours
- ☐ Prerequisites
- ☒ Description
- ☒ Schedule Type
- ☐ Cross-Listed / Slash
- ☒ Grade Rule
- ☒ Credit by Exam
- ☒ Course Content
- ☐ Liberal Education Requirements (LER)
- ☐ Writing-Intensive (WIC)
- ☐ Diversity
- ☐ 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

_____ ___/___/___
Department Chair / School Director / Campus Dean

_____ ___/___/___
College Dean

_____ ___/___/___
Executive Dean of Regional Campuses / Dean of Graduate Studies

_____ ___/___/___
Senior Vice President for Academic Affairs and Provost

BASIC DATA SHEET

Complete all fields. Data entered below should reflect new/revised information.

Preparation Date **19-Mar-09** Requested Effective Term **Fall 2010**

Course Subject **PH** Course Number **30001**

Course Title **Essentials of Epidemiology**

Title Abbreviation **Essentials Of Epidemiology**
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 Per Week
☒ Lecture Minimum Hours 3 ☐ to ☐ or Maximum Hours
☐ Laboratory Minimum Hours ☐ to ☐ or Maximum Hours
☐ Other Minimum Hours ☐ to ☐ or Maximum Hours
NOTE: Contact hours should be per week.

Repeat Status ~~RP~~ 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 _____
OBR Subsidy Code _____
OBR Course Level _____
CIP Code _____

Catalog Description **Students are introduced to the strategies adopted by public health professionals to study distribution and identification of important biologic, social and environmental determinants of diseases and health-related states in specific populations.**
(do not include prerequisites)

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	**Epidemiology defined**
3.00	**Scope of Epidemiology**
6.00	**Practical applications of epidemiology**
3.00	**Measure of Morbidity and Mortality**
6.00	**Descriptive epidemiology: Characteristics of persons, place and time**
3.00	**Screening surveys**
3.00	**Disease registries**
3.00	**Sources of epidemiologic data**
6.00	**Basic study designs**
6.00	**Community trials**
3.00	**Epidemiology as a profession**

45.00 Total Contact Hours

Textbook(s) Used in this Course **Turnock BJ (2009). Public Health: What it is and how it works. Sudbury, MA: Jones and Bartlett**

Writing Expectations

Instructor(s) Expected To Teach Staff

Instructor(s) Contributing to Content

REQUIRED ENDORSEMENT

_____ ____/____/____

Department Chair / School Director / Campus Dean

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **19-Mar-09** Curriculum Bulletin _____
Effective Date **Fall 2010** Approved by EPC _____

Department			
College	**PH - Public Health**		
Proposal	**Establish Course**		
Course Subject	**PH**	Course Number	**3000~~3~~ 21**
Course Title	**Introductory Biostatistics**		
Minimum Credits	**03**	Maximum Credits	3

Checked items are new or revised

- ☒ Subject
- ☒ Number
- ☒ Title
- ☒ Title Abbreviation
- ☒ Credit Hours
- ☒ Prerequisites
- ☒ Description
- ☒ Schedule Type
- ☐ Cross-Listed / Slash
- ☒ Grade Rule
- ☒ Credit by Exam
- ☒ Course Content
- ☐ Liberal Education Requirements (LER)
- ☐ Writing-Intensive (WIC)
- ☐ Diversity
- ☐ 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):

REQUIRED ENDORSEMENTS

_____ ___/___/___
Department Chair / School Director / Campus Dean

_____ ___/___/___
College Dean

_____ ___/___/___
Executive Dean of Regional Campuses / Dean of Graduate Studies

_____ ___/___/___
Senior Vice President for Academic Affairs and Provost

BASIC DATA SHEET

Complete all fields. Data entered below should reflect new/revised information.

Preparation Date **19-Mar-09** Requested Effective Term **Fall 2010**

Course Subject **PH** Course Number **30002**

Course Title **Introductory Biostatistics**

Title Abbreviation ~~**Intro Biostat**~~ Introductory Biostatistics
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** ☐ to ☐ or Maximum Credit (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)

Contact Hours Per Week
☒ Lecture Minimum Hours ☐ to ☐ or Maximum Hours
☐ Laboratory Minimum Hours ☐ to ☐ or Maximum Hours
☐ Other Minimum Hours ☐ to ☐ or Maximum Hours
NOTE: Contact hours should be per week.

Repeat Status ~~**RP**~~ 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 _____
OBR Subsidy Code _____
OBR Course Level _____
CIP Code _____

Catalog Description **An introduction to statistical methodology in the field of public health. ~~In this course,~~ students learn the statistical skills to read scientific articles, understand the statistical methods used, and interpret the results on their own.**
(do not include prerequisites)

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	**What is biostatistics?**
6.00	**Study Designs overview**
3.00	**Quantifying the extent of Disease: Basic Concepts**
3.00	**Prevalence**
3.00	**Incidence**
3.00	**Comparing the extent of disease between groups**
6.00	**Basic probability**
6.00	**Confidence interval estimates**
6.00	**Introduction to Hypothesis testing**
6.00	**What is multivariate analysis?**

45.00 Total Contact Hours

Textbook(s) Used in this Course **Sullivan, LM (2008) Essentials of Biostatistics in Public Health Boston: Jones and Bartlett Publishers.**

Writing Expectations

Instructor(s) Expected To Teach Staff

Instructor(s) Contributing to Content

REQUIRED ENDORSEMENT

_____ ____/____/____

Department Chair / School Director / Campus Dean

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **19-Mar-09** Curriculum Bulletin _____
Effective Date **Fall 2010** Approved by EPC _____

Department			
College	**PH - Public Health**		
Proposal	**Establish Course**		
Course Subject	**PH**	Course Number	**3003**
Course Title	**Public Health Strategies**		
Minimum Credits	**03**	Maximum Credits	3

Checked items are new or revised

☒ Subject	☐ Cross-Listed / Slash
☒ Number	☒ Grade Rule
☒ Title	☒ Credit by Exam
☒ Title Abbreviation	☒ Course Content
☒ Credit Hours	☐ Liberal Education Requirements (LER)
☒ Prerequisites	☐ Writing-Intensive (WIC)
☒ Description	☐ Diversity
☒ Schedule Type	☐ 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):

REQUIRED ENDORSEMENTS

_____ ___/___/___
Department Chair / School Director / Campus Dean

_____ ___/___/___
College Dean

_____ ___/___/___
Executive Dean of Regional Campuses / Dean of Graduate Studies

_____ ___/___/___
Senior Vice President for Academic Affairs and Provost

BASIC DATA SHEET

Complete all fields. Data entered below should reflect new/revised information.

Preparation Date	**19-Mar-09**	Requested Effective Term	**Fall 2010**
Course Subject	**PH**	Course Number	**3003~~3~~** 0
Course Title	**Public Health Strategies**		
Title Abbreviation	~~**Pub Hlth Strat**~~ Public Health Strategies 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** ☐ to ☐ or	Maximum Credit	(e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
Contact Hours Per Week	☒ Lecture	Minimum Hours	3 ☐ to ☐ or Maximum Hours
	☐ Laboratory	Minimum Hours	☐ to ☐ or Maximum Hours
	☐ Other	Minimum Hours	☐ to ☐ or Maximum Hours
	NOTE: Contact hours should be per week.		
Repeat Status	~~**RP**~~ 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 _____
OBR Subsidy Code _____
OBR Course Level _____
CIP Code _____

Catalog Description **Case studies of various strategies used in addressing various public health issues are discussed within an evaluative framework.**
(do not include prerequisites)

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
6.00	**The big picture: Public Health Community Needs Assessment (includes a case study discussion)**
3.00	**Quality of Life and Health Status Assessments (include a case study discussion)**
3.00	**Identifying intervention strategies: matching the intervention to the community**
3.00	**Using theories in public health interventions**
3.00	**Community organization theories (includes a case study discussion)**
6.00	**Designing a public health program evaluation**
3.00	**Designing a public health program evaluation (includes a case study discussion)**
6.00	**Primary data collection: how to conduct a focus group**
3.00	**Focus group workshop (includes a case study discussion)**
6.00	**Primary data collection: how to conduct a health survey**
3.00	**Survey research workshop (includes a case study)**

45.00 Total Contact Hours

Textbook(s) Used in this Course **Hodges BC, Videto DM (2005). Assessment and Planning in Health Programs. Sudbury, MA: Jones and Bartlett**

Writing Expectations

Instructor(s) Expected To Teach Staff

Instructor(s) Contributing to Content

REQUIRED ENDORSEMENT

_____ ____/____/____

Department Chair / School Director / Campus Dean

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **7-Apr-09** Curriculum Bulletin _____
Effective Date **Fall 2010** Approved by EPC _____

Department
College **PH - Public Health**
Proposal **Establish Course**
Course Subject **PH** Course Number **30006**
Course Title **Environmental Health Science**
Minimum Credits **03** Maximum Credits 3

Checked items are new or revised

- ☒ Subject
- ☒ Number
- ☒ Title
- ☒ Title Abbreviation
- ☒ Credit Hours
- ☒ Prerequisites
- ☒ Description
- ☒ Schedule Type
- ☐ Cross-Listed / Slash
- ☒ Grade Rule
- ☒ Credit by Exam
- ☒ Course Content
- ☐ Liberal Education Requirements (LER)
- ☐ Writing-Intensive (WIC)
- ☐ Diversity
- ☐ 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):

REQUIRED ENDORSEMENTS

_____ ___/___/___
Department Chair / School Director / Campus Dean

_____ ___/___/___
College Dean

_____ ___/___/___
Executive Dean of Regional Campuses / Dean of Graduate Studies

_____ ___/___/___
Senior Vice President for Academic Affairs and Provost

BASIC DATA SHEET

Complete all fields. Data entered below should reflect new/revised information.

Preparation Date **29-Mar-09** Requested Effective Term **Fall 2010**

Course Subject **PH** Course Number **30006**

Course Title **Environmental Health Science**

Title Abbreviation ~~**Env Hlth Science**~~ Environmental Health 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 **03** ☐ to ☐ or Maximum Credit **03** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)

Contact Hours Per Week
☒ Lecture Minimum Hours ☐ to ☐ or Maximum Hours
☐ Laboratory Minimum Hours ☐ to ☐ or Maximum Hours
☐ Other Minimum Hours ☐ to ☐ or Maximum Hours
NOTE: Contact hours should be per week.

Repeat Status NR ~~**RP**~~ **- 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 _____
OBR Subsidy Code _____
OBR Course Level _____
CIP Code _____

Catalog Description **A survey of issues involving water quality; waste management, including hazardous waste; air quality and management; food protection; and other environmental topics.**
(do not include prerequisites)

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	**Introduction to Ecological Principles**
3.00	**Population Dynamics**
3.00	**Population Control**
3.00	**The People-Food Predicament**
3.00	**Environmental Disease**
3.00	**Toxic Substances**
3.00	**Pests and Pesticides**
3.00	**Food Quality**
3.00	**Radiation**
3.00	**The Atmosphere**
3.00	**Air Pollution**
3.00	**Noise Pollution**
3.00	**Water Resources**
3.00	**Water Pollution**
3.00	**Solid and Hazardous Wastes**

45.00 Total Contact Hours

Textbook(s) Used in this Course	**Nadakavukaren A. (2005). Our Global Environment: A Health Perspective, Waveland Press.**
Writing Expectations	
Instructor(s) Expected To Teach	Staff
Instructor(s) Contributing to Content	**Kerr**

REQUIRED ENDORSEMENT

_____ ____/____/____

Department Chair / School Director / Campus Dean

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **19-Mar-09** Curriculum Bulletin _____
Effective Date **Fall 2010** Approved by EPC _____

Department			
College	**PH - Public Health**		
Proposal	**Establish Course**		
Course Subject	**PH**	Course Number	**4009~~12~~** per D Kerr 4/9
Course Title	**International Health Practicum**		
Minimum Credits	**03**	Maximum Credits	**03**

Checked items are new or revised

- ☒ Subject
- ☒ Number
- ☒ Title
- ☒ Title Abbreviation
- ☒ Credit Hours
- ☒ Prerequisites
- ☒ Description
- ☒ Schedule Type
- ☐ Cross-Listed / Slash
- ☒ Grade Rule
- ☒ Credit by Exam
- ☒ Course Content
- ☐ Liberal Education Requirements (LER)
- ☐ Writing-Intensive (WIC)
- ☐ Diversity
- ☐ 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):

REQUIRED ENDORSEMENTS

_____ ____/____/____
Department Chair / School Director / Campus Dean

_____ ____/____/____
College Dean

_____ ____/____/____
Executive Dean of Regional Campuses / Dean of Graduate Studies

_____ ____/____/____
Senior Vice President for Academic Affairs and Provost

BASIC DATA SHEET

Complete all fields. Data entered below should reflect new/revised information.

Preparation Date **19-Mar-09** Requested Effective Term **Fall 2010**

Course Subject **PH** Course Number **4409~~1~~2**

Course Title **International Health Practicum**

Title Abbreviation ~~**Intern Hlth Prac**~~ International Health Practicum
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 **06** ☒ to ☐ or Maximum Credit **06** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)

Contact Hours Per Week
☐ Lecture Minimum Hours ☐ to ☐ or Maximum Hours
☐ Laboratory Minimum Hours ☐ to ☐ or Maximum Hours
☒ Other Minimum Hours 6 ☐ 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 **F - Satisfactory/Unsatisfactory (S/U)**

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) **PH10002**
NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s)

Corequisite(s)

COMPLETED BY CURRICULUM SERVICES
OBR Program Code _____
OBR Subsidy Code _____
OBR Course Level _____
CIP Code _____

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

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

Catalog Description **A supervised internship in global/international health. ~~Prior permission of the instructor is required.~~**
(do not include prerequisites)

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
90.00	**Experience in an international public health setting**

90.00 Total Contact Hours

Textbook(s) Used in this Course **none**

Writing Expectations

Instructor(s) Expected To Teach

Instructor(s) Contributing to Content

REQUIRED ENDORSEMENT

_____ ____/____/____

Department Chair / School Director / Campus Dean

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **19-Mar-09** Curriculum Bulletin _____
Effective Date **Fall 2010** Approved by EPC _____

Department
College **PH - Public Health**
Proposal **Establish Course**
Course Subject **PH** Course Number ~~40090~~ 44000 4/9
Course Title **Health Disparities**
Minimum Credits **03** Maximum Credits **03**

Checked items are new or revised

- ☒ Subject
- ☒ Number
- ☒ Title
- ☒ Title Abbreviation
- ☒ Credit Hours
- ☒ Prerequisites
- ☒ Description
- ☒ Schedule Type
- ☐ Cross-Listed / Slash
- ☒ Grade Rule
- ☒ Credit by Exam
- ☒ Course Content
- ☐ Liberal Education Requirements (LER)
- ☐ Writing-Intensive (WIC)
- ☐ Diversity
- ☐ 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):

REQUIRED ENDORSEMENTS

_____ ___/___/___
Department Chair / School Director / Campus Dean

_____ ___/___/___
College Dean

_____ ___/___/___
Executive Dean of Regional Campuses / Dean of Graduate Studies

_____ ___/___/___
Senior Vice President for Academic Affairs and Provost

BASIC DATA SHEET

Complete all fields. Data entered below should reflect new/revised information.

Preparation Date	**19-Mar-09**	Requested Effective Term	**Fall 2010**
Course Subject	**PH**	Course Number	~~**40090**~~ 44008 Dkerr 4/9
Course Title	**Health Disparities**		
Title Abbreviation	~~**Hlth**~~ Health **Disparities**		

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** ☐ to ☐ or	Maximum Credit	(e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
Contact Hours Per Week	☒ Lecture	Minimum Hours 3	☒ to ☐ or Maximum Hours 3
	☐ 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 _____
OBR Subsidy Code _____
OBR Course Level _____
CIP Code _____

Catalog Description **Understanding the factors involved in health disparities at the national and global level, and the impact of health disparities on public health.**
(do not include prerequisites)

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	**Conceptual issues in race, ethnicity and health**
6.00	**The demography and epidemiological profile of racial/ethnic minorities**
3.00	**Mental health disparities**
3.00	**Health care services among minorities**
3.00	**Theories of racial/ethnic differences**
3.00	**Socioeconomic status and racial/ethnic differences**
3.00	**Behavior and health**
6.00	**Racial/ethnic group-specific health issues**
3.00	**Sexual minorities (GLBT) and health disparities**
3.00	**Addressing disparities in health and health care**
9.00	**Case studies in health disparities in the U.S & world**

45.00 Total Contact Hours

Textbook(s) Used in this Course **Laveist, T. (2005). Minority Populations and Health: An Introduction to Health Disparities in the U.S. Boston: Jossey-Bass Inc. Publishers.**

Writing Expectations

Instructor(s) Expected To Teach Staff

Instructor(s) Contributing to Content

REQUIRED ENDORSEMENT

_____ ____/____/____

Department Chair / School Director / Campus Dean

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **19-Mar-09** Curriculum Bulletin _____

Effective Date **Fall 2010** Approved by EPC _____

Department			
College	**PH - Public Health**		
Proposal	**Establish Course**		
Course Subject	**PH**	Course Number	**44~~0~~1** 0 Skerr 4/9
Course Title	**Integrative Seminar in Public Health**		
Minimum Credits	**03**	Maximum Credits	**03**

Checked items are new or revised

- ☒ Subject
- ☒ Number
- ☒ Title
- ☒ Title Abbreviation
- ☒ Credit Hours
- ☒ Prerequisites
- ☒ Description
- ☒ Schedule Type
- ☐ Cross-Listed / Slash
- ☒ Grade Rule
- ☒ Credit by Exam
- ☒ Course Content
- ☐ Liberal Education Requirements (LER)
- ☐ Writing-Intensive (WIC)
- ☐ Diversity
- ☐ 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):

REQUIRED ENDORSEMENTS

_____ ___/___/___
Department Chair / School Director / Campus Dean

_____ ___/___/___
College Dean

_____ ___/___/___
Executive Dean of Regional Campuses / Dean of Graduate Studies

_____ ___/___/___
Senior Vice President for Academic Affairs and Provost

BASIC DATA SHEET

Complete all fields. Data entered below should reflect new/revised information.

Preparation Date	**19-Mar-09**	Requested Effective Term	**Fall 2010**
Course Subject	**PH**	Course Number	**44091** 8 Phone 4/9/09
Course Title	**Integrative Seminar in Public Health**		
Title Abbreviation	**Int Seminar Pub Hlth** Intergrative Seminar Pub Health 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** ☐ to ☐ or	Maximum Credit	**03** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
Contact Hours Per Week	☐ Lecture	Minimum Hours	☐ to ☐ or Maximum Hours
	☐ Laboratory	Minimum Hours	☐ to ☐ or Maximum Hours
	☒ Other	Minimum Hours	3 ☐ 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)	**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) **none**
NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s)

Corequisite(s) **CPH 44092**

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 **~~This seminar will~~ consist of application of public health functions to local, regional or national problems. Students ~~will be~~ required to submit and present their report to the class on a ~~pra~~pproved topic.** are pre-

(do not include prerequisites)

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	**Review of public health functions**
20.00	**Discussion of public health functions as applied to local internship experiences**
6.00	**Discussion of public health functions as applied to regional health problems**
6.00	**Discussion of public health functions as applied to national health problems**
5.00	**Presentation of reports to class**
5.00	**Investigating current public health career opportunities and graduate work**

45.00 Total Contact Hours

Textbook(s) Used in this Course **none**

Writing Expectations **Report on public health functions as applied to internship**

Instructor(s) Expected To Teach Staff

Instructor(s) Contributing to Content

REQUIRED ENDORSEMENT

_____ ____/____/____

Department Chair / School Director / Campus Dean

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **19-Mar-09** Curriculum Bulletin _____

Effective Date **Fall 2010** Approved by EPC _____

Department	
College	**PH - Public Health**
Proposal	**Establish Course**
Course Subject	**PH** Course Number **44092**
Course Title	**Internship in Public Health**
Minimum Credits	~~93~~ 6 Maximum Credits ~~93~~ 6

Checked items are new or revised

☒ Subject	☐ Cross-Listed / Slash
☒ Number	☒ Grade Rule
☒ Title	☒ Credit by Exam
☒ Title Abbreviation	☒ Course Content
☒ Credit Hours	☐ Liberal Education Requirements (LER)
☒ Prerequisites	☐ Writing-Intensive (WIC)
☒ Description	☐ Diversity
☒ Schedule Type	☐ 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):

REQUIRED ENDORSEMENTS

_____ ___/___/___
Department Chair / School Director / Campus Dean

_____ ___/___/___
College Dean

_____ ___/___/___
Executive Dean of Regional Campuses / Dean of Graduate Studies

_____ ___/___/___
Senior Vice President for Academic Affairs and Provost

BASIC DATA SHEET

Complete all fields. Data entered below should reflect new/revised information.

Preparation Date	**19-Mar-09**	Requested Effective Term	**Fall 2010**
Course Subject	**PH**	Course Number	**44092**
Course Title	**Internship in Public Health**		
Title Abbreviation	~~**Intern Pub Hlth**~~ Internship in Public Health 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	6 ~~12~~ ☐ to ☐ or	Maximum Credit	~~12~~ 6 (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
Contact Hours Per Week	☐ Lecture	Minimum Hours	☐ to ☐ or Maximum Hours
	☐ Laboratory	Minimum Hours	☐ to ☐ or Maximum Hours
	☒ Other	Minimum Hours ~~12~~	☐ 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	**F - Satisfactory/Unsatisfactory (S/U)**		
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) **none**
NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s)

Corequisite(s) **~~CPH 44091~~ CPH 44092**

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

Restrict Registration **senior level only**
(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 course is a~~ capstone internship experience in a public health setting under the supervision of a site preceptor and university supervisor. ~~It gives the~~ Students gain experience in public health work.**

(do not include prerequisites)

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
360.00	**Work at an advisor-approved public health internship site**

360.00 Total Contact Hours

Textbook(s) Used in this Course **none**

Writing Expectations

Instructor(s) Expected To Teach Staff

Instructor(s) Contributing to Content

REQUIRED ENDORSEMENT

_____ ____/____/____

Department Chair / School Director / Campus Dean

Kent State University
East Liverpool Campus
Justice Studies Program

Certification of Curriculum Proposal & Articulation Agreement

Kent State University East Liverpool & Jefferson Community College

2009-2010

ARTICULATION AGREEMENT
BETWEEN

KENT STATE UNIVERSITY COLLEGE OF ARTS AND SCIENCES

KENT STATE UNIVERSITY EAST LIVERPOOL CAMPUS

AND

JEFFERSON COMMUNITY COLLEGE

TO SERVE STUDENTS THROUGH A BACHELOR OF ARTS IN JUSTICE STUDIES AGREEMENT BETWEEN KENT STATE UNIVERSITY'S COLLEGE OF ARTS AND SCIENCES, KENT STATE EAST LIVERPOOL AND JEFFERSON COMMUNITY COLLEGE

This collaborative effort is entered into on DATE, by Kent State University of Kent, Ohio, Kent State University East Liverpool Campus and Jefferson Community College.

PURPOSE

Kent State University, Kent State University East Liverpool (Kent State East Liverpool) and Jefferson Community College recognize the need for and the importance of, facilitating opportunities for the citizens of Ohio as they pursue their educational goals. The institutions acknowledge their unique role as the only institutions of public higher education in Columbiana and Jefferson counties and the need to provide degree completion options to a diverse student population, including time-constrained adults.

This Articulation Agreement has as its sole purpose the establishment of a clearly defined bachelor's degree completion option that will afford Jefferson Community College students who earn an Associate of Applied Science in Criminal Justice, the opportunity to complete a Kent State University Bachelor of Arts in Justice Studies at Kent State East Liverpool.

DESCRIPTION OF THE ARTICULATION FOR THE DEGREE COMPLETION PROGRAM

(Degree Requirements (Effective 2009-2010 academic year)

As currently designed the bachelor's degree completion program requires 121 semester hours of course work (See Program of Study). All courses required in this bachelor's degree completion program will be offered at Jefferson Community College or Kent State East Liverpool.

Students will complete the 65 semester hour for the Associate of Applied Science in Criminal Justice degree at Jefferson Community College. The Associate of Applied Science degree will transfer with the following specifications (See Program Sheet) as outlined. This includes completion of some additional lower-division courses and 14 credits of a foreign language (Spanish). The remaining semester hours of degree requirements must be completed through Kent State University. Students must also complete the minimum number of upper-division hours required by the College of Arts and Sciences major as specified by the undergraduate catalog in force at the time of admission to the program. A total of 42 upper-division hours are required by the College of Arts and Sciences for graduation. The Department of Justice Studies requires 15 of the 21 major elective hours (beyond the core) must be upper division (30000-40000); and at least 12 elective credit hours must be justice courses. It should be noted that no courses taken at Jefferson Community College can be counted as upper-division credit at Kent State University. This limitation is true even if the Jefferson Community College course is used to satisfy an-upper division class requirement at Kent State. The student would receive credit for having taken the course, but not upper-division credit toward the requirements discussed above.

Kent State East Liverpool reserves the right to deliver some selected upper-division courses through a distance-learning modality. The majority, of course sections will be offered with an on-site instructor. Students will have the option to enroll at any campus in the Kent State University eight-campus system to facilitate completion of degree requirements.

Admission

Application to the Bachelor of Arts in Justice Studies completion program can be initiated when the student is ready to take at least one Kent State University course. Students will be admitted to Kent State East Liverpool as transfer students and will be required to complete the application, pay the $30.00 application fee and provide an official Jefferson Community College transcript. Admission to the justice studies major will be granted to students who have earned a minimum 2.0 cumulative grade point average from Jefferson Community College and any other colleges or universities they have attended.

Once admitted to Kent State East Liverpool, students who elect to take course work at Jefferson Community College will do so as transient students, and will be required to complete a Kent State University Transient Course Work Request form, as well as documents required by Jefferson Community College prior to their enrollment in Jefferson Community College courses. This will facilitate registration for the correct courses and clearance for graduation.

Academic Advising

Academic advising will be provided at Jefferson Community College and Kent State East Liverpool by specific advisors identified for Bachelor of Art in Justice Studies completion program students. These advisors will be trained by both institutions and will participate as needed in appropriate curricular update sessions.

Financial Aid

Financial aid services will be provided by the student's "home" institution. Consortium agreements will be developed to enable students who are enrolled for less than fulltime at both institutions to combine their enrolled hours for financial aid purposes.

Cross-Registration Tuition Waiver

Students enrolled at Jefferson Community College for 12 semester hours or more may enroll for one additional course at Kent State East Liverpool, at no cost, under the terms of the current Cross Registration Tuition Waiver agreement. Students in this bachelor's degree completion program who have transferred from Jefferson Community College to Kent State East Liverpool and are enrolled in 12 or more hours at Kent State East Liverpool may also use the tuition waiver to enroll at Jefferson Community College for one additional course at no cost. This waiver does not apply to books and miscellaneous fees.

Registration

Registration services will be provided by the institution that the student plans to attend in any given term. Students in the program will comply with established registration calendars and are subject to the same registration holds as students in other degree programs including incomplete files, non-payment of fees, failure to maintain the required grade point average and academic probation or dismissal.

Fee Payment

Tuition and miscellaneous fees will be assessed and collected by each institution based on the student's registration in any given term. Students will be responsible for published deadlines and will be subject to class cancellation or deregistration for non-payment of fees.

Graduation

Students will apply for graduation through Kent State East Liverpool and be approved by the College of Arts and Sciences. Students in this program will be required to comply with published graduation application deadlines.

REVIEW OF AGREEMENT

This agreement will be reviewed on an annual basis and will remain in effect until modified by mutual consent or terminated the Jefferson Community College or Kent State University East Liverpool Campus. In the event this agreement must be modified to reflect curricular changes or is terminated by either institution, students who are at any stage in their studies will be permitted to complete their program of study subject to the terms of agreement.

ARTICULATION AGREEMENT:

SIGNATURE APPROVAL

KENT STATE UNIVERSITY

By:_____ By:_____

Robert G. Frank — Timothy S. Moerland

Senior Vice President and Provost — Dean, College of Arts and Sciences

Date:_____ Date:_____

JEFFERSON COMMUNITY COLLEGE

By:_____ By:_____

Laura Meeks — James Baber

President — Executive V.P. Academic & Student Affairs

Date:_____ Date:_____

KENT STATE UNIVERSITY EAST LIVERPOOL CAMPUS

By:_____

Jeffrey L. Nolte

Dean

Date:_____

KENT STATE
UNIVERSITY
EAST LIVERPOOL

DRAFT

Program Requirement Sheet
Bachelor of Arts AAS Transfer
Justice Studies

Associate of Applied Science will transfer with the following specifications. Some additional lower division course work will be required.

Liberal Education Requirements (LER) to be completed at Jefferson Community College:
Must have taken ENG 101 and ENG 102. ENG 104 will not count toward four (4) year degree. Students will need to take additional LER's.

2 Composition
_____ ENG 101 _____ ENG 102 Total Cr. Hr. _6___

1 Mathematics/Logic
_____MTH 102 (Math 11008) Total Cr. Hr. __3-5_

2 Humanities

_____ HIS 105
_____ PHI 101 Total Cr. Hr. _6__

1 Fine Art
_____ ART 101 Total Cr. Hr.___3__

2 Basic Science Classes (1 lab)
_____ BIO 106
_____ GSC 101
_____ GSC 102 Total Cr. Hr. __9-10

3 Social Sciences
_____ PSY 101 _____ SOC 101 _____ PSC 101
Total Cr. Hr.__9__

1-2 Additional LERs*
_____ COM 101
_____ PSC 102
Total Cr. Hr. __6__

NOTE: College of Arts and Sciences require four semesters of a foreign language for the Bachelor of Arts Degree. JCC offers Spanish which will transfer all sequences to Kent State and is recommended.

____ Elementary Spanish I 4 Cr. Hr. _____ Intermediate Spanish I 4 Cr. Hr.
____ Elementary Spanish II 3 Cr. Hr. _____ Intermediate Spanish II 3 Cr. Hr.

Total Cr. Hr. __14__

DRAFT

Program Requirement Sheet
Bachelor of Arts AAS Transfer
Justice Studies

Major Courses taken at Jefferson Community College

Code	Number	Title	Credit Hour	KSU Course Equivalent	Credit Hour
CJT	101	Intro to Criminal Justice	3	JUS 12000 Intro to Justice Studies	3
CJT	103	**Crisis Intervention	3	**JUS 32500 Crisis Intervention	3
CJT	202	Criminal Investigation	3	JUS 22301 Investigative Process	3
COR	202	Correctional Institutions in America	3	JUS 26701 Corrections	3
COR	203	**Criminology	3	**JUS 36702 Criminology	3
COR	205	**Juvenile Delinquency	3	**JUS 36703 Juvenile Delinquency	3
SPA	101	Elementary Spanish I	4	SPAN 18201 Elem. Spanish I	4
SPA	102	Elementary Spanish II	4	SPAN 18202 Elem. Spanish II	4
SPA	201	Intermediate Spanish I	4	SPAN 28201 Intermed. Span I	3
SPA	202	Intermediate Spanish II	4	SPAN 28202 Intermed. Span II	3

Total Cr. Hrs. _32_

Major Required Courses (To Be Taken at Kent)

Dept.	Course Number	Title	Sem./Yr Completed	Credit Hour
JUS	22300	Police Role	_____	3
JUS	26701	Corrections (If not completed at JCC)	_____	3
JUS	26704	Issues in Law and Society	_____	3
JUS	32400	Research Methods (Writing Intensive)	_____	3
JUS	47211	Court Functions	_____	3

Choose one from:

JUS	37311	*Minorities in Crime & Justice (See Note)	_____	3
JUS	37411	*Women in Crime & Justice	_____	3

Recommended Upper-Division Justice Studies Electives

Dept.	Course Number	Title	Sem./Yr Completed	Credit Hour
JUS	37311	*Minorities in Crime & Justice (See Note)	_____	3
JUS	37411	*Women in Crime & Justice	_____	3
JUS	34200	Criminal Procedures and Evidence	_____	3
JUS	46707	Correctional Institutions	_____	3
JUS	46701	Crime, Justice and Substance Abuse	_____	3
JUS	46705	Community Corrections	_____	3
				33

DRAFT

Program Requirement Sheet
Bachelor of Arts AAS Transfer
Justice Studies

Recommended Upper-Division Major General Courses

Dept.	Course Number	Title	Sem./Yr Completed	Credit Hour
SOC	32762	Deviant Behavior	_____	3
PSYC	40111	Abnormal Psychology	_____	3

Recommended Upper-Division Non-Major General Courses

Choose one from:

Dept.	Course Number	Title	Sem./Yr Completed	Credit Hour
PSYC	41532	Social Psychology	_____	3
TECH	31000	Cultural Dynamics of Technology	_____	3
HED	32530	Drug Use & Misuse	_____	3
				9

NOTE:

*****If JUS 37311 Minorities in Crime & Justice and/or JUS 37411 Women in Crime and Justice is used to fulfill a major required course; the same course cannot be used toward fulfilling a recommended upper-division justice study elective.

****** It should be noted that no courses taken at Jefferson Community College can be counted as upper-division credit at Kent State University. This limitation is true even if the Jefferson Community College course is used to satisfy an-upper division class requirement at Kent State. The student would receive credit for having taken the course, but, not upper-division credit towards degree completion.

DRAFT

Program Requirement Sheet
Bachelor of Arts AAS Transfer
Justice Studies

Suggested sequence of courses by semester for students to complete the degree in two years.

Code	Number	Course Title	Credit Hours
		First Year	
		Fall Semester	
JUS	22300	Police Role	3
JUS	26704	Issues in Law and Society	3
JUS	37311	Minorities in Crime & Justice	3
SOC	32762	Deviant Behavior	3
SPAN	18201	Elementary Spanish I	4
			16
		Spring Semester	
JUS	26701	Corrections	3
JUS	47211	Court Functions	3
JUS	44411	Varieties of Police Work	3
TECH	31000	Cultural Dynamics of Technology	3
SPAN	18202	Elementary Spanish II	4
			16
		Second Year	
		Fall Semester	
JUS	33400	Crime and Justice in Popular Culture	3
JUS	32400	Research Methods	3
HED	32530	Drug Use & Misuse	3
SPAN	28201	Intermediate Spanish I	3
		3 Hr. Elective or Internship JUS 46792 recommended spring semester	3
			15
		Spring Semester	
JUS	34200	Criminal Procedures and Evidence	3
JUS	37411	Women in Crime and Justice	3
JUS	46705	Community Corrections	3
SPAN	28202	Intermediate Spanish II	3
		3 Hr. Elective or Internship JUS 46792	3
			15

Total Hours **62**

KENT STATE UNIVERSITY
Geauga Campus

TO: **Therese Tillett, Director, Curriculum Services**

FROM: **David Mohan, Dean, Geauga Campus** DM

DATE: **March 23, 2009**

SUBJECT: **Middle Childhood Education Cooperative Program**

In a recent conversation with Dr. Stephane Booth regarding curricular process, she indicated I should forward to you a Memorandum of Understanding (MOU) between the College of Education and the Geauga Campus. Dr. Booth noted this MOU should be considered an Informational item for the agenda of the next EPC meeting.

Should you have any questions regarding this request, I can be reached at extension 43714.

Thank you for your assistance.

xc: Dr. Stephane Booth, Associate Provost
Attachment

To: Daniel Mahony, Dean, College of Education, Health, and Human Services

From: David Mohan, Dean, Kent State University, Geauga Campus

RE: Middle Childhood Education Cooperative Program

Date: March 16, 2009

This letter is intended as a follow-up to our meeting on February 18, 2009, regarding the MCED cooperative program between the Department of Teaching, Leadership, and Curriculum Studies (TLCS) and the Kent State University Geauga Campus (KSUG) in offering an undergraduate MCED program in all content areas (Mathematics, Science, Social Studies, and Language Arts).

We agreed to the following provisions:

The primary location for the academic program will be the Kent State University Geauga Campus. Courses offered at community college partners (Tri-C and Lakeland) will include blended and online instructional modalities.

Degree requirements will follow the Kent State Middle Childhood Education prospectus and MCED Course syllabi. Staff associated with the KSUG MCED program will consult with the Department of TLCS in the areas of admissions, advising, student teaching, and MCED program requirements.

KSUG will prepare documentation for NCATE reporting and other assessments required for program accreditation. Staff associated with the KSUG MCED Program will consult with the Department of TLCS for guidelines as outlined by the Ohio Department of Education to ensure that graduates meet all requirements for graduation and licensure.

Instructors for the MCED courses will be approved by the Department of TLCS. Recommendations for instructors may come from the Department of TLCS, KSUG, and community college partners. KSUG will consult with the Department of TLCS regarding the supervision of field work assignments and student teaching.

KSUG will consult with the Department of TLCS in the development of the schedule and course sequencing to manage the cohort structure. The KSUG program will adhere to a three semester schedule.

KSUG will be responsible for the marketing of the program as well as the program budget.

We look forward to this cooperative partnership in developing the MCED Program for students in the Geauga and Lake County region.

David Mohan, Dean, Geauga Campus

3-16-09
Date

Daniel Mahony, Dean, College of EHHS

3-17-09
Date

EDUCATIONAL POLICIES COUNCIL
Minutes of the Meetings of Monday, 27 April 2009

Minutes of the Graduate Council Pages 1–4
Minutes of the Undergraduate Council Pages 5–9

GRADUATE COUNCIL

Ex-officio Members present: Senior Vice President and Provost Robert G. Frank; Faculty Senate Chair Thomas Janson; Executive Dean Gregory L. Andrews; Dean Evelyn S. Goldsmith; Associate Deans Nancy E. Barbour, Karen W. Budd, LuEtt J. Hanson, Ralph Lorenz, Frederick R. Schroath, John R. Stalvey;

Ex-officio Members not present: Associate Deans Diane Davis-Sikora, Isaac R. Nettey, Barbara F. Scholman

Faculty Senate-Appointed Representatives present: Donald (Mack) Hassler, Erica B. Lilly, Fred T. Smith, James A. Tyner

Faculty Senate-Appointed Representative not present: Paul A. Farrell

Graduate Council Representatives present: Nichole Egbert, Ann F. Jacobson, Yuko Kurahashi, John H. Thornton

Graduate Council Representatives not present: John C. Duncan, Alison J. Smith, Gregory S. Stroh, John D. West

Observers present:

Observers not present: Aron Massey (Graduate Student Senate)

Consultants and Guests present: Sonia A. Alemagno, Kamal F. Bichara, Beth A. Bilek-Golias, Stephane E. Booth, Thomas W. Brewer, Timothy J. Chandler, David M. Dees, Lisa N.H. Delaney, Regina Garcia Cano (Daily Kent Stater), Mary Ann Haley, Mark Manley, David Mohan, Jennifer Sandoval, Christopher J. Woolverton

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Educational Policies Council Co-chair Thomas Janson called to order the EPC Graduate Council at 3:21 p.m., Monday, 27 April 2009, in Room 204 of the Kent Student Center.

Dean Evelyn S. Goldsmith began the meeting by saying that this was an exciting day because this is the first time the graduate council is meeting in this decade and with swine flu being in the news it is appropriate that there are public health proposals on the agenda. She pointed out that there are also some discussion items on the agenda to get the council thinking about how to adjust policy in graduate education.

Action Item I: Oversight transfer of the Communication Studies [COMM] major within the Doctor of Philosophy [PHD] degree from the School of Communication Studies to the College of Communication and Information.

Associate Dean LuEtt J. Hanson explained that the main goal of this proposal is to expand participation in the degree within all four of the College of Communication and Information's schools. Associate Dean Hanson moved approval of the item, which was seconded by Associate Professor Erica B. Lilly. With no questions or comments the item passed unanimously.

Information Item I: Establishment of a memorandum of agreement with National Taichung University (Taiwan).

The item was withdrawn.

Information Item 2: Establishment of a Community College Leadership post-baccalaureate [C619] and post-master's [C830] certificate.

Associate Professor Lilly asked Dean Daniel F. Mahony if students enrolling for these certificates have to be enrolled in the Higher Education Administration and Student Personnel program, or if they can just earn the certificate. Dean Mahony replied that the certificates are independent of the Higher Education Administration program and is actually geared toward students who would not normally be in the Higher Education Administration program.

Information Item 3: Program development plan to be sent to the Ohio Board of Regents for preliminary approval to establish a Master of Public Health degree.

Dean Goldsmith introduced Dr. Sonia Alemagno as the principle faculty in the College of Public Health. Associate Professor Lilly asked where the administration of this program would be housed, since there is no separate building being built. Senior Vice President and Provost Robert G. Frank said that his office is currently in the process of identifying where it will be housed. Associate Professor Lilly then asked if people would be displaced by this process. Provost Frank explained that the university is a closed system, and people will be relocated. However, he said, his office is looking for a space that would incur minimal disruptions.

Information Item 4: Program development plan to be sent to the Ohio Board of Regents for preliminary approval to establish a PhD degree in Public Health.

There were no questions or comments brought forth.

Discussion Item 1: Criteria for teaching at the graduate level.

Dean Goldsmith stated that most departments are focusing on revising handbooks that define what it means to be "graduate faculty". She stated that she is hoping to engage in a conversation that will consider minimum criteria university-wide.

Provost Frank said that the discussions items appear to be connected. He also asked why there would not be just one faculty status to encompass all of the items. Dean Goldsmith assured Provost Frank that items 2 and 3 are different. Associate Dean John R. Stalvey said that there is nothing in Kent State's policy that allows or prevents faculty from sponsoring dissertations students. University policy states there is a minimum of a terminal degree and that, anyone with a Ph.D. should be able to serve as graduate faculty. Associate Dean Frederick W. Schroath stated that the Graduate School of Management has a specific policy as to how faculty gain status; not everyone with a terminal degree gains faculty status. Dean Goldsmith asked it this policy is worth reviewing. Provost Frank said that, as a university issue, it is worth discussion; for the most part the university has allowed faculty to continue advising dissertation students. However, with regard to Public Health it should not be reviewed yet. Associate Dean Stalvey said that the College of Arts and Sciences allows individuals who leave the university, if they wish to continue, to finish out with dissertation students. He added that it makes sense that a move within the university be acceptable.

Item 2: Review of policy on role and status of graduate student appointees, specifically the current deadline of 1 April to give notice to students of reappointment or non-reappointment. *See attached handout.*

Dean Goldsmith explained that Legal Council is concerned about the 1 April date as being too specific for the notices. Legal would like the date either removed or revised. Associate Dean Stalvey asked if "the first week of April" would be better than a specific date. Associate Professor Ralph Lorenz stated that often departments do not know their budget at that time. Associate Professor Lilly said that she felt that the university needs to give students the ability for a "plan B" as early as possible, if they are not being reappointed. Professor Fred T. Smith said that he thought the deadline should be a little later or in the end of April. Associate Dean Hanson stated she was in favor of pushing the date back because evaluation of academic progress happens after 1 April. To which, Associate Dean Stalvey, pointed out that if a student is removed from a program he/she can no longer retain a graduate assistantship. Associate Dean Hanson replied that when considering grievances, however, an offer letter would be another thing in the student's favor.

Dean Goldsmith asked how many departments give notice of non-reappointments. Approximately six members raised their hands to indicate that their department gives notice of non-reappointment. Associate Dean Stalvey said that the Council of Graduate Schools gives until the 15th day, which allows students to scramble for a couple of weeks for another appointment. Dean Goldsmith offered to ask legal to draft a proposal that she would bring back to the Educational Policies Council. Provost Frank asked why Legal Council would bring it before EPC. He added that members do not know what the problem is exactly and suggested that the council leave it as is for now. Dean Goldsmith stated that there was an issue, but that she would get more background.

Discussion Item 3: Development of a policy regarding who is able to chair a dissertation.

Faculty Senate Chair Janson said that there was a recommendation by a former dean of the College of the Arts that if an advisor retired, another faculty member could serve as co-advisor. However, he said, this became difficult because of the university's payment policy. He added that it does seem helpful for the student to have someone on campus to go to. Associate Dean Schroath said that that was the policy in the Graduate School of Management. Associate Dean Stalvey said that if the retired/seperated faculty member is not a member in the collective bargaining agreement we don't have to pay them. Chair Janson said that it is in the interest of helping the student to keep the faculty around.

Lesser Action Item 1: Revision of the admission policy for the Financial Engineering [FEM] major within the Master of Science [MS] degree.

Associate Dean Schroath stated that this is in response to the program being more quantitative and more like a traditional forthright lecture program.

A motion to adjourn was placed before the members by Associate Dean Schroath and seconded by Associate Professor John Thornton.

The meeting was adjourned at 3:47 p.m.

Respectfully submitted,

Lisa N.H. Delaney
Academic Program Coordinator, Curriculum Services
Office of the Provost

UNDERGRADUATE COUNCIL

Ex-officio Members present: Senior Vice President and Provost Robert G. Frank; Executive Dean Gregory L. Andrews; Deans James E. Dalton, Laura Cox Dzurec, Verna M. Fitzsimmons, Daniel F. Mahony, Timothy S. Moerland, Mark W. Weber, Donald R. Williams; dean representatives Nancy E. Mitchell for John R. Crawford, Gregory M. Blase for Jeffrey W. Fruit, Frederick R. Schroath for Robert B. (Yank) Heisler, Jr.,

Ex-officio Member not present: Dean Gary M. Padak

Faculty Senate-Appointed Representatives present: Paul P. Abraham, Min He, Barbara J. Hipsman-Springer, Thomas Janson, Mandy Munro-Stasiuk, Lowell S. Zurbuch

College Curriculum Committee Representatives present: E. Thomas Dowd, David A. Dumpe, Diana L. Fleming, Bruce J. Gunning, John W. Hawks, Shawn Simmons, Stephen M. Zapytowski

College Curriculum Committee Representatives not present: Charles L. Harker

Observers present:

Observers not present: Sean Mostov (Undergraduate Student Government)

Consultants and Guests present: Sonia A. Alemagno, Kamal F. Bichara, Beth A. Bilek-Golias, Stephane E. Booth, Thomas W. Brewer, Timothy J. Chandler, David M. Dees, Lisa N.H. Delaney, Regina Garcia Cano (Daily Kent Stater), Mary Ann Haley, Mark Manley, David Mohan, Jennifer Sandoval, Christopher J. Woolverton

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Senior Vice President and Provost Robert G. Frank called to order the EPC Undergraduate Council at 3:47 p.m., on Monday, 27 April 2009, in Room 204 of the Kent Student Center.

Action Item 1: Approval of the minutes of 30 March 2009.

Dean Donald R. Williams moved for approval, seconded by Dean Verna M. Fitzsimmons. With no corrections or comments, the motion passed unanimously.

Action Item 2: Revision of the Liberal Education Requirements as recommended by the LER Core Committee.

Senior Associate Provost Timothy J.L. Chandler led the discussion and said that he would like to address five or six major points and then move the EPC to accept this report. He outlined the committee's recommendations with the following:

1. All LER courses should have clearly stated learning outcomes that are congruent with the 21st Century Philosophy Statement. The committee's charge was to increase student engagement.
2. All approved LER courses within a major must be listed as a major course, which improves navigability. The committee wanted to ensure that choice is provided to students.
3. The LER courses do not have to be done within the first 60 hours. This will foster life-long learning. Also, when asked, students felt they would get more out of the LER courses if they are taken later rather than earlier.

4. Encourage all departments to make their LER courses part of the Transfer Module.
5. All students must take 6 credit hours of applied literacies.

Senior Associate Provost Chandler added that there has been pushback on a number of issues, but that he moves for acceptance of the report. He explained that what EPC members would be enabling to happen is for the implementation committee to being their work, which will also come before EPC. Assistant Professor Bruce J. Gunning seconded the motion.

Assistant Professor David A. Dumpe asked if the course being specified is both in the major and an LER and is now specified as a major course, can it also be counted as an LER. Senior Associate Provost Chandler replied in the affirmative.

Dean Timothy S. Moerland said that the College of Arts and Sciences College Curriculum Committee has spent quite a bit of time reviewing the report. They found a number of things needing clarification: (1) unintended consequences, (2) college specific items, (3) “huh?” items. He said there is a problem with parsing of the LER courses within the college in that some programs have LER courses in their requirements. Senior Associate Provost Chandler said that they may be called major requirements but not LER courses.

Dean Moerland said there is also an inherent conflict within the applied literacies category and the acceptable Transfer Module. He said that the Ohio Transfer Module policy has no language acquisition course that satisfies the Transfer Module while remaining LER courses. Senior Associate Provost Chandler said that the college might think about offering other courses that fit the Transfer Module. He agreed that there is still a disconnect within foreign language and the Transfer Module; but the committee thinks foreign language is a valuable thing for an education. He added that compromise is the hope to find a place within the Transfer Module for foreign languages. The university is able to influence Ohio in including foreign languages in the Transfer Module, he said. He stated that this idea is aspirational and not something that will happen quickly.

Senior Associate Provost Chandler said that he understands there is a humanities issue as well. He said that under the current system there are 9 credit hours assigned to the LER courses. The Transfer Module only requires 6 credit hours: 3 from humanities and 3 from fine arts. He added that students most likely will end up taking at least 9 credit hours through the diversity courses. He pointed out that 60 percent of the diversity courses are within the LER courses.

Dean Moerland asked Senior Associate Provost Chandler his thoughts on the capstone course requirement. Senior Associate Provost Chandler said that it is something the committee believed is important in integrating the LER courses with the student’s major program. “It seemed to us that we had an obligation to help students understand why the LER courses are relevant because that was the biggest complaint we heard. If we move to a learning outcomes approach, any capstone will help them make the connection between LER courses and their program of study”. He added that he was not saying that it needs to be a new course or which course, but learning outcomes can be added to an existing course. He said that he recognized that there are a large number of students in the psychology and biology majors, and that those departments may have a difficult time staffing the capstone courses.

Dean Moerland asked who would be a member of the implementation team. Senior Associate Provost Chandler said that it would be comprised of some members of the URCC and some members of the Core Committee, in order to maintain the integrity of the report. He added that nominations are currently being taken for faculty.

Dean Moerland asked what the total number of members would be. Senior Associate Provost Chandler said that he guessed around 14-16 members. Provost Frank added that while composition of the committee is important, it is far from the last input that will be heard.

Dean Mark W. Weber asked if there will be regular additions of LER courses that will go through the URCC. Dean Williams said that at least a statement of learning objectives will need to go through the URCC for all existing courses and any new ones. Dean Weber asked if there would be more control over what gets approved in the future. Dean Williams stated that courses will be passed based on how they meet the learning outcomes and objectives. Once the criteria is determined, courses will be approved. Dean Weber then asked what the odds of the LER structure remaining the same before and after review. Senior Associate Provost Chandler said that he would venture the guess of it remaining about the same. He said Responsibility Centered Management (RCM) may affect this. There may be some slimming down and that it is up to the implementation committee members as to how they will accept new courses, he continued. All the current committee is asking is for existing courses to be reviewed to meet the objectives. Dean Daniel F. Mahony asked about how long the process will take. Senior Associate Provost Chandler said that the hope is that over the fall semester as that as many of these courses will be review as possible; and that all new courses will be submitted for the last EPC to implement for fall 2010. He added that the committee hopes for a review around 2012. He said that the committee thinks that this is about as far as they can go in the first step and it should be implemented to see how it goes.

Chair Janson pointed out that EPC has its own subcommittee, the URCC. He said that EPC members needs to agree that they want that type of implementation or have them sent to URCC. The URCC will decide if it needs new membership to help with the job.

Dean Mahony asked if acceptance of this proposal meant accepting every word in the document. Provost Frank replied in the negative, saying that acceptance would just be referring the document to the implementation team.

Professor Smith asked if the URCC is in the same position to accept the report. Chair Janson said that normally anything that is brought here is sent to URCC first and then brought to this committee for review. Provost Frank said that the URCC has been overseeing this process for years. He added that now is the time to introduce new ways of thinking. “We are talking about this as if things are not broken here, they are. Now we are paying the price, our students are taking 4½ years to graduate.” He added that he is concerned that members are trying to bog the report down in committees. Now is the time to move ahead with the LER courses, he said. Chair Janson said that most of the members agreed with what the Provost said, but they are wondering if the URCC should make the decisions. Provost Frank said that in his view they can either move the report forward or send it to URCC in which things are not known for moving quickly. Dean Williams said that this implementation team model might be better because URCC is made up of a majority of faculty who may be out for the summer.

Provost Frank called for a vote; the item passed unanimously.

Chair Janson said that departments need to be notified that this decision was made so they can begin to think about how to rework the courses for the fall. He added that there is also money available through the Faculty Professional Development Center to begin this. Associate Provost Stephane E. Booth added that the due date for those funds is Wednesday (April 29, 2009). Provost Frank said that his office would take care of the notifications.

Action Item 2: Establishment of writing-intensive course (WIC) status for ARCH 30022 Urban Design and Urban Writing, which has changed its title to Urban Design Discourse.

Dean Williams moved approval of the item. The motion was seconded by Executive Dean Gregory L. Andrews. The item passed unanimously.

Action Item 3: Establishment of a Bachelor of Science in Public Health [BSPH] degree and 15 new courses with the new PH course subject. Total credit hours to program completion are 122-125.

Advisor to the Provost Dr. Sonia Alemagno said that the preliminary prospectus for this degree proposal went through EPC in January and was forwarded to the Ohio Board of Regents (OBR). The OBR returned the proposal with positive feedback. The college curriculum committees from the colleges of Arts and Sciences and of Education, Health and Human Services have approved this proposal. Provost Frank added that this would be the first Bachelor of Science in Public Health in the state of Ohio. He then moved for approval of the item. Assistant Professor Bruce J. Gunning seconded the motion.

Professor Donald (Mack) Hassler asked if the course in microbiology was a duplicate of one that already exists. Provost Frank said that the course he was referring to had been removed and replaced by another one that does not appear on the agenda. Professor Christopher J. Woolverton added that the course was taken off the books in favor of a course titled “Sanitation and Hazardous Materials Management.”

Dean Moerland said that the course forms indicate that there has not been contact with departments that some of these courses may affect. Dr. Alemagno said that the curriculum committees of the colleges of Arts and Sciences and of Education, Health and Human Services reviewed the proposal for encroachment issues. Dean Moerland asked if that becomes a form of consultation. Dr. Alemagno explained that degree requires public health courses in five disciplines. Provost Frank added that the university has approved a College of Public Health, if other programs have courses that deal with public health they will need to yield to public health. He also said that there is not nearly as much overlap as was first perceived. Provost Frank offered that a work group could be created to address Dean Moerland’s concerns about duplication of effort and staffing. He said that Dr. Alemagno will work with the staff in public health to talk with the staff of Dean Moerland’s choosing from the College of Arts and Sciences. Provost Frank added that he would be surprised if the issues cannot be resolved. He then asked Dean Moerland that if a caucus is formed, would the dean be comfortable to move forward. Dean Moerland asked if the courses and program could be split apart. The answer was no. Provost Frank then asked Dr. Alemagno the time line for approval of this proposal. Dr. Alemagno said that she would like it to go to Faculty Senate on May 11th and to the Board of Trustees for its June meeting. She added that it can be approved to go ahead today, and if the caucus doesn’t resolve the issues she can bring the proposal back to the EPC.

Associate Professor Lilly pointed out that the proposal’s total credit hours are higher than the average 121. Provost Frank said that this will be the 30th program with the total credit hours above 121.

Dean Williams said that he noticed some of the requirements were for particular LER courses which is consistent with the current model, but not for the proposed LER model. He noted that this would need to be revised with the implementation of the new LER structure.

Provost Frank called for a vote on the item, which passed unanimously.

Chair Janson asked what was to be presented to Faculty Senate if the courses are under review. Senior Associate Provost Chandler said that this proposal is considered approved unless there are amendments that need to be brought before EPC.

With no questions or comments about the information or lesser action items, the meeting was adjourned at 4:42 p.m.

Respectfully submitted,

Lisa N.H. Delaney
Academic Program Coordinator, Curriculum Services
Office of the Provost

KENT STATE UNIVERSITY

OFFICE OF THE PROVOST

TO:	Educational Policies Council
FROM:	Robert G. Frank, Provost
SUBJECT:	Agenda for Monday, 18 May 2009 Kent Student Center, Room 204, 3:20 p.m.
DATE:	11 May 2009

In the event that any of the hyperlinked proposals require corrections or create 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, 15 May, to ensure that the materials are available at the meeting for review.

Please note that this agenda is divided into two parts: graduate and undergraduate. This style is a precursor to when the Educational Policies Council will be divided into two councils, graduate and undergraduate, with two separate meetings, beginning August 2009.

GRADUATE COUNCIL

ACTION ITEMS

1. Approval of minutes of 27 April 2009.
   Attachment 1

Graduate Studies

2. Revision of the dismissal policy for graduate students. The current policy—which states students earning a C (2.0) or lower grade in more than 7 credit hours or earning any grade lower than a C (2.0) in more than 4 credit hours are subject to dismissal—is changed to students earning a B- (2.7) or lower grade in more than 8 credit hours or earning any grade lower than a C (2.0) in more than 4 credit hours are subject to dismissal.
   Effective Fall 2009 ***Dean Evelyn S. Goldsmith***
   Attachment 2

INFORMATION ITEMS

College of Arts and Sciences

Department of History

1. Program development plan to be sent to the Ohio Board of Regents for preliminary approval to establish a joint PhD degree program in Global History with the University of Akron.
   Attachment 3

INFORMATION ITEMS *continued*

College of Technology

3. Establishment of Sustainable Building post-baccalaureate [C620] and post-master's [C832] certificates. Total credit hours to program completion are 15.
Effective Fall 2010
Attachment 4

4. Establishment of Sustainable Systems post-baccalaureate [C621] and post-master's [C833] certificates. Total credit hours to program completion are 15.
Effective Fall 2010
Attachment 5

LESSER ACTION ITEMS

College of Arts and Sciences

Department of Philosophy

1. Revision of the non-thesis research project policy for the Philosophy [PHIL] major within the Master of Arts [MA] degree. Current policy of completion of 9 hours of research is changed to completion of 6 hours of either a project, or publication research, or coursework and paper. Total credit hours to program completion are unchanged at 35.
Effective Fall 2009

Graduate School of Education, Health and Human Services

Department of Educational Foundations and Special Services

2. Revision of the admissions requirements for the Interventional Specialist [INSP] major within the Master of Arts [MA] and Master of Education [MED] degrees. Completion of the Graduate Record Examination (GRE) is eliminated.
Effective Fall 2009

School of Family and Consumer Studies

3. Revision of the admissions requirements for the Family Studies [FS] major within the Master of Arts [MA] degree. Completion of the Graduate Record Examination (GRE) is eliminated; and the emphasis on research interests, professional goals and undergraduate coursework in social sciences is clarified.
Effective Fall 2009

Department of Teaching, Leadership and Curriculum Studies

4. Addition to the Graduate Catalog to include Early Childhood Generalist (grades 4-5) on list of eligible endorsements by the Ohio Department of Education.
Effective Fall 2009

College of Nursing

5. Revision of the admissions requirement for the Master of Science in Nursing [MSN] degree. Applicants whose undergraduate cumulative GPA is below a 3.0 may be required to take the Graduate Record Examination (GRE) or Miller Analogy Test and/or provide other evidence that they are prepared to successfully complete graduate-level coursework.
Effective Fall 2009

College of Technology

6. Revision of the program requirements for the Master of Technology [MTEC] degree. New course TECH 57010 is added as a requirement. Total credit hours to program completion are unchanged at 32.
Effective Fall 2010

UNDERGRADUATE COUNCIL

ACTION ITEMS

1. Approval of minutes of 27 April 2009.
   Attachment 6

University Requirements Curriculum Committee

2. Establishment of diversity (domestic) status for PSYC 11762 General Psychology, PSYC 20651 Child Psychology and PSYC 21211 Psychology of Adjustment.
   Effective Fall 2010 ***URCC Chair Donald R. Williams***
   Attachment 7: PSYC 11762 | PSYC 20651 | PSYC 21211

Office of the Provost

3. Recommendations of the 21st Century Undergraduate Curriculum Core Committee.
   Effective Fall 2009 ***Associate Dean LuEtt J. Hanson***
   Attachment 8 ***Professor Janis Crowther***

College of Arts and Sciences

Department of History

4. Inactivation of the Romanian Studies [ROST] minor, which has not been actively offered in the past 10 years.
   Effective Fall 2009 ***Dean Timothy S. Moerland***
   Attachment 9

INFORMATION ITEM

Ohio Board of Regents

1. Revision to the Advanced Placement Program (AP) Course Credit Alignment Recommendations.
   Effective Fall 2009
   Attachment 10: OBR Memo | Revised AP Alignment Recommendations

LESSER ACTION ITEMS

College of the Arts

School of Fashion Design and Merchandising

1. Revision of the program requirements for the Fashion Design [FD] major within the Bachelor of Arts [BA] degree. FDM 35904 and 35905 are added as international fashion experience electives. Total credit hours to program completion are unchanged at 125 for the Conceptual Design [CODE] concentration, and unchanged at 127 for the Technical Design and Production [TDPR] concentration.
   Effective Fall 2010

2. Revision of the program requirements for the Fashion Merchandising [FM] major within the Bachelor of Science [BS] degree. New course FDM 25011 is added as requirement; and required ACCT 23020 becomes an elective. Total credit hours to program completion are unchanged at 121.
   Effective Fall 2010

LESSER ACTION ITEMS *continued*

College of Arts and Sciences

Department of Computer Science

3. Revision of the program requirements for the Computer Science [CS] minor. Prerequisite MATH 12001 is replaced with MATH 11010 or appropriate test scores. Total credit hours to programs completion are unchanged at 19.
Effective Fall 2009

4. Revision of the program requirements for the Web Design and Programming [WDP] minor. Prerequisites MATH 11011 and 12001 are replaced with MATH 11010 or appropriate test scores. Total credit hours to programs completion are unchanged at 19.
Effective Fall 2009

Department of Mathematical Sciences

5. Revision of catalog copy for the Applied Mathematics [AMTH] major within the Bachelor of Science [BS] degree. The notation for required MATH 12002 is changed to reflect new prerequisites for fall 2009. Total credit hours to programs completion are unchanged at 121.
Effective Fall 2009

6. Revision of catalog copy for the Mathematics [MATH] major within the Bachelor of Arts [BA] and Bachelor of Science [BS] degrees. The notation for required MATH 12002 is changed to reflect new prerequisites for fall 2009. Total credit hours to program completion are unchanged at 121.
Effective Fall 2009

7. Revision of the program requirements for the Mathematics [MATH] minor. MATH 11010 and 11022 replace inactivated MATH 12001 as program prerequisites; and the notation for required MATH 12002 is changed to reflect new prerequisites for fall 2009. Total credit hours to program completion are unchanged at 25.
Effective Fall 2009

College of Public Health

8. Revision of the program requirements for the Bachelor of Science in Public Health [BSPH] degree. GEOG 21062, PSYC 40111 and 41581 are added as electives; PH 30006 becomes PH 20006; and title for PH 20005 is amended to include the words “in Public Health.” Total credit hours to program completion are unchanged at 122-125.
Effective Fall 2010

College of Nursing

9. Revision of the program requirements for the Bachelor of Science in Nursing [BSN] degree. Requirement of 3 credits of PSYC or SOC courses is amended to include NURS courses as option. Total credit hours to program completion are unchanged at 122.
Effective Fall 2010

Regional Campuses

10. Establishment of a Pre-Diagnostic Medical Sonography [PDMS] non-degree pre-major for the Associate of Technical Studies [ATS] category B degree program, offered on the Salem campus.
Effective Fall 2009

11. Establishment of a Pre-Nuclear Medicine Technology [PNMT] non-degree pre-major for the Associate of Technical Studies [ATS] category B degree program, offered on the Salem campus.
Effective Fall 2009

LESSER ACTION ITEMS *continued*

Regional Campuses *continued*

12. Establishment of a Pre-Radiation Therapy Technology [PRAT] non-degree pre-major for the Associate of Technical Studies [ATS] category B degree program, offered on the Salem campus.
Effective Fall 2009

13. Establishment of a Pre-Radiology Technology [PRDT] non-degree pre-major for the Associate of Technical Studies [ATS] category B degree program, offered on the Salem campus.
Effective Fall 2009

14. Establishment of a graduation requirement for the Bachelor of Radiologic and Imaging Sciences Technology [BRIT] degree, offered on the Salem campus. Students must earn a minimum C (2.0) grade in all RIS courses required in the program.
Effective Fall 2009

15. Revision of the program requirements for the Computer Design, Animation and Game Design [CDAG] major within the Associate of Applied Science [AAS] degree, offered on the Tuscarawas campus. MATH 11011 is replaced with MATH 11010. Total credit hours to program completion decrease, from 63-64 to 62-63.
Effective Fall 2009

16. Revision of the program requirements for the Electrical/Electronic Engineering Technology [EEET] major within the Associate of Applied Science [AAS] degree, offered on the Ashtabula, Trumbull and Tuscarawas campuses. MATH 11011 is replaced with MATH 11010. Total credit hours to program completion decrease, from 69-70 to 68-69.
Effective Fall 2009

17. Revision of the program requirements for the Engineering of Information Technology [EIRT] major within the Associate of Applied Science [AAS] degree, offered on the Trumbull campus. MATH 11011 is replaced with MATH 11010. Total credit hours to program completion decrease, from 70 to 69.
Effective Fall 2009

18. Revision of the program requirements for the Radiology Department Management Technology [RDMT] concentration in the Radiology Technology [RADT] major within the Associate of Technical Studies [ATS] category B degree, offered on the Salem campus. MATH 12001 is removed as an option. Total credit hours to program completion decrease, from 68-69 to 68.
Effective Fall 2009

19. Revision of the program requirements for the Respiratory Therapy Technology [RTT] major within the Associate of Applied Sciences [AAS] degree, offered on the Ashtabula campus. ENG 21011, PTST 10009 and RTT 21003, 21004, 21005 are added; BSCI 20022, MATH 11009 and RTT 11005, 12001, 12002, 21011, 22001, 22002 are removed; BSCI 20020 is replaced with BSCI 11010 and 11020; minimum grade for all required courses is set at C (2.0); and minimum major GPA is set at 2.75 to be admitted to and graduate from the program. Total credit hours to program completion increase, from 64 to 69.
Effective Fall 2009

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 Fall 2009

RTT	11000	Introduction to Respiratory Therapy (3) to: (2)	HPDc
RTT	11001	Pharmacology (3) to: (2)	HPDc
RTT	11002	Cardiopulmonary Diseases (3) to: (4)	HPDc
RTT	11003	Cardiopulmonary Physiology (3) to: Cardiopulmonary Anatomy and Physiology	TaPDc
RTT	11004	Arterial Blood Gas and Electrocardiogram Interpretation (2) to: Therapeutics I (5)	TaHP Dsc
RTT	11005	Mechanical Ventilation (2)	Inact
RTT	12001	Clinical Education I (1)	Inact
RTT	12002	Clinical Education II (2)	Inact
RTT	21000	Critical Care (3) to: (5)	HPDsc
RTT	21001	Neonatal and Pediatric Respiratory Care (3) to: Mechanical Ventilation	TaPDsc
RTT	21002	Long-Term Care and Rehabilitation (3) to: Therapeutics II (6)	TaHP Dsc
RTT	21003	Perinatal and Pediatric Respiratory Therapy (2)	New
RTT	21004	Advanced Diagnostics (2)	New
RTT	21005	Special Fields in Respiratory Therapy (1)	New
RTT	21010	Contemporary Issues in Respiratory Therapy (1) to: Respiratory Therapy Capstone Course (5)	TaHP Dsc
RTT	21011	Preparation for Certified Respiratory Therapist and Registered Respiratory Therapist (1)	Inact
RTT	22001	Clinical Education III (2)	Inact
RTT	22002	Clinical Education IV (2)	Inact

Course Changes Effective Spring 2010

ARTF	44043	Advanced Printmaking (3)	New
COMT	11002	Visual Basic Programming (3)	PEc
COMT	20001	C++ Programming (3)	PDc
COMT	20011	Java Programming (3)	PDc
ENG	25004	Literature in the United States I (3)	New
ENG	25005	Literature in the United States II (3)	New
RADT	14000	Introduction to Radiologic Technology (3)	Ds
RADT	14004	Radiologic Physics (4)	PD

Course Changes Effective Spring 2010 *continued*

RADT	14019	Radiographic Exposure and Imaging I (3)	P
RADT	24001	Radiologic Pathology (3)	PD
RADT	24048	Radiographic Techniques (3)	PD
RIS	34065	Ultrasound Clinical Education III (2)	PGs
RIS	44002	Nuclear Medicine Procedures I (3)	PD
RIS	44005	Nuclear Medicine Clinical Education I (3)	PDs
RIS	44006	Nuclear Medicine Physics and Instrumentation I (4)	PD
RIS	44010	Nuclear Medicine Clinical Education II (3)	PDs
RIS	44012	Nuclear Medicine Procedures II (3)	PD
RIS	44015	Nuclear Medicine Clinical Education III (2)	PDs
RIS	44016	Nuclear Medicine Procedures III (3)	PD
RIS	44020	Nuclear Medicine Clinical Education IV (2)	PDs
TECH	45650	Certified Flight Instructor Helicopter Flight (2)	New
TECH	45652	Certified Flight Instructor Instrument Helicopter Flight (1)	New
TECH	45654	Certified Flight Instructor Helicopter Flight Add-On (1)	New
TECH	45656	Certified Flight Instructor Instrument Helicopter Flight Add-On (1)	New
VCD	14002	Communicating with Color (3)	New

Course Changes Effective Fall 2010

CHEM	30284	Introductory Biological Chemistry (4)	PE
CHEM	40247	Principles of Biochemistry (4)	Inact
CHEM	40261	Principles of Biochemistry I (3)	New
CHEM	40262	Principles of Biochemistry II (3)	New
CHEM	50247	Principles of Biochemistry (4)	Inact
CHEM	50261	Principles of Biochemistry I (3)	New
CHEM	50262	Principles of Biochemistry II (3)	New
CHEM	60252	Comprehensive Biochemistry II (2)	Inact
CHEM	60253	Comprehensive Biochemistry III (1) to: Biomacromolecular Structures	TaD
CHEM	60254	Comprehensive Biochemistry IV (2) to: Biomembranes	TaD
CHEM	70247	Principles of Biochemistry (4)	Inact
CHEM	70251	Comprehensive Biochemistry I (5)	Inact
CHEM	70252	Comprehensive Biochemistry II (2)	Inact
CHEM	70253	Comprehensive Biochemistry III (1) to: Biomacromolecular Structures	TaD
CHEM	70254	Comprehensive Biochemistry IV (2) to: Biomembranes	TaD
CHEM	70261	Principles of Biochemistry I (3)	New

Course Changes Effective Fall 2010 *continued*

CHEM	70262	Principles of Biochemistry II (3)	New
EERT	22016	Productivity Software for Industry (1)	DsR
ENG	33015	African Literatures (3)	New
HIST	49095	Special Topics in United States History (3)	New
HIST	49195	Special Topics: Europe Since 1500 (3)	New
HIST	49295	Special Topics in Global History (3)	New
HIST	59095	Special Topics in United States History (3)	New
HIST	59195	Special Topics: Europe Since 1500 (3)	New
HIST	59295	Special Topics in Global History (3)	New
HIST	79095	Special Topics in United States History (3)	New
HIST	79195	Special Topics: Europe Since 1500 (3)	New
HIST	79295	Special Topics in Global History (3)	New
NURS	60592	Practicum in Nursing Higher Education (4)	New
NURS	60604	Nursing Health Care Issues in a Specialty Area (2)	New
PADM	60195	Special Topics in Public Administration (3)	New
PADM	70195	Special Topics in Public Administration (3)	New
PAS	32050	African Literatures (3)	New
PH	20005	Social and Behavioral Science Theories (3) to: Social and Behavioral Science Theories in Public Health	T
PH	30006 20006	Environmental Health Science (3) to:	N
POL	69095	Special Topics in Political Science and Public Policy (3)	New
POL	79095	Special Topics in Political Science and Public Policy (3)	New
PSYC	11762	General Psychology (3)	d
PSYC	20651	Child Psychology (3)	d
PSYC	21211	Psychology of Adjustment (3)	d
TECH	57000	Sustainable Systems and Technology (3)	New
TECH	57010	Ethics, Technology and the Environment (3)	New
TECH	57200	Systems Engineering (3)	New
TECH	57210	Sustainable Energy I (3)	New
TECH	57211	Sustainable Energy II (3)	New
TECH	57300	Urban Sustainability (3)	New
TECH	67220	Life Cycle Design I (3)	New
TECH	67221	Life Cycle Design II (3)	New
TECH	67310	Green Building and Sustainable Construction Technology I (3)	New
TECH	67311	Green Building and Sustainable Construction Technology II (3)	New
TECH	67320	Applied Sustainability in Construction Management (3)	New

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

Course Fees Effective Fall 2009

COURSE		COURSE TITLE	FEE 2008–09	PROPOSED 2009–10	+/– %
College of the Arts					
ARTC	35095	Crafts: Selected Topics (3)	$ 75.00	$135.00	+ 80%
MUS	36111	Applied Music–Piano (2 or 4)	$ 80–160	$100–200	+ 25%
MUS	36311	Applied Music–Voice (2 or 4)	$ 80–160	$100–200	+ 25%
MUS	36411	Applied Music–Violin (2 or 4)	$ 80–160	$100–200	+ 25%
MUS	36412	Applied Music–Viola (2 or 4)	$ 80–160	$100–200	+ 25%
MUS	36413	Applied Music–Cello (2 or 4)	$ 80–160	$100–200	+ 25%
MUS	36414	Applied Music–Double Bass (2 or 4)	$ 80–160	$100–200	+ 25%
MUS	36511	Applied Music–Flute (2 or 4)	$ 80–160	$100–200	+ 25%
MUS	36512	Applied Music–Oboe (2 or 4)	$ 80–160	$100–200	+ 25%
MUS	36513	Applied Music–Clarinet (2 or 4)	$ 80–160	$100–200	+ 25%
MUS	36514	Applied Music–Bassoon (2 or 4)	$ 80–160	$100–200	+ 25%
MUS	36515	Applied Music–Saxophone (2 or 4)	$ 80–160	$100–200	+ 25%
MUS	36611	Applied Music–Trumpet (2 or 4)	$ 80–160	$100–200	+ 25%
MUS	36612	Applied Music–Horn (2 or 4)	$ 80–160	$100–200	+ 25%
MUS	36613	Applied Music–Trombone (2 or 4)	$ 80–160	$100–200	+ 25%
MUS	36614	Applied Music–Euphonium (2 or 4)	$ 80–160	$100–200	+ 25%
MUS	36615	Applied Music–Tuba (2 or 4)	$ 80–160	$100–200	+ 25%
MUS	36711	Applied Music–Percussion (2 or 4)	$ 80–160	$100–200	+ 25%
MUS	36912	Applied Music–Guitar (2 or 4)	$ 80–160	$100–200	+ 25%
MUS	41181	Acoustics and Technology in Music (2)	—	$ 50	+
MUS	46111	Applied Music–Piano (2 or 4)	$ 80–160	$100–200	+ 25%
MUS	46311	Applied Music–Voice (2 or 4)	$ 80–160	$100–200	+ 25%
MUS	46411	Applied Music–Violin (2 or 4)	$ 80–160	$100–200	+ 25%
MUS	46412	Applied Music–Viola (2 or 4)	$ 80–160	$100–200	+ 25%
MUS	46413	Applied Music–Cello (2 or 4)	$ 80–160	$100–200	+ 25%
MUS	46414	Applied Music–Double Bass (2 or 4)	$ 80–160	$100–200	+ 25%
MUS	46511	Applied Music–Flute (2 or 4)	$ 80–160	$100–200	+ 25%
MUS	46512	Applied Music–Oboe (2 or 4)	$ 80–160	$100–200	+ 25%
MUS	46513	Applied Music–Clarinet (2 or 4)	$ 80–160	$100–200	+ 25%
MUS	46514	Applied Music–Bassoon (2 or 4)	$ 80–160	$100–200	+ 25%
MUS	46515	Applied Music–Saxophone (2 or 4)	$ 80–160	$100–200	+ 25%
MUS	46611	Applied Music–Trumpet (2 or 4)	$ 80–160	$100–200	+ 25%
MUS	46612	Applied Music–Horn (2 or 4)	$ 80–160	$100–200	+ 25%
MUS	46613	Applied Music–Trombone (2 or 4)	$ 80–160	$100–200	+ 25%
MUS	46614	Applied Music–Euphonium (2 or 4)	$ 80–160	$100–200	+ 25%
MUS	46615	Applied Music–Tuba (2 or 4)	$ 80–160	$100–200	+ 25%
MUS	46711	Applied Music–Percussion (2 or 4)	$ 80–160	$100–200	+ 25%
MUS	46912	Applied Music–Guitar (2 or 4)	$ 80–160	$100–200	+ 25%
MUS	66111	Applied Music–Graduate Piano (2 or 4)	$ 80–160	$100–200	+ 25%
MUS	66311	Applied Music–Graduate Voice (2 or 4)	$ 80–160	$100–200	+ 25%
MUS	66411	Applied Music–Graduate Violin (2 or 4)	$ 80–160	$100–200	+ 25%
MUS	66412	Applied Music–Graduate Viola (2 or 4)	$ 80–160	$100–200	+ 25%
MUS	66413	Applied Music–Graduate Cello (2 or 4)	$ 80–160	$100–200	+ 25%
MUS	66414	Graduate Double Bass (2 or 4)	$ 80–160	$100–200	+ 25%
MUS	66511	Applied Music–Graduate Flute (2 or 4)	$ 80–160	$100–200	+ 25%
MUS	66512	Applied Music–Graduate Oboe (2 or 4)	$ 80–160	$100–200	+ 25%
MUS	66513	Graduate Clarinet (2 or 4)	$ 80–160	$100–200	+ 25%
MUS	66514	Applied Music–Graduate Bassoon (2 or 4)	$ 80–160	$100–200	+ 25%
MUS	66515	Graduate Saxophone (2 or 4)	$ 80–160	$100–200	+ 25%
MUS	66611	Applied Music–Graduate Trumpet (2 or 4)	$ 80–160	$100–200	+ 25%
MUS	66612	Applied Music–Graduate Horn (2 or 4)	$ 80–160	$100–200	+ 25%
MUS	66613	Graduate Trombone (2 or 4)	$ 80–160	$100–200	+ 25%

COURSE		COURSE TITLE	FEE 2008–09	PROPOSED 2009–10	+/– %
College of the Arts *continued*					
MUS	66614	Graduate Euphonium (2 or 4)	$ 80–160	$100–200	+ 25%
MUS	66615	Applied Music–Graduate Tuba (2 or 4)	$ 80–160	$100–200	+ 25%
MUS	66711	Graduate Percussion (2 or 4)	$ 80–160	$100–200	+ 25%
MUS	66912	Applied Music–Graduate Guitar (2 or 4)	$ 80–160	$100–200	+ 25%
MUS	76111	Applied Music–Graduate Piano (2 or 4)	$ 80–160	$100–200	+ 25%
MUS	76311	Applied Music–Graduate Voice (2 or 4)	$ 80–160	$100–200	+ 25%
MUS	76411	Applied Music–Graduate Violin (2 or 4)	$ 80–160	$100–200	+ 25%
MUS	76412	Applied Music–Graduate Viola (2 or 4)	$ 80–160	$100–200	+ 25%
MUS	76413	Applied Music–Graduate Cello (2 or 4)	$ 80–160	$100–200	+ 25%
MUS	76414	Graduate Double Bass (2 or 4)	$ 80–160	$100–200	+ 25%
MUS	76511	Applied Music–Graduate Flute (2 or 4)	$ 80–160	$100–200	+ 25%
MUS	76512	Applied Music–Graduate Oboe (2 or 4)	$ 80–160	$100–200	+ 25%
MUS	76513	Graduate Clarinet (2 or 4)	$ 80–160	$100–200	+ 25%
MUS	76514	Applied Music–Graduate Bassoon (2 or 4)	$ 80–160	$100–200	+ 25%
MUS	76515	Graduate Saxophone (2 or 4)	$ 80–160	$100–200	+ 25%
MUS	76611	Applied Music–Graduate Trumpet (2 or 4)	$ 80–160	$100–200	+ 25%
MUS	76612	Applied Music–Graduate Horn (2 or 4)	$ 80–160	$100–200	+ 25%
MUS	76613	Graduate Trombone (2 or 4)	$ 80–160	$100–200	+ 25%
MUS	76614	Graduate Euphonium (2 or 4)	$ 80–160	$100–200	+ 25%
MUS	76615	Applied Music–Graduate Tuba (2 or 4)	$ 80–160	$100–200	+ 25%
MUS	76711	Graduate Percussion (2 or 4)	$ 80–160	$100–200	+ 25%
MUS	76912	Applied Music–Graduate Guitar (2 or 4)	$ 80–160	$100–200	+ 25%
THEA	11524	Introductory Costuming (3)	$ 10.00	$ 20.00	+100%
THEA	11622	Introductory Scenery (3)	$ 15.00	$ 20.00	+ 33%
THEA	21306	Musical Theatre Performance I (3)	—	$ 75.00	+
THEA	21501	Sophomore Portfolio Review (1)	—	$ 30.00	+
THEA	31501	Junior Portfolio Review (1)	—	$ 30.00	+
THEA	31524	Costume Design (3)	$ 55.00	$ 90.00	+ 64%
THEA	31701	Movement II (3)	$ 10.00	—	–
THEA	41191	Variable Topic Seminar in Theatre History: Medieval Theater (3)	—	$200.00	+
THEA	41307	Musical Theatre Performance II (3)	—	$ 75.00	+
THEA	41501	Senior Portfolio Review (1)	—	$ 30.00	+
THEA	41525	Props and Crafts (3)	$ 80.00	$110.00	+ 38%
THEA	41621	Presentation Media (3)	$ 45.00	$ 76.00	+ 69%
THEA	51191	Variable Topic Seminar in Theatre History: Medieval Theater (3)	—	$200.00	+
THEA	51525	Props and Crafts (3)	$ 80.00	$110.00	+ 38%
THEA	51621	Presentation Media (3)	$ 45.00	$ 76.00	+ 69%
THEA	61525	Millinery and 3-D Characters (3)	$ 80.00	$135.00	+ 69%
THEA	61701	Movement Form and Space II: Neutral and Character Mask (3)	—	$ 10.00	+
College of Arts and Sciences					
ANTH	18631	Issues in Human Evolution (1)	$ 20.00	$ 15.00	– 25%
BSCI	10003	Laboratory Experience in Biology (1)	—	$ 25.00	+
BSCI	10120	Biological Foundations (4)	$ 8.00	$ 25.00	+213%
BSCI	20020	Biological Structure and Function (5)	$ 10.00	$ 20.00	+100%
BSCI	20140	Cell Biology (4)	$ 28.00	$ 50.00	+ 79%
BSCI	20275	Local Flora (4)	$ 40.00	$ 50.00	+ 25%
BSCI	30171	General Microbiology (4)	$ 28.00	$ 50.00	+ 79%
BSCI	30360	General Ecology (4)	—	$ 20.00	+
BSCI	30518	Vertebrate Anatomy (4)	$ 32.00	$ 50.00	+ 56%
BSCI	30519	Vertebrate Embryology and Developmental Anatomy (4)	—	$ 25.00	+

COURSE		COURSE TITLE	FEE 2008–09	PROPOSED 2009–10	+/– %
College of Arts and Sciences *continued*					
BSCI	30560	Invertebrate Zoology (4)	—	$ 40.00	+
BSCI	30580	Entomology (4)	—	$ 25.00	+
BSCI	30582	Ornithology (4)	$ 40.00	$ 50.00	+ 25%
BSCI	40195	Special Topics: Aquatic Ecology (3)	—	$ 60.00	+
BSCI	40195	Special Topics: Advanced Physiology (1)	—	$ 25.00	+
BSCI	40277	Morphology of Lower Plants (4)	—	$ 5.00	+
BSCI	40368	Wetland Ecology and Management (4)	$ 40.00	$ 50.00	+ 25%
BSCI	40430	Animal Physiology (3)	$ 8.00	—	–
CHEM	10031	Chemistry in Our World Laboratory (1)	$ 20.00	$ 35.00	+ 75%
CHEM	10053	Inorganic and Organic Laboratory (1)	$ 20.00	$ 35.00	+ 75%
CHEM	10062	General Chemistry I Laboratory (1)	$ 20.00	$ 35.00	+ 75%
CHEM	10063	General Chemistry II Laboratory (1)	$ 20.00	$ 35.00	+ 75%
CHEM	10960	Honors General Chemistry (5)	$ 20.00	$ 35.00	+ 75%
CHEM	10961	Honors General Chemistry (5)	$ 20.00	$ 35.00	+ 75%
CHEM	30107	Analytical Chemistry Laboratory I (1)	—	$ 60.00	+
CHEM	30108	Analytical Chemistry Laboratory II (2)	—	$ 80.00	+
CHEM	30475	Organic Chemistry Laboratory I (1)	$ 40.00	$ 60.00	+ 50%
CHEM	30476	Organic Chemistry Laboratory II (1)	$ 40.00	$ 60.00	+ 50%
CHEM	40113	Chemical Separations (3)	$ 20.00	—	–
CHEM	40114	Electroanalytical Chemistry (3)	$ 20.00	—	–
CHEM	40251	Advanced Biological Chemistry Laboratory (2)	$ 80.00	$120.00	+ 50%
CHEM	40364	Intermediate Inorganic Chemistry Laboratory (1)	$ 40.00	$ 60.00	+ 50%
CHEM	40477	Intermediate Organic Chemistry Laboratory (1)	$ 40.00	$ 60.00	+ 50%
CHEM	40557	Physical Chemistry Laboratory (2)	$ 40.00	$ 60.00	+ 50%
CHEM	40568	Elementary Physical Chemistry Laboratory (1)	—	$ 60.00	+
CS	10001	Computer Literacy (3)	$ 20.00	$ 40.00	+100%
CS	10051	Introduction to Computer Science (4)	$ 20.00	$ 40.00	+100%
CS	10061	Introduction to Computer Programming (3)	$ 20.00	$ 40.00	+100%
CS	13401	User-Level Computer Security (3)	—	$ 25.00	+
CS	23021	Computer Science I: Programming and Problem Solving (4)	$ 26.68	$ 40.00	+ 50%
CS	33001	Computer Science II: Data Structure and Abstraction (3)	$ 20.00	$ 40.00	+ 100%
CS	33011	Speed Programming Techniques (3)	—	$ 40.00	+
CS	33092	Speed Programming Practicum (2)	—	$ 40.00	+
CS	33211	Operating System (3)	$ 10.00	$ 40.00	+300%
CS	33223	UNIX Tools (3)	—	$ 40.00	+
CS	38101	Introduction to Game Programming (3)	—	$ 40.00	+
CS	42201	Introduction to Numerical Computing I (3)	$ 10.00	$ 25.00	+150%
CS	42202	Introduction to Numerical Computing II (3)	$ 10.00	$ 25.00	+150%
CS	43005	Introduction to Database System Design (3)	—	$ 25.00	+
CS	43006	Theory of Object-Oriented Programming (3)	$ 20.00	$ 25.00	+ 25%
CS	43202	Systems Administration (3)	—	$ 55.00	+
CS	43203	Systems Programming (3)	$ 20.00	$ 40.00	+100%
CS	43401	Secure Programming (3)	—	$ 40.00	+
CS	43901	Software Engineering (3)	$ 20.00	$ 40.00	+100%
CS	44201	Artificial Intelligence (3)	$ 10.00	$ 55.00	+450%
CS	45111	Principles of VLSI Design (3)	$ 30.00	$ 55.00	+ 83%
CS	45201	Computer Communication Networks (3)	$ 10.00	$ 55.00	+450%
CS	45231	Internet Engineering (3)	$ 20.00	$ 40.00	+100%
CS	47101	Computer Graphics (3)	$ 20.00	$ 55.00	+175%
CS	47105	Web Design and Programming I (3)	—	$ 20.00	+
CS	47106	Web Design and Programming II (3)	—	$ 20.00	+
CS	47201	Human Computer Interaction (3)	—	$ 55.00	+

COURSE		COURSE TITLE	FEE 2008–09	PROPOSED 2009–10	+/– %
College of Arts and Sciences *continued*					
CS	47205	Information Security (3)	—	$ 40.00	+
CS	47221	Introduction to Cryptology (3)	—	$ 25.00	+
CS	48101	Game Engine Concepts (3)	—	$ 55.00	+
CS	48102	Game Development Practicum (3)	—	$ 55.00	+
GEOG	41052	Glaciers and Glaciation (3)	—	$100.00	+
GEOG	51052	Glaciers and Glaciation (3)	—	$100.00	+
GEOG	71052	Glaciers and Glaciation (3)	—	$100.00	+
GEOL	44052	Glaciers and Glaciation (3)	—	$100.00	+
GEOL	54052	Glaciers and Glaciation (3)	—	$100.00	+
GEOL	74052	Glaciers and Glaciation (3)	—	$100.00	+
HORT	36014	Plant Propagation and Greenhouse Production (3)	—	$ 24.00	+
HORT	46014	Garden Center and Nursery Production Management (3)	—	$ 38.00	+
MATH	10005	Core Mathematics I and II (4)	—	$ 22.50	+
MATH	10006	Core Mathematics III and IV (4)	—	$ 22.50	+
MATH	10021	Core Mathematics I (2)	$ 15.00	$ 22.50	+ 50%
MATH	10022	Core Mathematics II (2)	$ 15.00	$ 22.50	+ 50%
MATH	10023	Core Mathematics III (2)	$ 15.00	$ 22.50	+ 50%
MATH	10024	Core Mathematics IV (2)	$ 15.00	$ 22.50	+ 50%
College of Business Administration					
MIS	44095	Special Topics: Learning to Lead (3)	$280.00	$434.00	+ 55%
College of Communication and Information					
VCD	28000	Photography (3)	$ 55.00	$ 65.00	+ 18%
VCD	28002	Photography II (3)	—	$125.00	+
VCD	38003	Photo Technology (3)	$ 45.00	$ 90.00	+100%
VCD	38004	Advanced Photography (3)	$ 45.00	$ 90.00	+100%
VCD	48005	Color Photography (3)	$ 55.00	$110.00	+100%
VCD	48007	Photo Illustration Techniques (3)	$ 45.00	$ 90.00	+100%
College of Education, Health and Human Services					
PEB	10095	Special Topics: Beginning Ice Hockey (1)	—	$ 35.00	+
PEB	10095	Special Topics: Intermediate Ice Hockey (1)	—	$ 35.00	+
PEB	10095	Special Topics: Broomball (1)	—	$ 35.00	+
PEB	11325	Advanced Ice Hockey (1)	$ 25.00	$ 35.00	+ 40%
PEB	11904	Beginning Ice Skating (1)	$ 25.00	$ 35.00	+ 40%
PEB	12004	Basic Figure Skating (1)	$ 25.00	$ 35.00	+ 40%
College of Nursing					
NRST	10001	Foundations of Nursing Agency (5)	—	$176.00	+
NRST	10003	Nursing Agency I (6)	—	$211.00	+
NRST	20206	Nursing Agency II (5)	—	$176.00	+
NRST	20208	Nursing Agency III (6)	—	$211.00	+
College of Technology					
COMT	11009	Computer Assembly and Configuration (4)	$100.00	—	–
TECH	25351	Fundamentals of Air Traffic Control Lab	—	$450.00	+
TECH	34344	En-Route Air Traffic Control Laboratory	—	$450.00	+
TECH	35342	Air Traffic Control	—	$450.00	+
TECH	35646	Instrument Helicopter Flight (2)	—	$10500.0	+
TECH	35648	Instrument Helicopter Flight Add-On (1)	—	$4000.00	+
TECH	35749	Commercial Helicopter Flight (3)	—	$2780.00	+
TECH	45321	Air Traffic Control II Laboratory	—	$450.00	+
TECH	63870	Facility Design and Material Handling (3)	—	$ 25.00	+
Honors College					
HONR	30197	Colloquium: Medieval Drama	—	$200.00	+

EDUCATIONAL POLICIES COUNCIL
Minutes of the Meetings of Monday, 27 April 2009

Minutes of the Graduate Council Pages 1–4
Minutes of the Undergraduate Council Pages 5–9

GRADUATE COUNCIL

Ex-officio Members present: Senior Vice President and Provost Robert G. Frank; Faculty Senate Chair Thomas Janson; Executive Dean Gregory L. Andrews; Dean Evelyn S. Goldsmith; Associate Deans Nancy E. Barbour, Karen W. Budd, LuEtt J. Hanson, Ralph Lorenz, Frederick R. Schroath, John R. Stalvey;

Ex-officio Members not present: Associate Deans Diane Davis-Sikora, Isaac R. Nettey, Barbara F. Scholman

Faculty Senate-Appointed Representatives present: Donald (Mack) Hassler, Erica B. Lilly, Fred T. Smith, James A. Tyner

Faculty Senate-Appointed Representative not present: Paul A. Farrell

Graduate Council Representatives present: Nichole Egbert, Ann F. Jacobson, Yuko Kurahashi, John H. Thornton

Graduate Council Representatives not present: John C. Duncan, Alison J. Smith, Gregory S. Stroh, John D. West

Observers present:

Observers not present: Aron Massey (Graduate Student Senate)

Consultants and Guests present: Sonia A. Alemagno, Kamal F. Bichara, Beth A. Bilek-Golias, Stephane E. Booth, Thomas W. Brewer, Timothy J. Chandler, David M. Dees, Lisa N.H. Delaney, Regina Garcia Cano (Daily Kent Stater), Mary Ann Haley, Mark Manley, David Mohan, Jennifer Sandoval, Christopher J. Woolverton

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Educational Policies Council Co-chair Thomas Janson called to order the EPC Graduate Council at 3:21 p.m., Monday, 27 April 2009, in Room 204 of the Kent Student Center.

Dean Evelyn S. Goldsmith began the meeting by saying that this was an exciting day because this is the first time the graduate council is meeting in this decade and with swine flu being in the news it is appropriate that there are public health proposals on the agenda. She pointed out that there are also some discussion items on the agenda to get the council thinking about how to adjust policy in graduate education.

Action Item I: Oversight transfer of the Communication Studies [COMM] major within the Doctor of Philosophy [PHD] degree from the School of Communication Studies to the College of Communication and Information.

Associate Dean LuEtt J. Hanson explained that the main goal of this proposal is to expand participation in the degree within all four of the College of Communication and Information's schools. Associate Dean Hanson moved approval of the item, which was seconded by Associate Professor Erica B. Lilly. With no questions or comments the item passed unanimously.

Information Item I: Establishment of a memorandum of agreement with National Taichung University (Taiwan).

The item was withdrawn.

Information Item 2: Establishment of a Community College Leadership post-baccalaureate [C619] and post-master's [C830] certificate.

Associate Professor Lilly asked Dean Daniel F. Mahony if students enrolling for these certificates have to be enrolled in the Higher Education Administration and Student Personnel program, or if they can just earn the certificate. Dean Mahony replied that the certificates are independent of the Higher Education Administration program and is actually geared toward students who would not normally be in the Higher Education Administration program.

Information Item 3: Program development plan to be sent to the Ohio Board of Regents for preliminary approval to establish a Master of Public Health degree.

Dean Goldsmith introduced Dr. Sonia Alemagno as the principle faculty in the College of Public Health. Associate Professor Lilly asked where the administration of this program would be housed, since there is no separate building being built. Senior Vice President and Provost Robert G. Frank said that his office is currently in the process of identifying where it will be housed. Associate Professor Lilly then asked if people would be displaced by this process. Provost Frank explained that the university is a closed system, and people will be relocated. However, he said, his office is looking for a space that would incur minimal disruptions.

Information Item 4: Program development plan to be sent to the Ohio Board of Regents for preliminary approval to establish a PhD degree in Public Health.

There were no questions or comments brought forth.

Discussion Item 1: Criteria for teaching at the graduate level.

Dean Goldsmith stated that most departments are focusing on revising handbooks that define what it means to be "graduate faculty". She stated that she is hoping to engage in a conversation that will consider minimum criteria university-wide.

Provost Frank said that the discussions items appear to be connected. He also asked why there would not be just one faculty status to encompass all of the items. Dean Goldsmith assured Provost Frank that items 2 and 3 are different. Associate Dean John R. Stalvey said that there is nothing in Kent State's policy that allows or prevents faculty from sponsoring dissertations students. University policy states there is a minimum of a terminal degree and that, anyone with a Ph.D. should be able to serve as graduate faculty. Associate Dean Frederick W. Schroath stated that the Graduate School of Management has a specific policy as to how faculty gain status; not everyone with a terminal degree gains faculty status. Dean Goldsmith asked it this policy is worth reviewing. Provost Frank said that, as a university issue, it is worth discussion; for the most part the university has allowed faculty to continue advising dissertation students. However, with regard to Public Health it should not be reviewed yet. Associate Dean Stalvey said that the College of Arts and Sciences allows individuals who leave the university, if they wish to continue, to finish out with dissertation students. He added that it makes sense that a move within the university be acceptable.

Item 2: Review of policy on role and status of graduate student appointees, specifically the current deadline of 1 April to give notice to students of reappointment or non-reappointment. *See attached handout.*

Dean Goldsmith explained that Legal Council is concerned about the 1 April date as being too specific for the notices. Legal would like the date either removed or revised. Associate Dean Stalvey asked if "the first week of April" would be better than a specific date. Associate Professor Ralph Lorenz stated that often departments do not know their budget at that time. Associate Professor Lilly said that she felt that the university needs to give students the ability for a "plan B" as early as possible, if they are not being reappointed. Professor Fred T. Smith said that he thought the deadline should be a little later or in the end of April. Associate Dean Hanson stated she was in favor of pushing the date back because evaluation of academic progress happens after 1 April. To which, Associate Dean Stalvey, pointed out that if a student is removed from a program he/she can no longer retain a graduate assistantship. Associate Dean Hanson replied that when considering grievances, however, an offer letter would be another thing in the student's favor.

Dean Goldsmith asked how many departments give notice of non-reappointments. Approximately six members raised their hands to indicate that their department gives notice of non-reappointment. Associate Dean Stalvey said that the Council of Graduate Schools gives until the 15th day, which allows students to scramble for a couple of weeks for another appointment. Dean Goldsmith offered to ask legal to draft a proposal that she would bring back to the Educational Policies Council. Provost Frank asked why Legal Council would bring it before EPC. He added that members do not know what the problem is exactly and suggested that the council leave it as is for now. Dean Goldsmith stated that there was an issue, but that she would get more background.

Discussion Item 3: Development of a policy regarding who is able to chair a dissertation.

Faculty Senate Chair Janson said that there was a recommendation by a former dean of the College of the Arts that if an advisor retired, another faculty member could serve as co-advisor. However, he said, this became difficult because of the university's payment policy. He added that it does seem helpful for the student to have someone on campus to go to. Associate Dean Schroath said that that was the policy in the Graduate School of Management. Associate Dean Stalvey said that if the retired/seperated faculty member is not a member in the collective bargaining agreement we don't have to pay them. Chair Janson said that it is in the interest of helping the student to keep the faculty around.

Lesser Action Item 1: Revision of the admission policy for the Financial Engineering [FEM] major within the Master of Science [MS] degree.

Associate Dean Schroath stated that this is in response to the program being more quantitative and more like a traditional forthright lecture program.

A motion to adjourn was placed before the members by Associate Dean Schroath and seconded by Associate Professor John Thornton.

The meeting was adjourned at 3:47 p.m.

Respectfully submitted,

Lisa N.H. Delaney
Academic Program Coordinator, Curriculum Services
Office of the Provost

UNDERGRADUATE COUNCIL

Ex-officio Members present: Senior Vice President and Provost Robert G. Frank; Executive Dean Gregory L. Andrews; Deans James E. Dalton, Laura Cox Dzurec, Verna M. Fitzsimmons, Daniel F. Mahony, Timothy S. Moerland, Mark W. Weber, Donald R. Williams; dean representatives Nancy E. Mitchell for John R. Crawford, Gregory M. Blase for Jeffrey W. Fruit, Frederick R. Schroath for Robert B. (Yank) Heisler, Jr.,

Ex-officio Member not present: Dean Gary M. Padak

Faculty Senate-Appointed Representatives present: Paul P. Abraham, Min He, Barbara J. Hipsman-Springer, Thomas Janson, Mandy Munro-Stasiuk, Lowell S. Zurbuch

College Curriculum Committee Representatives present: E. Thomas Dowd, David A. Dumpe, Diana L. Fleming, Bruce J. Gunning, John W. Hawks, Shawn Simmons, Stephen M. Zapytowski

College Curriculum Committee Representatives not present: Charles L. Harker

Observers present:

Observers not present: Sean Mostov (Undergraduate Student Government)

Consultants and Guests present: Sonia A. Alemagno, Kamal F. Bichara, Beth A. Bilek-Golias, Stephane E. Booth, Thomas W. Brewer, Timothy J. Chandler, David M. Dees, Lisa N.H. Delaney, Regina Garcia Cano (Daily Kent Stater), Mary Ann Haley, Mark Manley, David Mohan, Jennifer Sandoval, Christopher J. Woolverton

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Senior Vice President and Provost Robert G. Frank called to order the EPC Undergraduate Council at 3:47 p.m., on Monday, 27 April 2009, in Room 204 of the Kent Student Center.

Action Item 1: Approval of the minutes of 30 March 2009.

Dean Donald R. Williams moved for approval, seconded by Dean Verna M. Fitzsimmons. With no corrections or comments, the motion passed unanimously.

Action Item 2: Revision of the Liberal Education Requirements as recommended by the LER Core Committee.

Senior Associate Provost Timothy J.L. Chandler led the discussion and said that he would like to address five or six major points and then move the EPC to accept this report. He outlined the committee's recommendations with the following:

1. All LER courses should have clearly stated learning outcomes that are congruent with the 21st Century Philosophy Statement. The committee's charge was to increase student engagement.
2. All approved LER courses within a major must be listed as a major course, which improves navigability. The committee wanted to ensure that choice is provided to students.
3. The LER courses do not have to be done within the first 60 hours. This will foster life-long learning. Also, when asked, students felt they would get more out of the LER courses if they are taken later rather than earlier.

4. Encourage all departments to make their LER courses part of the Transfer Module.
5. All students must take 6 credit hours of applied literacies.

Senior Associate Provost Chandler added that there has been pushback on a number of issues, but that he moves for acceptance of the report. He explained that what EPC members would be enabling to happen is for the implementation committee to being their work, which will also come before EPC. Assistant Professor Bruce J. Gunning seconded the motion.

Assistant Professor David A. Dumpe asked if the course being specified is both in the major and an LER and is now specified as a major course, can it also be counted as an LER. Senior Associate Provost Chandler replied in the affirmative.

Dean Timothy S. Moerland said that the College of Arts and Sciences College Curriculum Committee has spent quite a bit of time reviewing the report. They found a number of things needing clarification: (1) unintended consequences, (2) college specific items, (3) “huh?” items. He said there is a problem with parsing of the LER courses within the college in that some programs have LER courses in their requirements. Senior Associate Provost Chandler said that they may be called major requirements but not LER courses.

Dean Moerland said there is also an inherent conflict within the applied literacies category and the acceptable Transfer Module. He said that the Ohio Transfer Module policy has no language acquisition course that satisfies the Transfer Module while remaining LER courses. Senior Associate Provost Chandler said that the college might think about offering other courses that fit the Transfer Module. He agreed that there is still a disconnect within foreign language and the Transfer Module; but the committee thinks foreign language is a valuable thing for an education. He added that compromise is the hope to find a place within the Transfer Module for foreign languages. The university is able to influence Ohio in including foreign languages in the Transfer Module, he said. He stated that this idea is aspirational and not something that will happen quickly.

Senior Associate Provost Chandler said that he understands there is a humanities issue as well. He said that under the current system there are 9 credit hours assigned to the LER courses. The Transfer Module only requires 6 credit hours: 3 from humanities and 3 from fine arts. He added that students most likely will end up taking at least 9 credit hours through the diversity courses. He pointed out that 60 percent of the diversity courses are within the LER courses.

Dean Moerland asked Senior Associate Provost Chandler his thoughts on the capstone course requirement. Senior Associate Provost Chandler said that it is something the committee believed is important in integrating the LER courses with the student’s major program. “It seemed to us that we had an obligation to help students understand why the LER courses are relevant because that was the biggest complaint we heard. If we move to a learning outcomes approach, any capstone will help them make the connection between LER courses and their program of study”. He added that he was not saying that it needs to be a new course or which course, but learning outcomes can be added to an existing course. He said that he recognized that there are a large number of students in the psychology and biology majors, and that those departments may have a difficult time staffing the capstone courses.

Dean Moerland asked who would be a member of the implementation team. Senior Associate Provost Chandler said that it would be comprised of some members of the URCC and some members of the Core Committee, in order to maintain the integrity of the report. He added that nominations are currently being taken for faculty.

Dean Moerland asked what the total number of members would be. Senior Associate Provost Chandler said that he guessed around 14-16 members. Provost Frank added that while composition of the committee is important, it is far from the last input that will be heard.

Dean Mark W. Weber asked if there will be regular additions of LER courses that will go through the URCC. Dean Williams said that at least a statement of learning objectives will need to go through the URCC for all existing courses and any new ones. Dean Weber asked if there would be more control over what gets approved in the future. Dean Williams stated that courses will be passed based on how they meet the learning outcomes and objectives. Once the criteria is determined, courses will be approved. Dean Weber then asked what the odds of the LER structure remaining the same before and after review. Senior Associate Provost Chandler said that he would venture the guess of it remaining about the same. He said Responsibility Centered Management (RCM) may affect this. There may be some slimming down and that it is up to the implementation committee members as to how they will accept new courses, he continued. All the current committee is asking is for existing courses to be reviewed to meet the objectives. Dean Daniel F. Mahony asked about how long the process will take. Senior Associate Provost Chandler said that the hope is that over the fall semester as that as many of these courses will be review as possible; and that all new courses will be submitted for the last EPC to implement for fall 2010. He added that the committee hopes for a review around 2012. He said that the committee thinks that this is about as far as they can go in the first step and it should be implemented to see how it goes.

Chair Janson pointed out that EPC has its own subcommittee, the URCC. He said that EPC members needs to agree that they want that type of implementation or have them sent to URCC. The URCC will decide if it needs new membership to help with the job.

Dean Mahony asked if acceptance of this proposal meant accepting every word in the document. Provost Frank replied in the negative, saying that acceptance would just be referring the document to the implementation team.

Professor Smith asked if the URCC is in the same position to accept the report. Chair Janson said that normally anything that is brought here is sent to URCC first and then brought to this committee for review. Provost Frank said that the URCC has been overseeing this process for years. He added that now is the time to introduce new ways of thinking. “We are talking about this as if things are not broken here, they are. Now we are paying the price, our students are taking 4½ years to graduate.” He added that he is concerned that members are trying to bog the report down in committees. Now is the time to move ahead with the LER courses, he said. Chair Janson said that most of the members agreed with what the Provost said, but they are wondering if the URCC should make the decisions. Provost Frank said that in his view they can either move the report forward or send it to URCC in which things are not known for moving quickly. Dean Williams said that this implementation team model might be better because URCC is made up of a majority of faculty who may be out for the summer.

Provost Frank called for a vote; the item passed unanimously.

Chair Janson said that departments need to be notified that this decision was made so they can begin to think about how to rework the courses for the fall. He added that there is also money available through the Faculty Professional Development Center to begin this. Associate Provost Stephane E. Booth added that the due date for those funds is Wednesday (April 29, 2009). Provost Frank said that his office would take care of the notifications.

Action Item 2: Establishment of writing-intensive course (WIC) status for ARCH 30022 Urban Design and Urban Writing, which has changed its title to Urban Design Discourse.

Dean Williams moved approval of the item. The motion was seconded by Executive Dean Gregory L. Andrews. The item passed unanimously.

Action Item 3: Establishment of a Bachelor of Science in Public Health [BSPH] degree and 15 new courses with the new PH course subject. Total credit hours to program completion are 122-125.

Advisor to the Provost Dr. Sonia Alemagno said that the preliminary prospectus for this degree proposal went through EPC in January and was forwarded to the Ohio Board of Regents (OBR). The OBR returned the proposal with positive feedback. The college curriculum committees from the colleges of Arts and Sciences and of Education, Health and Human Services have approved this proposal. Provost Frank added that this would be the first Bachelor of Science in Public Health in the state of Ohio. He then moved for approval of the item. Assistant Professor Bruce J. Gunning seconded the motion.

Professor Donald (Mack) Hassler asked if the course in microbiology was a duplicate of one that already exists. Provost Frank said that the course he was referring to had been removed and replaced by another one that does not appear on the agenda. Professor Christopher J. Woolverton added that the course was taken off the books in favor of a course titled “Sanitation and Hazardous Materials Management.”

Dean Moerland said that the course forms indicate that there has not been contact with departments that some of these courses may affect. Dr. Alemagno said that the curriculum committees of the colleges of Arts and Sciences and of Education, Health and Human Services reviewed the proposal for encroachment issues. Dean Moerland asked if that becomes a form of consultation. Dr. Alemagno explained that degree requires public health courses in five disciplines. Provost Frank added that the university has approved a College of Public Health, if other programs have courses that deal with public health they will need to yield to public health. He also said that there is not nearly as much overlap as was first perceived. Provost Frank offered that a work group could be created to address Dean Moerland’s concerns about duplication of effort and staffing. He said that Dr. Alemagno will work with the staff in public health to talk with the staff of Dean Moerland’s choosing from the College of Arts and Sciences. Provost Frank added that he would be surprised if the issues cannot be resolved. He then asked Dean Moerland that if a caucus is formed, would the dean be comfortable to move forward. Dean Moerland asked if the courses and program could be split apart. The answer was no. Provost Frank then asked Dr. Alemagno the time line for approval of this proposal. Dr. Alemagno said that she would like it to go to Faculty Senate on May 11th and to the Board of Trustees for its June meeting. She added that it can be approved to go ahead today, and if the caucus doesn’t resolve the issues she can bring the proposal back to the EPC.

Associate Professor Lilly pointed out that the proposal’s total credit hours are higher than the average 121. Provost Frank said that this will be the 30th program with the total credit hours above 121.

Dean Williams said that he noticed some of the requirements were for particular LER courses which is consistent with the current model, but not for the proposed LER model. He noted that this would need to be revised with the implementation of the new LER structure.

Provost Frank called for a vote on the item, which passed unanimously.

Chair Janson asked what was to be presented to Faculty Senate if the courses are under review. Senior Associate Provost Chandler said that this proposal is considered approved unless there are amendments that need to be brought before EPC.

With no questions or comments about the information or lesser action items, the meeting was adjourned at 4:42 p.m.

Respectfully submitted,

Lisa N.H. Delaney
Academic Program Coordinator, Curriculum Services
Office of the Provost

KENT STATE UNIVERSITY | POLICY ON ROLE AND STATUS OF GRADUATE STUDENT APPOINTEES

- I. GRADUATE APPOINTEE INVOLVEMENT IN GOVERNANCE
- II. CATEGORIES FOR GRADUATE SERVICE APPOINTMENTS
- III. STIPEND/TUITION REMISSION DURING SUMMER SESSIONS PRIOR TO OR AFTER A SERVICE APPOINTMENT
- IV. EVALUATION OF PERFORMANCE
- V. COUNCIL OF GRADUATE SCHOOLS' POLICY
- VI. REAPPOINTMENT, DISMISSAL AND RESIGNATION POLICY
- VII. GRADUATE APPOINTMENT SERVICE COMMITMENT
- VIII. GRIEVANCE PROCEDURE
- IX. RESPONSIBILITY FOR COMPLIANCE

VI. REAPPOINTMENT, DISMISSAL AND RESIGNATION POLICY

At the time of the initial notification of appointment the department shall clearly communicate its policy on limits on the number of years of support at the master's and doctoral levels. Reappointment is determined by the student's department. Reappointment may be available, contingent upon good progress toward completion of the degree and satisfactory performance of duties. If a service appointee is not to be reappointed, he or she will be given written notice informing the student of the non-reappointment and of the reasons therefore. **Notices of non-reappointment and of reappointment will be given to students prior to April 1st of the spring semester.** During the semester in which an appointee receives a master's degree the student must apply and be accepted into a doctoral or educational specialist program in order to be considered for further appointments. A student may not simultaneously hold a graduate appointment and a full time fellowship or other appointment from a non-university source.

Dismissal is the termination of the contract for cause. Dismissal may be effected for the violation of the terms of the appointment. The department will give written notice of a recommendation for dismissal to the appointee along with the reasons for the recommendation. This recommendation is forwarded to the appropriate graduate dean for action. If a student is dismissed for academic reasons then the appointment is terminated at that time. Any service appointee who has not been reappointed or has been dismissed may appeal the decision. The appeal must be initiated in writing to the grantor of the appointment within one week of non-reappointment or dismissal.

Notification of resignation by a service appointee is expected to be early enough to obviate serious detriment to the university. An appointee intending to resign should give written notice as early as possible. The appointee may inquire into and consider the acceptance of an appointment elsewhere anytime and without previous consultation. It is agreed, however, that if a definite offer follows, the appointee shall not accept it without giving such notice, in writing, as is indicated in the previous provision (Section V).

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 13-Apr-09 Curriculum Bulletin _____

Effective Date Fall 2009 Approved by EPC _____

Department Graduate Studies

College select one

Degree

Program Name Program Code

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

Proposal Revise Program Policy

Description of proposal:

The GSAAC committee met and voted to change the language used in the Qualitative Requirements for graduate students as listed in the 2008-2009 Graduate Catalog on page 26. The revised language will state: "A graduate student who receives a combination of more that 8 hours of "B-(2.7)" or lower grades, or more than 4 hours of grades lower than "C(2.0)" is subject to dismissal.

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):

There is no impact to other programs. The result of the change reflects the change to a plus-minus grading system. The result of the change will also change the standards for dismissal from quality point deficiences to number of courses with grades below the 3.0 baseline.

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

EHHS, Nursing, COTA, CAED, College of Technology, CCI, Graduate School of Management, College of Arts & Sciences, Graduate Studies

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REQUIRED ENDORSEMENTS

_____ ___/___/___

Department Chair / School Director / Campus Dean

_____ ___/___/___

College Dean

_____ 4/15/2009

Executive Dean of Regional Campuses / Dean of Graduate Studies

_____ ___/___/___

Senior Vice President for Academic Affairs and Provost

Transmittal Memo

Date: April 13, 2009

Summary Statement

The purpose of this proposal is to revise the language used in the current University policy regarding Qualitative Requirements as stated on page 26 of the 2008-2009 Graduate Catalog. The current language reads: "A graduate student who receives a combination of more than 7 hours of "C (2.0)" or lower grades or more than 4 hours of grades lower than "C (2.0)" is subject to dismissal. This current language does not take into consideration the grading system that is now used which includes two grades between the GPA maintenance grade (B) and the lowest accepted grade (C): B-(2.7) and C+ (2.3). Courses in which graduate students receive a B-(2.7), or C+(2.3) are now accepted and counted; however these grades can hurt the student's cumulative GPA without generating a warning until almost more than two thirds of some programs of study are completed.

The proposed revision of the Qualitative Requirements policy will change the standards for dismissal away from *quality point deficiencies* to *number of courses* with grades below the 3.0 baseline. A total of eight hours or approximately three courses will be used as the standard. The revised language of the policy will read:

> A graduate student who receives a combination of more than 8 hours of "B- (2.7)" or lower grades, or more than 4 hours of grades lower than "C (2.0)" is subject to dismissal.

Curricular Bodies that have been consulted relative to this action:

College of Education, Health and Human Services Graduate Council

College of Nursing

College of The Arts

College of Architecture & Environmental Design

College of Technology

College of Communication and Information

College of Business Administration and Graduate School of Management

College of Arts & Sciences

Graduate Studies

Proposal Summary

Title: Revision to the University policy regarding Qualitative Requirements relative to Academic Regulations for Graduate students. This revision will be reflected in the Graduate Catalog.

Subject Specification: The purpose of this proposal is to revise the language used in the current University policy regarding Qualitative Requirements to read: A graduate student who receives a combination of more than 8 hours of "B- (2.7)" or lower grades, or more than 4 hours of grades lower than "C (2.0)" is subject to dismissal.

Background Information: The purpose of this proposal is to revise the language used in the current University policy regarding Qualitative Requirements. The language of the current policy reads:

> Graduate Students are expected to maintain a 3.0 average in all work attempted at Kent State. A student who fails to maintain a 3.0 average is subject to dismissal. In addition, in order to qualify for graduation, a 3.0 average must be maintained for all graduate coursework. Grades below "C (2.0)" are not counted toward completion of requirements for any advanced degree, but are counted in evaluating a student's grade point average. **A graduate student who receives a combination of more than 7 hours of "C (2.0)" or lower grades or more than 4 hours of grades lower than "C (2.0)" is subject to dismissal.**

In effect, this means 8 hours of any grade lower than the grade that would maintain the required GPA or 5 hours of any grade that is not accepted as completing the requirement, are the standards that will trigger a warning or serve as grounds for dismissal. Since Kent State has now moved to a plus-minus grading system, there are two grades between the GPA maintenance grade (B) and the lowest accepted grade (C): B-(2.7) and C+ (2.3). Courses in which graduate students receive a B-(2.7) or C+ (2.3) are now accepted and counted. In doing so, however, these grades can hurt the cumulative 3.0 GPA as required by the current Qualitative Requirements policy. More importantly, no warning is triggered or generated by these grades until almost more than two thirds of some programs of study are completed.

The proposed revised language of the Qualitative Requirements policy will change the standards for dismissal away from *quality point deficiencies* to *number of courses* with grades below the 3.0 baseline. A total of nine hours or three courses will be used as the standard. Nine hours is approximately one-quarter of most programs of study. The revised language of the policy will read:

> A graduate student who receives a combination of more than 8 hours of "B- (2.7)" or lower grades, or more than 4 hours of grades lower than "C (2.0)" is subject to dismissal.

Alternatives and Consequences: The alternative is to not change the current language and thus allow graduate students to continue to complete almost two thirds of their program of study without being warned of the possibility of not earning the required cumulative GPA of 3.0.

Specific Recommendation and Justification: Revise the language of the Qualitative Requirements policy to read: A graduate student who receives a combination of more than 8 hours of "B- (2.7)" or lower grades, or more than 4 hours of grades lower than "C (2.0)" is subject to dismissal. This will allow for a graduate student to be warned of the possibility of not earning the required GPA of 3.0 to qualify for graduation.

Timetable and Actions Required:

Approved by Graduate Studies Administrative Advisory Council	Spring 2009
Approval by Graduate Councils within Graduate Schools	Spring 2009
Approval by EPC	Spring 2009
Approval by Faculty Senate	Spring 2009
Implementation	Fall 2009

Program Development Plan
Kent State University/University of Akron Joint Doctoral Program in History

The Departments of History at Kent State University and The University of Akron propose a new Joint doctoral program in Global/World History that will combine a pedagogical emphasis on global/world history with strong scholarly expertise in area studies to create an innovative advance in historical education and research. While new programs in Global/World History are emerging around the country, these are largely "add-on" programs that do not transform either the way scholars are trained or the way they conduct their research. The proposed joint program will employ an innovative curriculum to train students to "do and teach history" in a global/world context while the combined scholarly strength of the two departments, 38 active scholars, will establish strong area expertise in American, European, East Asian, Latin American, Middle Eastern and African studies to give students the intellectual depth required for historical scholarship with a global perspective. The intent of the program is to train historians who will be able to effectively contribute to the contemporary understanding of globalization through research and new pedagogical approaches. As such we expect the program to achieve national (at least) recognition as a model for the training of engaged historical scholarship to prepare students to compete and thrive in the global market in the 21st Century.

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 La Pietra Initiative of the Organization of American Historians (OAH) calls for internationalization of American history, as well as all other nations' history, to deepen its contextualization and to extend transnational relations in research and teaching. (For the OAH initiative, see http://www.oah.org/activities/lapietra/.) To reflect this new direction in the history profession, this joint program will design two core courses: Methods on Internationalizing Historical Studies and Pedagogy in Teaching World History. Each student in the methods course will learn how to rethink national history, be it U.S. or Chinese history, in a global context, while the pedagogy course will prepare the student for teaching the world history courses, which have become a part of every university's general education curriculum.

The KSU-UA joint doctoral program in history is designed to prepare students as researchers who are capable of placing subject matter in an international context, as well as teachers. Graduates of the program, regardless of their field of research specialization, will all be systematically prepared to rethink history globally, and to teach the introductory-level sequence in world history, something that's becoming an increasingly common desideratum in job postings. This development is largely due to the globalization and diversification of the general education curriculum in colleges and universities, and this proposed joint program will better prepare students for the changing academic environment as well as market demand.

The proposed program, which seeks to addresses two realities in the historical profession. The first pertains to the way historians have traditionally been trained, the second to the relationship between the fields in which students are presently being trained and the fields in which academic jobs have been available.

First off, by tradition, history doctoral programs have focused on training researchers of a particular nation or a region with no preparation for college teaching. (A good discussion of this long-standing phenomenon may be found in Thomas Bender et al., *The Education of Historians for the Twenty-first Century* [Chicago: University of Chicago Press, 2004], 18-25.) The recent

trend in the profession, however, indicates that national "boundaries are increasingly understood as being relatively permeable, more like 'zones of contact' than firm lines of division. There is a greater awareness that the people, institutions, and cultures of America are entangled in multiple narratives both larger (e.g., migration systems or capitalism or democratic revolutions) and smaller than the nation (e.g., local, regional, and sometimes ethnic)."[*] Although most doctoral students will—and want to—teach at the college/university level, their doctoral training often prepares them for that task inadequately.

Second, data collected by the American Historical Association has revealed a clear disconnect between those areas in which the majority of students are receiving their Ph.D.s and the specializations requested in job postings. (For the most recent information see Robert B. Townsend, "Number of Ph.D.s Rising Again, but Job Openings Keep Pace," (http://www.historians.org/perspectives/issues/2008/0801/0801new1.cfm.) The majority of students receiving Ph.D.s in 2006, for example, specialized in American and European history, even though the number of academic jobs advertised in those areas fell below the number of students receiving degrees. Conversely, areas such as Asian, African, Latin American, and world history have witnessed more jobs advertised than there are trained graduates to fill them.

While we will keep both programs' historic strengths in U.S. and European history, the proposed KSU-UA joint doctoral program will address both of these changing realities. With regard to the first, it addresses the lack of an internationalized perspective in national histories and the lack of formal teacher training in graduate education by combining traditional doctoral field preparation with an explicit internationalization perspective and a pedagogical component. The proposed program addresses the second reality in history graduate education by preparing students for extending their inquiry internationally to broaden their horizons and to enhance their intellectual agility, and thus, marketability. A traditional expert on American New England in the 18th century, for instance, will now be a historian of transatlantic relations, who can teach New England history as well as diplomatic history of the US, Canada, and Great Britain. At the same time, the "Pedagogy in Teaching World History" course will train him/her in teaching world history as a general education component. The two core courses are at the center of an innovative curriculum to train students to "do and teach history" in a global/world context.

In addition to providing the opportunity for greater education of students in the world at large, the proposed joint program will result in stronger training in non-Western fields in general. For example, UA has two China specialists, while KSU has one China specialist and one Japan specialist. These four established and aspiring historians of East Asia create a core group of scholars in East Asian history that could combine with existing faculty resources in other disciplines, such as political science, sociology, and language/literature, to look toward the formation of a new interdisciplinary program, the KSU-UA Joint Center for East Asian Studies. Such an initiative will be difficult if the two programs remain separate. The combined program creates strength in other areas as well, most notably in its two Latin American specialists, as well as Middle East and African specialists. The proposed joint program's diversity and innovativeness, marrying academic quality and marketability, will draw students to it.

The two institutions are only 25 minutes apart. In the past decade or so, an informal consortium arrangement has emerged, and graduate students enrolled in one institution can take courses at the other. With a formal joint program, unified curriculum planning can eliminate duplicated course offerings, thereby saving resources and making the program more efficient.

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[*] OAH Report, http://www.oah.org/activities/lapietra/ .

2. Description of the proposed curriculum.

Joint KSU-UA Doctoral Program in History:

- 9 history courses total (including Methods on Internationalizing Historical Studies for those students who have not taken it at the M.A. level); students must take a minimum of four courses at their non-home institution. Reduction to three instead of four courses at either institution can be made only with the approval of the KSU-UA Joint Executive Committee.
- Students not taking Methods on Internationalizing Historical Studies at the doctoral level will take an additional course in either the General or Specialized field.
- Language requirement: reading knowledge of 1 foreign language required of all students; additional languages may be required for specific fields of specialization
- 3 examination fields: one General, one Specialized, one Global/World (two faculty members). The dissertation field can be either General or Specialized.
- <u>General Fields</u>
    - Europe, North America, Non-Western
    - Two courses total, ideally with faculty members from both campuses in keeping with the spirit of the joint program, but can be from one campus if necessary.
- <u>Specialized Fields</u>
    - The student and his or her primary faculty mentor shall create a specialized field with appropriate chronological and geographic coverage to prepare the student for advancement to the dissertation stage. Possible specialized fields include Latin American history, U.S. Cultural history, modern French history, and public history. In all fields, an internationalized perspective is promoted.
    - Two courses total, ideally with faculty members from both campuses in keeping with the spirit of the joint program, but can be from one campus if necessary
- <u>Global/World</u>
    - Must include faculty members from the two geographical areas outside the student's General field of study
    - Includes one content course with each faculty member and one pedagogical course (Pedagogy in Teaching World History, which is understood to include material for both halves of the traditional world history/civilization sequence), for a total of three, with faculty from both campuses
    - Should emphasize broad themes across time and space with a global perspective
        - Political/intellectual, social/cultural, race/ethnicity/national identity, consumption/commodities/culture, human conflict/war/revolution/genocide, religion and society
    - Both content course faculty members prepare and evaluate the written comprehensive exam and participate together in the oral exam

3. Administrative arrangements for the proposed program: department and school or college involved.

The joint program will be governed by the graduate faculty of both departments, who meet as a group to set policy. A Joint Executive Committee, consisting of the chairs and graduate directors of each department, directs the program. (The chairs rotate as "chair" of this JEC.) All standing committees have faculty representatives from both departments.

4. Evidence of need for the new program, including the opportunities for employment to 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.

As noted above, inspiration for the global/world component of our proposed program comes from data regarding the disconnect between the number of students being trained in U.S. and European history and the number of job ads requesting teaching competency in world history. The OAH internationalization initiative reflects the trend in the history profession in the twenty-first century, which suggests that students with broader global perspective and knowledge will be more marketable due to their research and teaching agility and versatility. By including the global/world element in our proposed joint program and thereby training every doctoral graduate of that joint program to teach world history, we are responding to the realities of the job market and drawing on faculty strengths and abilities at both institutions. Graduates of the joint program would be eminently marketable to small, liberal arts institutions where versatility in teaching fields from job applicants is especially valued. In this way, even students specializing in U.S. or European history will be trained to teach world history, thereby increasing exponentially each student's value to a potential employer.

Currently both institutions hire part timers without doctorates to teach survey courses in the humanities and world history. When the proposed joint program produces better trained teacher-scholars, a few teaching fellowships can be established to allow new doctoral graduates to become full-time instructors who can build their teaching experience under the tutorage of their doctoral mentors before they land tenure-track positions. These teaching fellowships can also attract new doctoral graduates from other institutions nationwide, thus not only enhancing the quality of teaching in our survey classrooms but also raising the profile of the program. This is a model tried and proven by other institutions, such as Stanford and George Mason Universities. Since the teaching fellowships come by and large from the existing salary of part timers, no new investment is required. Because the joint program with a pedagogical component addresses the challenges in the profession with innovative ways, there are opportunities to obtain external grants for such teaching fellowships as well.

This proposed joint program does not seek to create a new program, but simply to combine two existing doctoral programs to make them more productive and efficient in producing marketable doctoral students for the twenty-first century. To our knowledge, there is no potential duplication in the state and the region.

5. Prospective enrollment.

Currently, there are 28 doctoral students at KSU, and 18 at UA. Most of them are in the fields of U.S. and European history. With combined faculty resources and the emphasis on non-Western historical fields and teaching experience, we are confident that the enrollment will increase by at least one-third to a total of 60 doctoral students. We project that the joint program will produce 6-8 doctoral graduates each year on average in the near future.

6. Special efforts to enroll and retain underrepresented groups in the given discipline.

Both departments and their respective institutions are committed to attracting a diverse student body, both among domestic groups and internationally. Both institutions have been successful in recruiting and retaining graduate students from non-Western nations, such as China, Japan, and Korea. Most, however, are in science and technology fields, not history. Our proposed program's emphasis on non-Western history will allow us to recruit students from the

non-Western world more successfully. Kent State has established an office in China for student recruitment and scholarly exchange, while the University of Akron has extensive links with Chinese institutions and has received a grant for establishing a Confucius Institute. A history faculty member will be a Fulbright Chair in China in the spring of 2009, and he will give lectures in many Chinese institutions. These infrastructures and scholarly exchanges can be effective recruiting tools. With more students from non-Western nations, our diverse student body will enhance the quality of the proposed joint program. Once the program has been approved, we intend to undertake an active publicity/advertising effort targeting traditionally underrepresented student populations. In keeping with both institutions' interest in facilitating international exchanges, we also anticipate undertaking active recruiting efforts abroad. Faculty at both institutions have extensive international experience and contacts in Europe, Asia, Africa, and Latin America and can be called upon to promote the program among their contacts outside the United States

7. Availability and adequacy of the faculty and facilities for the new degree program.

There are 32 faculty members in the two departments available to provide course work to doctoral students in the new program, including 16 Americanists, 8 Europeanists, and 8 non-Western/world historians. (See Appendix I for detail. Note: KSU faculty includes 6 regional faculty members who are available to serve on dissertation committee – making the total faculty strength of the proposed joint program 38.) The combined faculty would be more than adequate to staff the proposed joint doctoral program since individually the two programs have been steadily producing doctoral graduates on their own. This year, it is expected that each institution will graduate 3 Ph.D.s. With combined strength, the proposed joint program will be much stronger and more productive

8. Need for additional facilities and staff and the plans to meet this need.

Because the proposed program will utilize faculty/office staff presently employed at Kent State University and the University of Akron, it entails no additional budgetary support for personnel. The same is true of space and facilities, with no additional expenditure or budgetary commitment required to implement the joint program.

9. Projected additional costs associated with the program and evidence of institutional commitment and capacity to meet these costs.

Since this proposed joint program seeks to combine two existing ones, there will be no additional costs associated with it. The incidental cost of promoting the joint program can be absorbed by existing funds available in the two departments. The administrations at both institutions support the creation of the KSU-UA Joint Doctoral Program in History and have promised to provide financial assistance to help make it a reality.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 4-Apr-09 Curriculum Bulletin _____

Effective Date ~~Spring 2010~~ Fall Approved by EPC _____

Department

College CT - Technology

Degree ~~Master of Technology~~ CERF post master's / CERG post-bacc certificates

Program Name Program Code ~~MTEC~~

Concentration(s) Concentration(s) Code(s) Sustainable Building C620 C832

Proposal Establish Program

Description of proposal:

Establishment of a Graduate Certificate in Sustainable Building

Does proposed revision change program's total credit hours? ☐ Yes ☒ No

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; teacher education licensure):

None

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

College of Architecture

REQUIRED ENDORSEMENTS

John C. Dunn 4/17/09

Department Chair / School Director / Campus Dean

4/22/09

College Dean

___/___/___

Executive Dean of Regional Campuses / Dean of Graduate Studies

___/___/___

Senior Vice President for Academic Affairs and Provost

KENT STATE UNIVERSITY

College of Technology

Transmittal Memo

To: Therese E. Tillet, Director of Curriculum Services

From: Dr. John C. Duncan, Graduate Coordinator, College of Technology

Subject: Proposed Graduate Certificate in Sustainable Building

Date: April 20, 2009

Proposal Summary

Title: Establishment of a Graduate Certificate in Sustainable Building

Subject Specification: Establishment of a Graduate Certificate in Sustainable Building associated with the College of Technology's Master of Technology (MTEC) degree.

Background Information: Curriculum is proposed to create a Graduate Certificate in Sustainable Building for the MTEC degree as an integral component of the College's efforts to offer graduate-level courses and curriculum in sustainability.

Alternatives and Consequences: Failure to implement this proposal will prevent the College from providing a program that has great potential to significantly advance the College's ongoing efforts to develop sustainability programs and initiatives. Failure to implement this proposal will also hinder efforts to further University, regional, and national sustainability and sustainable development efforts.

Specific Recommendation and Justification: Establish a Graduate Certificate in Sustainable Building within the College of Technology's Master of Technology degree. The proposed changes are part of the initial efforts of the College to develop graduate-level sustainability curriculum that will address the national and international interest and demands for developing "green" solutions and implementing sustainable systems.

PROGRAM REQUIREMENTS
The Graduate Certificate in Sustainable Building consists of the following requirements:

Required Sustainable Building-related courses:

♦ TECH	57000	Sustainable Systems and Technology	3
♦ TECH	57300	Urban Sustainability	3
♦ TECH	67310	Green Building and Sustainable Construction Technology I	3
♦ TECH	67311	Green Building and Sustainable Construction Technology II	3
♦ TECH	67320	Applied Sustainability in Construction Management	3

Timetable and Actions Required:
College of Technology GFAC Approval: Spring 2009
College of Technology CCC Approval: Spring 2009
EPC Approval: Spring 2009
Activation: Spring 2010

Curricular Bodies That Have Reviewed and Approved This Action

Approved: Applied Science and Technology Curricular Group	April 6, 2009
Approved: College of Technology Graduate Faculty Advisory Committee	April 10, 2009
Approved: College of Technology College Curriculum Committee	April 17, 2009

TILLETT, THERESE

From: DUNCAN, JOHN
Sent: Thursday, April 30, 2009 8:07 PM
To: TILLETT, THERESE
Cc: FITZSIMMONS, VERNA
Subject: RE: certificate program in sustainable systems

Therese:

1. All of the proposed courses will be available as elective courses for any graduate student in the Masters of Technology program.

2. The two proposed certificate programs are stand-alone certificates only, intended to provide training/specialization in the certificate area. They are not proposed as concentrations for the Masters of Technology and are not attached to a degree program. An MTEC student taking this certificate could either include the coursework as part of the electives associated with the Masters degree, or may take additional course work (beyond the degree requirements) to complete the certificate.

3. The prospective students for the certificates are: 1) post-baccalaureate students; 2) current graduate students; and 3) post-master's students. We anticipate significant interest from professionals in business and industry for these certificates.

4. At some point in the near future (most likely Fall 2009) we will probably propose at least one of those areas (sustainable systems or sustainable building) as a concentration/option for the Masters degree.

Please let me know if I can be of any additional help to you with these proposals.

Best Regards,

john

From: TILLETT, THERESE
Sent: Wednesday, April 29, 2009 5:55 PM
To: DUNCAN, JOHN
Cc: FITZSIMMONS, VERNA
Subject: certificate program in sustainable systems

Hello, John,

I received the proposal for the new certificate program. It looks like you're also establishing courses solely for this program. Since certificates are non degree programs, they must use existing courses from our inventory. Per policy, all courses must be attached to a degree program in some way (requirement, elective). I just wanted to make that clear that these courses must be available for students in a degree program.

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If you do want this to be a certificate program, who are the prospective students – post-baccalaureate or post-master's or both? I need to set up the degree levels for financial aid/tuition purposes and also to report to the Department of Education and Ohio Board of Regents.

Call me if you have any questions. Thank you, Therese

Therese E. Tillett | Director of Curriculum Services | Office of the Provost
Kent State University | Executive Offices | 2nd Floor Library | Kent, OH 44242
Tel: 330-672-8558 | Fax: 330-672-2644 | ttillet1@kent.edu | www.kent.edu

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 4-Apr-09 Curriculum Bulletin _____

Effective Date ~~Spring 2010~~ Fall 2010 Approved by EPC _____

Department

College CT - Technology

Degree ~~Master of Technology~~

Program Name Program Code ~~MTEC~~

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

Proposal Establish Program

CER6 post-bacc
CER8 post-master's
certificates
Sustainable Systems
C621 C833

Description of proposal:

Establishment of a Graduate Certificate in Sustainable Systems

Does proposed revision change program's total credit hours? ☐ Yes ☒ No

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; teacher education licensure):

None

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

None

REQUIRED ENDORSEMENTS

[signature] 4/17/09

Department Chair / School Director / Campus Dean

[signature] 4/22/09

College Dean

_____ ___/___/___

Executive Dean of Regional Campuses / Dean of Graduate Studies

_____ ___/___/___

Senior Vice President for Academic Affairs and Provost

KENT STATE UNIVERSITY

College of Technology

Transmittal Memo

To: Therese E. Tillet, Director of Curriculum Services

From: Dr. John C. Duncan, Graduate Coordinator, College of Technology

Subject: Proposed Graduate Certificate in Sustainable Systems

Date: April 20, 2009

Proposal Summary

Title: Establishment of a Graduate Certificate in Sustainable Systems

Subject Specification: Establishment of a Graduate Certificate in Sustainable Systems associated with the College of Technology's Master of Technology (MTEC) degree.

Background Information: Curriculum is proposed to create a Graduate Certificate in Sustainable Systems for the MTEC degree as an integral component of the College's efforts to offer graduate-level courses and curriculum in sustainability.

Alternatives and Consequences: Failure to implement this proposal will prevent the College from providing a program that has great potential to significantly advance the College's ongoing efforts to develop sustainability programs and initiatives. Failure to implement this proposal will also hinder efforts to further University, regional, and national sustainability and sustainable development efforts.

Specific Recommendation and Justification: Establish a Graduate Certificate in Sustainable Systems within the College of Technology's Master of Technology degree. The proposed changes are part of the initial efforts of the College to develop graduate-level sustainability curriculum that will address the national and international interest and demands for developing "green" solutions and implementing sustainable systems.

PROGRAM REQUIREMENTS
The Graduate Certificate in Sustainable Systems consists of the following requirements:

Required Sustainable Systems-related courses:

- ♦ TECH 57000 Sustainable Systems and Technology..... 3
- ♦ TECH 57210 Sustainable Energy I 3
- ♦ TECH 57211 Sustainable Energy II 3
- ♦ TECH 67220 Life Cycle Design I 3
- ♦ TECH 67221 Life Cycle Design II 3

Timetable and Actions Required:
College of Technology GFAC Approval: Spring 2009
College of Technology CCC Approval: Spring 2009
EPC Approval: Spring 2009
Activation: Spring 2010

Curricular Bodies That Have Reviewed and Approved This Action

Approved: Applied Science and Technology Curricular Group	April 6, 2009
Approved: College of Technology Graduate Faculty Advisory Committee	April 10, 2009
Approved: College of Technology College Curriculum Committee	April 17, 2009

TILLETT, THERESE

From: DUNCAN, JOHN
Sent: Thursday, April 30, 2009 8:07 PM
To: TILLETT, THERESE
Cc: FITZSIMMONS, VERNA
Subject: RE: certificate program in sustainable systems

Therese:

1. All of the proposed courses will be available as elective courses for any graduate student in the Masters of Technology program.

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EDUCATIONAL POLICIES COUNCIL
Minutes of the Meeting
Monday, 27 April 2009

Undergraduate Council

Ex-officio Members present: Senior Vice President and Provost Robert G. Frank; Executive Dean Gregory L. Andrews; Deans James E. Dalton, Laura Cox Dzurec, Verna M. Fitzsimmons, Daniel F. Mahony, Timothy S. Moerland, Mark W. Weber, Donald R. Williams; dean representatives Nancy E. Mitchell for John R. Crawford, Gregory M. Blase for Jeffrey W. Fruit, Frederick R. Schroath for Robert B. (Yank) Heisler, Jr.,

Ex-officio Member not present: Dean Gary M. Padak

Faculty Senate-Appointed Representatives present: Paul P. Abraham, Min He, Barbara J. Hipsman-Springer, Thomas Janson, Mandy Munro-Stasiuk, Lowell S. Zurbuch

College Curriculum Committee Representatives present: E. Thomas Dowd, David A. Dumpe, Diana L. Fleming, Bruce J. Gunning, John W. Hawks, Shawn Simmons, Stephen M. Zapytowski

College Curriculum Committee Representatives not present:
Charles L. Harker

Observers present:

Observers not present: Sean Mostov (Undergraduate Student Government)

Consultants and Guests present: Sonia A. Alemagno, Kamal F. Bichara, Beth A. Bilek-Golias, Stephane E. Booth, Thomas W. Brewer, Timothy J. Chandler, David M. Dees, Lisa N.H. Delaney, Regina Garcia Cano (Daily Kent Stater), Mary Ann Haley, Mark Manley, David Mohan, Jennifer Sandoval, Christopher J. Woolverton

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Undergraduate Council

Senior Vice President and Provost Robert G. Frank called to order the EPC Undergraduate Council at 3:47 p.m., on Monday, 27 April 2009, in Room 204 of the Kent Student Center.

Action Item 1: Approval of the minutes of 30 March 2009.

Dean Donald R. Williams moved for approval, seconded by Dean Verna M. Fitzsimmons. With no corrections or comments, the motion passed unanimously.

Action Item 2: Revision of the Liberal Education Requirements as recommended by the LER Core Committee.

Senior Associate Provost Timothy J.L. Chandler led the discussion and said that he would like to address five or six major points and then move the EPC to accept this report. He outlined the committee's recommendations with the following:

1. All LER courses should have clearly stated learning outcomes that are congruent with the 21st Century Philosophy Statement. The committee's charge was to increase student engagement.
2. All approved LER courses within a major must be listed as a major course, which improves navigability. The committee wanted to ensure that choice is provided to students.
3. The LER courses do not have to be done within the first 60 hours. This will foster life-long learning. Also, when asked, students felt they would get more out of the LER courses if they are taken later rather than earlier.
4. Encourage all departments to make their LER courses part of the Transfer Module.
5. All students must take 6 credit hours of applied literacies.

Senior Associate Provost Chandler added that there has been pushback on a number of issues, but that he moves for acceptance of the report. He explained that what EPC members would be enabling to happen is for the implementation committee to being their work, which will also come before EPC. Assistant Professor Bruce J. Gunning seconded the motion.

Assistant Professor David A. Dumpe asked if the course being specified is both in the major and an LER and is now specified as a major course, can it also be counted as an LER. Senior Associate Provost Chandler replied in the affirmative.

Dean Timothy S. Moerland said that the College of Arts and Sciences College Curriculum Committee has spent quite a bit of time reviewing the report. They found a number of things needing clarification: (1) unintended consequences, (2) college specific items, (3) "huh?" items. He said there is a problem with parsing of the LER courses within the college in that some programs have LER

courses in their requirements. Senior Associate Provost Chandler said that they may be called major requirements but not LER courses.

Dean Moerland said there is also an inherent conflict within the applied literacies category and the acceptable Transfer Module. He said that the Ohio Transfer Module policy has no language acquisition course that satisfies the Transfer Module while remaining LER courses. Senior Associate Provost Chandler said that the college might think about offering other courses that fit the Transfer Module. He agreed that there is still a disconnect within foreign language and the Transfer Module; but the committee thinks foreign language is a valuable thing for an education. He added that compromise is the hope to find a place within the Transfer Module for foreign languages. The university is able to influence Ohio in including foreign languages in the Transfer Module, he said. He stated that this idea is aspirational and not something that will happen quickly.

Senior Associate Provost Chandler said that he understands there is a humanities issue as well. He said that under the current system there are 9 credit hours assigned to the LER courses. The Transfer Module only requires 6 credit hours: 3 from humanities and 3 from fine arts. He added that students most likely will end up taking at least 9 credit hours through the diversity courses. He pointed out that 60spercent of the diversity courses are within the LER courses.

Dean Moerland asked Senior Associate Provost Chandler his thoughts on the capstone course requirement. Senior Associate Provost Chandler said that it is something the committee believed is important in integrating the LER courses with the student's major program. "It seemed to us that we had an obligation to help students understand why the LER courses are relevant because that was the biggest complaint we heard. If we move to a learning outcomes approach, any capstone will help them make the connection between LER courses and their program of study". He added that he was not saying that it needs to be a new course or which course, but learning outcomes can be added to an existing course. He said that he recognized that there are a large number of students in the psychology and biology majors, and that those departments may have a difficult time staffing the capstone courses.

Dean Moerland asked who would be a member of the implementation team. Senior Associate Provost Chandler said that it would be comprised of some members of the URCC and some members of the Core Committee, in order to maintain the integrity of the report. He added that nominations are currently being taken for faculty. Dean Moerland asked what the total number of members would be. Senior Associate Provost Chandler said that he guessed around 14-16 members. Provost Frank added that while composition of the committee is important, it is far from the last input that will be heard.

Dean Mark W. Weber asked if there will be regular additions of LER courses that will go through the URCC. Dean Williams said that at least a statement of

learning objectives will need to go through the URCC for all existing courses and any new ones. Dean Weber asked if there would be more control over what gets approved in the future. Dean Williams stated that courses will be passed based on how they meet the learning outcomes and objectives. Once the criteria is determined, courses will be approved. Dean Weber then asked what the odds of the LER structure remaining the same before and after review. Senior Associate Provost Chandler said that he would venture the guess of it remaining about the same. He said Responsibility Centered Management (RCM) may affect this. There may be some slimming down and that it is up to the implementation committee members as to how they will accept new courses, he continued. All the current committee is asking is for existing courses to be reviewed to meet the objectives. Dean Daniel F. Mahony asked about how long the process will take. Senior Associate Provost Chandler said that the hope is that over the fall semester as that as many of these courses will be review as possible; and that all new courses will be submitted for the last EPC to implement for fall 2010. He added that the committee hopes for a review around 2012. He said that the committee thinks that this is about as far as they can go in the first step and it should be implemented to see how it goes.

Chair Janson pointed out that EPC has its own subcommittee, the URCC. He said that EPC members needs to agree that they want that type of implementation or have them sent to URCC. The URCC will decide if it needs new membership to help with the job.

Dean Mahony asked if acceptance of this proposal meant accepting every word in the document. Provost Frank replied in the negative, saying that acceptance would just be referring the document to the implementation team.

Professor Smith asked if the URCC is in the same position to accept the report. Chair Janson said that normally anything that is brought here is sent to URCC first and then brought to this committee for review. Provost Frank said that the URCC has been overseeing this process for years. He added that now is the time to introduce new ways of thinking. “We are talking about this as if things are not broken here, they are. Now we are paying the price, our students are taking 4½ years to graduate.” He added that he is concerned that members are trying to bog the report down in committees. Now is the time to move ahead with the LER courses, he said. Chair Janson said that most of the members agreed with what the Provost said, but they are wondering if the URCC should make the decisions. Provost Frank said that in his view they can either move the report forward or send it to URCC in which things are not known for moving quickly. Dean Williams said that this implementation team model might be better because URCC is made up of a majority of faculty who may be out for the summer.

Provost Frank called for a vote; the item passed unanimously.

Chair Janson said that departments need to be notified that this decision was made so they can begin to think about how to rework the courses for the fall. He added that there is also money available through the Faculty Professional Development Center to begin this. Associate Provost Stephane E. Booth added that the due date for those funds is Wednesday (April 29, 2009). Provost Frank said that his office would take care of the notifications.

Action Item 2: Establishment of writing-intensive course (WIC) status for ARCH 30022 Urban Design and Urban Writing, which has changed its title to Urban Design Discourse.

Dean Williams moved approval of the item. The motion was seconded by Executive Dean Gregory L. Andrews. The item passed unanimously.

Action Item 3: Establishment of a Bachelor of Science in Public Health [BSPH] degree and 15 new courses with the new PH course subject. Total credit hours to program completion are 122-125.

Advisor to the Provost Dr. Sonia Alemagno said that the preliminary prospectus for this degree proposal went through EPC in January and was forwarded to the Ohio Board of Regents (OBR). The OBR returned the proposal with positive feedback. The college curriculum committees from the colleges of Arts and Sciences and of Education, Health and Human Services have approved this proposal. Provost Frank added that this would be the first Bachelor of Science in Public Health in the state of Ohio. He then moved for approval of the item. Assistant Professor Bruce J. Gunning seconded the motion.

Professor Donald (Mack) Hassler asked if the course in microbiology was a duplicate of one that already exists. Provost Frank said that the course he was referring to had been removed and replaced by another one that does not appear on the agenda. Professor Christopher J. Woolverton added that the course was taken off the books in favor of a course titled “Sanitation and Hazardous Materials Management.”

Dean Moerland said that the course forms indicate that there has not been contact with departments that some of these courses may affect. Dr. Alemagno said that the curriculum committees of the colleges of Arts and Sciences and of Education, Health and Human Services reviewed the proposal for encroachment issues. Dean Moerland asked if that becomes a form of consultation. Dr. Alemagno explained that degree requires public health courses in five disciplines. Provost Frank added that the university has approved a College of Public Health, if other programs have courses that deal with public health they will need to yield to public health. He also said that there is not nearly as much overlap as was first perceived. Provost Frank offered that a work group could be created to address Dean Moerland’s concerns about duplication of effort and staffing. He said that Dr. Alemagno will work with the staff in public health to talk

with the staff of Dean Moerland's choosing from the College of Arts and Sciences. Provost Frank added that he would be surprised if the issues cannot be resolved. He then asked Dean Moerland that if a caucus is formed, would the dean be comfortable to move forward. Dean Moerland asked if the courses and program could be split apart. The answer was no. Provost Frank then asked Dr. Alemagno the time line for approval of this proposal. Dr. Alemagno said that she would like it to go to Faculty Senate on May 11th and to the Board of Trustees for its June meeting. She added that it can be approved to go ahead today, and if the caucus doesn't resolve the issues she can bring the proposal back to EPC.

Associate Professor Lilly pointed out that the proposal's total credit hours are higher than the average 121. Provost Frank said that this will be the 30th program with the total credit hours above 121.

Dean Williams said that he noticed some of the requirements were for particular LER courses which is consistent with the current model, but not for the proposed LER model. He noted that this would need to be revised with the implementation of the new LER structure.

Provost Frank called for a vote on the item, which passed unanimously.

Chair Janson asked what was to be presented to Faculty Senate if the courses are under review. Senior Associate Provost Chandler said that this proposal is considered approved unless there are amendments that need to be brought before EPC.

With no questions or comments about the information or lesser action items, the meeting was adjourned at 4:42 p.m.

Respectfully submitted,

Lisa N.H. Delaney
Academic Program Coordinator, Curriculum Services
Office of the Provost

HONORS COLLEGE

Interdepartmental Correspondence

To: Stephane Booth, Associate Provost

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

Subject: Course Proposal for EPC Action

Date: May 9, 2009

The University Requirements Curriculum Committee has approved the following courses for Domestic Diversity status, effective Fall 2010:

PSYC 11762 , General Psychology, 3 cr.

PSYC 20651, Child Psychology, 3cr.

PSYC 21211, Psychology of Adjustment, 3cr.

Relevant cover memos, CCP, BDS, Diversity information form, and sample syllabi are attached.

Cc: Therese Tillett, Curriculum Services
Mary Ann Haley, A&S
URCC

KENT STATE
UNIVERSITY

INTERDEPARTMENTAL CORRESPONDENCE
College of Arts and Sciences

To: Dr. Don Williams, Chair, URCC

From: Mary Ann Haley, Assistant Dean of Curriculum

Date: April 2, 2009

Subject: PSYC Diversity Proposals

Please find enclosed revised PSYC Diversity Proposals for the April 10, 2009 URCC meeting:

1. PSYC 11762, General Psychology
2. PSYC 20651, Child Psychology
3. PSYC 21211, Psychology of Adjustment

Here is the link to the APA guidelines for the undergraduate psychology major which might be helpful: http://www.apa.org/ed/psymajor_guideline.pdf

I am also including copies of the original CCP/BDSs sent to you in September of 2008.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **4-Aug-08** Curriculum Bulletin _____

Effective Date **Fall 2009** Approved by EPC _____

Department	**Psychology**
College	**AS - Arts and Sciences**
Proposal	**Revise Course**
Course Subject	**Psyc** Course Number **11762**
Course Title	**General Psychology**
Minimum Credits	**03** Maximum Credits **03**

Checked items are new or revised

- ☐ Subject
- ☐ Number
- ☐ Title
- ☐ Title Abbreviation
- ☐ Credit Hours
- ☐ Prerequisites
- ☐ Description
- ☐ Schedule Type
- ☐ Cross-Listed / Slash
- ☐ Grade Rule
- ☐ Credit by Exam
- ☐ Course Fee
- ☐ Liberal Education Requirements (LER)
- ☐ Writing-Intensive (WIC)
- ☒ Diversity
- ☐ 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

Mary Ann Haley — 8/4/08
Department Chair / School Director / Campus Dean

Mary Ann Haley — 9/16/08
College Dean

_____ ___/___/___
Executive Dean of Regional Campuses

_____ ___/___/___
Senior Vice President for Academic Affairs and Provost

Psyc 432

BASIC DATA SHEET

Complete all fields. Data entered below should reflect new/revised information.

Preparation Date **4-Aug-08** Requested Effective Term **Fall 2009**

Course Subject **PSYC** Course Number **11762**

Course Title **General Psychology**

Title Abbreviation **General Psych**
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 Per Week
☒ Lecture Minimum Hours **02.50** ☒ to ☐ or Maximum Hours **2.5**
☐ 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) **DIVD - Diversity/Domestic** ; LSS- LER/Social Science

Credit By Exam **A - Credit by Exam Available**

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 _____
OBR Subsidy Code _____
OBR Course Level _____
CIP Code _____

Catalog Description **Introduction to the scientific approach to understanding human behavior and mental processes, such as emotions, perceptions and cognitions. Topics may include personality, social and environmental factors, biological aspects of behavior, the experience of emotion and psychological disorders. This course may be used to satisfy the LERs.**

Complete the following only if applicable:
Previous Title

Previous Subject Previous Number Psyc 433

Content Outline (include contact hours for each section)

Contact Hours	Outline
4.00	Introduction to the Field of Psychology: History and Method
00	Biological Bases of Behavior: The Nervous System
4.00	Perceptual Processes: Sensation, Perception, Attention
4.00	Simple Learning Processes: Instumental and Classical Conditioning
4.00	Cognitive Processes: Memory and Information Processing
4.00	Motivation and Emotion
4.00	Intellectual and Psychosocial Development
4.00	Personality: Personality Theory and Assessment
4.00	Social Psychology: Attitude Formation and Change, Group Processes
4.00	Psychopathology: Anxiety Diorders, Psychoses, Personality Disorders
5.00	Pyschotherapy: Traditional Therapy, Behavior Therapy, Drug Therapy

45.00 Total Contact Hours

Textbook(s) Used in this Course	**Myers, D. G. (2006). Psychology, (8th Ed.), Worth.**
Writing Expectations	**Smaller sections (e.g., Honors sections) will typically be rquired to complete essay examinations and/or papers. Even in the very large sections, students have the option of writing short papers to meet the research experience requirement or to earn extra credit.**
Instructor(s) Expected To Teach	**Folk, Newberry, Updegraff**
Instructor(s) Contributing to Content	**Folk, Newberry**

REQUIRED ENDORSEMENT

Marcy Bu Stanley 8 / 4 / 08

Department Chair / School Director / Campus Dean

Psyc 435

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: Psychology

Course Number: 11762 **Credit Hours:** 3

Course Title: General Psychology

Diversity Category: Domestic (U.S.)

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.

   Understanding diversity is fundamental to the study of Psychology. Diversity is a major theme throughout the course, both in lecture content and readings. All of the major textbooks for General Psychology address diversity issues in human behavior, with particular emphasis on cross-cultural similarities and differences in behavior as well as the formation of gender, racial and ethnic stereotypes, biases and prejudices. The field of Psychology recognizes that behavior is determined by multiple causes, including cultural heritage and environment. Diversity is not addressed with separate chapters, but the content is an integral part of every topic covered in the course.

   The discussion of diversity in General Psychology will center around five themes that are common to the study of Psychology across its diverse sub-disciplines. The first two are 1) Psychology evolves in a sociohistorical context, and 2) behavior is determined by multiple causes. The first theme emphasizes that psychology has been shaped by the broader social and historical context. This theme supports the exploration of how barriers for women and minorities in the discipline were accepted historically, and how research questions and interpretations of data have been shaped by these factors. The second theme emphasizes that multifactorial causation is prevalent when studying a complex topic such as human behavior. This is related to the remaining three central themes: 3) behavior is shaped by our cultural heritage; 4) heredity and environment jointly influence behavior; and 5) our experience of the world is highly subjective. Theme 3 can be used to emphasize to students how culture factors influence psychological processes and how the viewpoint of one's own culture can influence how one interprets the behavior from other cultures. Thus, this theme can be used to evaluate research examining cultural variations and similarities in behavior. Theme 4 is related to the central 'nature vs. nurture' discussion in psychology. Importantly, students will learn about the ways in which heredity and environment, including cultural, socioeconomic, and historical context, interact. The final theme emphasizes that we all view the world through our own personal experiences, and that one's personal view of the world is not the only legitimate view. These themes are organizing principles in the Weiten textbook, but are also an integral to

psychology more generally. While many of the topics in KSU's Diversity Criteria will be addressed in this class, the themes will serve as organizing principles in which the topics are discussed, and will allow for commonalities across the various sub-fields to be explored. Thus, students are not just exposed to diversity topics, but broader issues will be discussed that emphasize how diversity in its many forms shapes human behavior and how we interpret research findings and view others.

What follows is a list of Kent State's Diversity Criteria that are met by the General Psychology course and course topics that meet each criterion and a synopsis of how these criteria will be met more generally in the class.

A focus of this course is that our experience of the world is highly subjective and influenced by our own cultural heritage and experiences. Within this theme, students will learn how stereotypes are formed (focusing on the cognitive and social processes) and how many discriminatory practices in this country have evolved from the sociohistorical context. This will give students a framework for understanding the origins of prejudice and discrimination. Students will also examine the psychological consequences of such practices. Relevant for criteria 1 and 2.

Criteria 3, 4, & 7 will be approached by examining research on th cross-cultural similarities and differences on a wide-range of behaviors. This will serve to expand students knowledge and understanding of other cultures.

Criteria 5 & 6 are both related to understanding and communicating with people of diverse backgrounds. Focusing on how subjective our own experiences are and how cultural heritage and context more generally influence everyone, students will become more aware of how their own behaviors and ideas are shaped by their own culture, hopefully increasing their own sensitivity to the ways in which people differ. Further, students will be exposed to the various ways in which culture can create differences in behavior and ideas about normative behavior, increasing their cultural awareness. Finally, by discussing cultural differences in response to psychotherapy, students will be given concrete examples of how these differences can influence how we react to situational factors.

The final piece (#8) has to do with increasing students' understanding of how one's own culture can shape one's perceptions, ideology, and values. This topic is at the heart of the study of human behavior, and will revolve around the theme of the subjectivity of human experiences. Throughout the course, students will encounter material related to how the environment shapes our behavior, including how we view and interpret the world. A large part of this is the study of how social and cultural context influence behavior -- increasing students' awareness of how their own thoughts and values are shaped and that others, with different experiences, could have very different ideas.

SAMPLE TOPICS:

1. Address diversity issues, particularly those involving unequal and/or discriminatory treatment.

Ethnic stereotypes and modern racism

Learning of ethnic stereotypes

Realistic group conflict theory as an explanation for racial prejudice

Social identity perspective as a model of racial prejudice

Barriers to the use of therapy by ethnic minorities
Nature and origin of gender stereotypes
Concerns about sexual bias in Freudian theory
Eating disorders and cultural pressures on females to be thin
Gender bias in attributions for success
Shaping of behavior by cultural heritage
Early barriers to women in access to education and training in Psychology
Formation of gender, racial, and ethnic stereotypes and prejudice
How stereotypes and prejudice can lead to discrimination
Stereotypes and discrimination against the mentally ill

2. Engage issues of racial or ethnic perceptions, attitudes and stereotypes
Explore how ethnic, racial, and gender stereotypes are learned
Explore theories about the acquisition of racial prejudice
Ethnic stereotypes and modern racism
The contribution of attribution bias to ethnic stereotypes
Sources of gender-role sterotypes and socialization

3. Encourage global awareness and sensitivity
Cross-cultural validation of major Psychological theories
Relativistic versus pancultural views of pathology
Cultural variations in romantic relationships
Cultural variations in conformity and obedience
Cultural variations in cognitive styles
Cultural variations in pain tolerance
Cultural contributions to eating disorders
Cultural variations in views of the self

4. Examine patterns and trends of diversity in the U.S.
Gender differences in psychopathology
Aging and ageism
Sexual orientation
Socioeconomic factors that influence educational access and achievement

5. Explore way to communicate and participate in a diverse community

Increasing multicultural sensitivity in treatment

Recognizing biases, prejudices, and racism

Discuss the origin of biases, prejudices, and racism

6. Learn systematic approaches to understanding cultural differences and commonalities

Culture, collectivism, and individualism

Understanding prejudice, racism, and biases

Understanding stereotyping and subjectivity in person perception

Explore the theme that people's experiences of the world are subjective

Explore the theme that behvior is shaped by cultural heritage.

7. Study western and non-western cultures in a world context or from a comparitive perspective

Cross-cultural validity of Kohlberg's theory of morality

Cross-cultural validity of Piaget's theory of cognitive development

Cultural variations in categories of emotions and display rules

Cultural variations in holistic versus analytic cognitive styles

IQ testing in non-Western cultures

Cross-cultural similiarity of mating preferences

Cultural similarities in expressive aspects of emotion

Culture and motor development

Culture and patterns of attachment

Cultural differences in individualism versus collectivism

Culture's influence on cognitive style

8. Understand how one's own culture shapes one's perceptions, ideology and values

Explore the theme that people's experiences of the world are subjective

Explore the theme that behavior is shaped by cultural heritage.

Discuss cultural influences on the determination of pathology

Explore cross-cultural validation of major Psychological theories (see #7 for a partial list of theories)

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 core course in the Department of Psychology since the inception of the Department. We do not have to modify the course to meet the objectives and criteria of the diversity requirement. The addition of diversity status to the course will more accurately reflect the current content of this course and will more transparently demonstrate how the mission of our department aligns with the goals of the American Psychological Association (APA), specifically the APA's Education Directorate's Guidelines for the Undergraduate Psychology Major. These guidelines include the following "Sociocultural and International Awareness: Students will recognize, understand, and respect the complexity of sociocultural and international diversity" (p.20, of the APA Guidelines for the Undergraduate Psychology Major). While our course content currently follows this guideline, it is not apparent since the course is not formally acknowledged as a diversity course. Having the designation made official will publicly affirm our department's value of diversity issues in Psychology and align us formally with the APA guidelines and more accurately reflect the current course content.

3. For what audience would this be a particularly good diversity course? Explain.

   With the emphasis on understanding human behavior and how diversity influence behavior, this course would be appropriate for all Kent State students. However, the content of the course is particularly relevant to students with majors in the social sciences and health and human service related majors.

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.

   The faculty identified to teach this course are Professors Newberry, Updegraff, and Folk. We do not believe that these faculty members need special preparation to deal with the diverstiy issues in this course; the content of this course has always satisfied diversity status, and these instructors have all successfully taught the course. However, all faculty teaching the course will be given the American Psychological Association's Guidelines for the Undergraduate Psychology Major and the American Psychological Association's Commission on Ethnic Minority Recruitment, Retention, and Training Task Force Textbook Initiative Work Group's report. This report details the areas of diversity that are an integral part of the study of Psychology and lists specific ways to integrate the content into a course. Further, since the Department houses an APA-accredited graduate training program in clinical psychology, all clinical faculty members are required to stay current with respect to cultural and diversity issues within psychology, according to APA's Committee on Accreditation's Guidelines and Principles for Accreditation of Programs in Professional Psychology.

5. What maximum student enrollment per section do you propose? How many sections per year do you anticipate offering with current resources? What additional resources, if any, will you need?

   Maximum student enrollment for Honors sections will be 20. Maximum enrollment will be 100 for evening sections, 30 for Saturday sections, and 450 for daytime sections. We anticipate offering 15 sections a year (including summer). No additional resources are required.

6. How will the teaching and learning be evaluated? How will the effectiveness of the course, specifically its diversity aspect, be assessed?

   Teaching will be evaluated through peer evaluations and student evaluations each semester. Whether students meet course objectives, including understanding how diversity influences behavior, will be evaluated through exams and class discussions, and in smaller sections, writing assignments.

7. Does this course address primarily domestic (U.S.) diversity issues or global diversity issues, or both? Explain.

   This course addresses both domestic and global diversity issues. However, since a greater emphasis of the topics and research in this course is on domestic issues, we believe that a designation as a domestic diversity course would be appropriate

Name of person preparing form: Jocelyn R. Folk Submission date: August 4, 2008

Marcy Bu-Hanlon

Signature of chair/director verifying curriculum committee approval

4/1/09

Date

Example Course Syllabus
General Psychology – Psyc 11762

Course Objectives

This course is an introduction to the scientific approach to understanding and explaining thoughts, emotions, and behavior, and applying that knowledge to solve real world problems. We will cover the major concepts, theories, and research findings within most of the major sub-fields of Psychology. As such, this course will provide a general background for students who have only one Psychology course in their undergraduate career, and the course is a prerequisite for many advanced courses in the Psychology major. Any student who is interested in pursuing an area in greater detail will find that almost all of the topics in this course are treated more fully in semester-long courses in the Psychology Department.

My goal as the instructor of this course is that you will come away from this class with an understanding of the basic theories and approaches that psychologists use to study human behavior. I also hope that you learn to think critically about research findings and apply what you have learned to real world situations. To that end, we will have class discussions that will focus on how to apply what you have learned to real word problems and situations. Special emphasis will be place on how diversity influences human behavior, including discussions of the influences of culture, ethnicity, race, and gender. You should leave this course with an understanding of the complex factors that influence human behavior and how our culture and own experiences can influence not only our own behavior but also how we view and interpret the behavior of others.

Example Course Outline

What follows is a listing of the major topics to be covered in General Psychology and how diversity issues could be approached. The purpose of this information is to give committee members an idea of how diversity issues will be examined in the course and to demonstrate how these issues are central to the study of Psychology.

Topic

Introduction to the Field of Psychology: History and Method

Diversity issues will be introduced in this chapter in the context of how the field of psychology evolves in a sociohistorical context. Reviewing the history of the field will present many opportunities to discuss how women and minorities faced barriers and exclusion from the field, behavior that was normative for the historical time.

Biological Bases of Behavior: The Nervous System

This topic affords the discussion of diversity centered around a discussion of how heredity and environment jointly influence behavior. The reciprocal nature of this relationship, that the effect of genes on behavior is influenced by the environment and how one is affected by the environment is influenced in part by one's genetic makeup, is central to this topic. Discussions of how environment can exert an influence, including how poverty and discrimination impact behavior, are relevant here.

Perceptual Processes: Sensation, Perception, Attention

Discussion of diversity issues in this chapter can be centered around the highly subjective nature of human experience. Introduction to the idea that perception is an active process in which people organize and interpret sensory information affords an examination of factors, including culture and gender, that can influence our interpretations. Further, diversity issues can be discussed in terms of cultural factors that shape behavior, even sensation and perception – including cultural variations in depth perception, taste perception, and pain tolerance. Thus, a primarily physiological process such as perception can be influenced by cultural background. This can

lead to discussions of the implications for such findings in research and in communicating with people from backgrounds different from one's own.

Simple Learning Processes: Instumental and Classical Conditioning
This chapter provides much evidence that the environment and experience exert very strong influences over behavior. This can be used as a springboard for discussion about the formation of prejudice and discriminatory attitudes, focusing on the role of reinforcement and observational learning in these processes. Discussion can focus on the influence of observational learning on the acquisition of gender role information, cultural norms, and views about one's own reference group, including the role of the media and popular culture in this process.

Cognitive Processes: Memory and Information Processing
The topic of memory in general, and the reconstructive nature of memory in particular, provide examples of the subjectivity of experience. This can be used as a tool to examine how biases can be confirmed. Discussion of schemas can be used to discuss the cognitive mechanisms involved in the formation of biases (e.g., based on race, gender, ethnicity). Discussion of research in intelligence testing can be used as a discussion of cultural bias, as well as the relationship between socioeconomic disadvantage and IQ scores. Further, there are important variations in cogntive style that can be used to discuss testing bias as well as to discuss what this might mean for inter-cultural communication.

Motivation and Emotion
This chapter provides an opportunity to further explore the relationship between genes and the environment. In particular, while there are genetic, biochemical, and hormonal processes that underlie much of basic motivation, for example with hunger and eating, there are cultural factors that influence what people prefer to eat and how much they eat. This can be used as a foundation for a discussion of the importance of environmental factors in behavior and can be used to remind students that our experiences are subjective. We need to be careful when evaluating the behavior of others through our own experiences.

Intellectual and Psychosocial Development
The topic of development provides many opportunities to discuss diveristy issues, particularly with respect to the formation of gender roles and discriminatory thoughts about older people (i.e., ageism). Further, the recurrent theme of the interaction between genes and environment in shaping behavior is prominent . This can lead to a discussion of sex differences in behavior, the role that the environment/genes might each play, and individual differences in behavior, with particular attention to the formation of gender stereotypes and cross-cultural similarities and differences. The important theme as related to diversity is that the environment in many complex ways can influence how behavior develops and how we view our own behavior.

Personality: Personality Theory and Assessment
A prominent topic in this chapter is culture and personality, further demonstrating that behavior is influenced by cultural heritage. The discussion of culture and personality should be central to the presentation of the material in this section, and could be used to help students understand cross-cultural similarities and differences. A discussion of what some of these differences might mean when members of different cultural groups interact could be used here. Further, exploring how the sociohistorical context influenced the various theorists can help students to understand how our own behaviors and attitudes are shaped by the larger social and historical context.

Social Psychology: Attitude Formation and Change, Group Processes
Central to this chapter is the discussion of the many factors that shape attitude formation, including the formation of social schemas. A discussion of how the latter can lead people to see what they expect to see when they interact with others, especially those outside one's own cultural group, is central here. Additionally, the formation of stereotypes will be explored, as will the difference between prejudice and discrimination, and the

social and cognitive processes involved in both. Discussions of conformity and obedience, and the influence that studies in these areas have shown of just a single dissenter can be used as tools to understand how prejudicial *attitudes* can lead to discriminatory, and sometimes violent, *behaviors.*

Psychopathology: Anxiety Diorders, Psychoses, Personality Disorders
A central issue to be explored will be that of what constitutes "abnormal" behavior. This can help students understand the role of cultural context, social context, and historical context on our own interpretations of behavior. The subjective nature of the classification can be explored. A debate on the pancultural vs. relativistic view of psychopathology – whether psychological disorders seen in Western societies are found universally, or whether the prevalent diagnostic system reflects an ethnocentric view—can help students apply the concepts of environmental influences on behavior and the subjective nature of experience (from earlier topics).

Pyschotherapy: Traditional Therapy, Behavior Therapy, Drug Therapy
This chapter presents an opportunity to apply some of the earlier diversity concepts that have been explored. In particular, discussion could focus on how traditional psychotherapy research focused on white, middle-class, Western culture and what that MIGHT mean to a therapist seeing a diverse clientele. Examinations of research on the cross-cultural applicability (or not) of different therapies can help shape this discussion. This will allow students to apply earlier concepts and to think about how our different experiences can result in very different worldviews.

HONORS COLLEGE

Interdepartmental Correspondence

To: Stephane Booth, Associate Provost

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

Subject: Course Proposal for EPC Action

Date: May 9, 2009

The University Requirements Curriculum Committee has approved the following courses for Domestic Diversity status, effective Fall 2010:

PSYC 11762 , General Psychology, 3 cr.

PSYC 20651, Child Psychology, 3cr.

PSYC 21211, Psychology of Adjustment, 3cr.

Relevant cover memos, CCP, BDS, Diversity information form, and sample syllabi are attached.

Cc: Therese Tillett, Curriculum Services
Mary Ann Haley, A&S
URCC

KENT STATE
UNIVERSITY

INTERDEPARTMENTAL CORRESPONDENCE
College of Arts and Sciences

To: Dr. Don Williams, Chair, URCC

From: Mary Ann Haley, Assistant Dean of Curriculum

Date: April 2, 2009

Subject: PSYC Diversity Proposals

Please find enclosed revised PSYC Diversity Proposals for the April 10, 2009 URCC meeting:

1. PSYC 11762, General Psychology
2. PSYC 20651, Child Psychology
3. PSYC 21211, Psychology of Adjustment

Here is the link to the APA guidelines for the undergraduate psychology major which might be helpful: http://www.apa.org/ed/psymajor_guideline.pdf

I am also including copies of the original CCP/BDSs sent to you in September of 2008.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **4-Aug-08** Curriculum Bulletin _____
Effective Date **Fall 2009** Approved by EPC _____

Department	**Psychology**
College	**AS - Arts and Sciences**
Proposal	**Revise Course**
Course Subject	**Psyc** Course Number **20651**
Course Title	**Child Psychology**
Minimum Credits	**03** Maximum Credits **03**

Checked items are new or revised

- ☐ Subject
- ☐ Number
- ☐ Title
- ☐ Title Abbreviation
- ☐ Credit Hours
- ☐ Prerequisites
- ☐ Description
- ☐ Schedule Type
- ☐ Cross-Listed / Slash
- ☐ Grade Rule
- ☐ Credit by Exam
- ☐ Course Fee
- ☐ Liberal Education Requirements (LER)
- ☐ Writing-Intensive (WIC)
- ☒ Diversity
- ☐ 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

Mary Ann Haley — 8/4/08
Department Chair / School Director / Campus Dean

Mary Ann Haley — 9/16/08
College Dean

_____ ___/___/___
Executive Dean of Regional Campuses

_____ ___/___/___
Senior Vice President for Academic Affairs and Provost

Psyc 461

BASIC DATA SHEET

Complete all fields. Data entered below should reflect new/revised information.

Preparation Date	**4-Aug-08**	Requested Effective Term	**Fall 2009**
Course Subject	**PSYC**	Course Number	**20651**
Course Title	**Child Psychology**		
Title Abbreviation	**Child Psych** 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** ☒ to ☐ or	Maximum Credit	**03** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
Contact Hours Per Week	☒ Lecture	Minimum Hours **02.50**	☒ to ☐ or Maximum Hours **2.5**
	☐ 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)	**DIVD - Diversity/Domestic** ; LSS – LER/Social Science		
Credit By Exam	**A - Credit by Exam Available**		

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite Course(s) **Psyc 11762**
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 **A review of the data, concepts, and theories of psychology that contribute to our understanding of child development from conception to age 14. This course may be used to satisfy the LERs.**

Complete the following only if applicable:
Previous Title

Previous Subject Previous Number

Term Start _____ Term End _____ NOTE: To be completed by Curriculum Services.

Revised October 2007

Psyc 462

Content Outline (include contact hours for each section)

Contact Hours	Outline
6.00	History of Child Development and Research Methodology
3.00	Biological Influences
3.00	Pre- and Post-natal Environmental Factors
3.00	Perceputal Development
3.00	Memory Development
3.00	Cognitive Development
3.00	Language Development
3.00	Sex Role Development
6.00	Moral Development
3.00	Parent-Child Relationships and Parenting
3.00	Peer Relationships
3.00	Self-Concept
3.00	Piaget and Information Processing Theories

45.00 Total Contact Hours

Textbook(s) Used in this Course	**Vasta, R., & Miller, S. (2004). Child Psychology, 4th Edition. Wiley & Sons, Inc.**
Writing Expectations	**Exams. Essay questions and papers in Honors sections**
Instructor(s) Expected To Teach	**Grau, Kerns, Merriman**
Instructor(s) Contributing to Content	**Kerns**

REQUIRED ENDORSEMENT

Mary Ann Kerns 8/4/08

Department Chair / School Director / Campus Dean

Psyc 463

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: Psychology

Course Number: 20651 **Credit Hours:** 3

Course Title: Child Psychology

Diversity Category: Domestic (U.S.)

Prerequisite(s): Psyc 11762 General Psychology

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.

   Understanding diversity is a fundamental component of the study of all areas of Psychology, and diversity is a major theme throughout the study of Developmental Psychology. Diversity content is integrated into the course in both lecture content and readings, with particular emphasis on how diversity sets the context for development. This course examines diversity in many forms: racial, ethnic, gender, socioeconomic, and sexual orientation. All of the major textbooks for Child Psychology address diversity issues in human development. The field of Psychology, including the area of Developmental Psychology, recognizes that behavior is determined by multiple causes, including cultural heritage and environment. Diversity is not addressed with separate chapters, but the content is an integral part of every topic covered in the course.

   In Child Psychology the discussion of diversity is integrated throughout the semester and focuses on having students understand the ways that biology, context, and culture interact to influence child development. Thus, the many diversity topics that are covered throughout the semester are all centered on a common theme: that development is influenced by multiple causes. As such, students do not just learn a list of diversity topics, but the diversity content is presented in a cohesive manner centered on a common theme. The role of context (including socioeconomic factors, societal norms and mores, setting -- school, family, town, country, etc.) and culture in development is complex. Students will learn about the important ways in which these factors interact to influence development and how development is similar and different across different contextual and cultural settings.

   Students should leave this course with an understanding of why the study of diversity, particularly the study of culture, gender, race, and ethnicity, is important in understanding development, and they should understand the complex ways that these factors can interact with the environment and genetics to shape development. Further, students will be exposed to scientific studies that examine cross-cultural similarities and differences across a wide-range of behavioral traits, exposing students to information about other cultures. In addition, students will be exposed to the limitations of scientific theories that only consider one culture or gender

when evaluating what is "normative" development. This should increase students' ability to think critically about issues related to diversity and increase their sensitivity to diversity issues.

What follows is a list of Kent State's Diversity Criteria that are met by the Child Psychology course and course topics that meet each criterion. Also included is a synopsis of how these issues will be approached more generally in the course.

Diversity will be approached in this course centered around the central theme that development is influenced by context. Special emphasis will be placed on cultural context and the broader social context. Each of the diversity criteria listed below will be addressed within this framework, particularly criteria 3, 4, 6, & 7. Students will be exposed to research examining cross-cultural similarities and differences affecting a wide range of developmental factors. Further, in discussing social effects on development, particularly within the context of the reciprocal nature of dvelopment (e.g., environment affects the individual, the responses of the individual to the environment/context influence the reactions of the environment), students will become aware of the ways that behavior can be influenced by the environment and how prejudice and discrimination can affect a wide-range of factors in development (relevant to critera 1 & 2). This is in addition to studies related to the formation and consequences of discriminatory behavior on an individual's social, emotional, and cognitive development. Students should leave the course with a broader understanding of how diversity influences development and the ways in which our attitudes and behaviors can differ as a result of different social and cultural experiences. Students should be more aware of the complex ways that diversity can influence how we each develop, including the formation of our values; this will broaden students awareness and will give them information that is applicable to understanding and communicating with persons from different backgrounds

SAMPLE TOPICS

1. Address diversity issues, particularly those involving unequal and/or discriminatory treatment:

Gender bias in schools

Socioeconomic factors influencing school achievement

Bilingual education

Impact of poverty on child rearing

Sources of gender-role socialization

Gender stereotypes

Culture bias in IQ tests

Ostracization, rejection, and abuse of gay and lesbian youth

2. Confront racial or ethnic stereotypes

Discuss the origin and consequences of gender stereotypes

Confront racial prejudice and its effects on adolescent development

Confront ethnic stereotypes about academic success

Examine how adolescents develop a sense of ethnic identity and the influence of prejudice and

discrimination on this development

3. Encourage global awareness and sensitivity

Discuss how culture influences attitudes and behavior in adolescence

Emphasize that development is influenced by multiple factors and contexts, including culture, gender, and socioeconomic status

4. Examine patterns and trends of diversity in the U.S.

Social and cultural contexts of early learning and cognitive development

Socioeconomic and cultural factors that influence education

Cultural and racial influences on motor development

The influence of race and ethnicity on self-esteem

Academic achievement and cultural diversity

Ethnicity's influence on families and attitudes about families

Gender differences in cognitive development and achievement

Ethnically diverse families

Families with lesbian or gay parents

Gender differences in moral reasoning

Cultural influences on moral reasoning

Acculturative stress

Gender differences in self-esteem

5. Explore way to communicate and participate in a diverse community

Explore the concept of "contextualized" thinking, such that culture influences intellectual development and how that influences how children and adolescents respond to their environment

6. Learn systematic approaches to understanding cultural differences and commonalities

Cultural orientations: individualism and collectivism

Immigration and acculturation

Bronfenbrenner's ecological systems theory of development: the effects of culture

Vygotsky's Sociocultural Theory: understanding the role of culture and situation in extracting meaning for the world

7. Study western and non-western cultures in a world context or from a comparative perspective

Cultural influences on pregnancy and utilization of prenatal care

Cultural differences in the experience of childbirth

Culture's influence on attachment

The effect of race and ethnicity on self-esteem

Culture as a context for children's cognitive development

Cross-cultural differences in day care

Cultural influences on language development

Cultural influences on the development of moral reasoning

Cultural influences on the development of reasoning

Cross-cultural differences in family relationships

Cultural influences on social support

Culture and the development of the self

Culture and children's play

Culture and prosocial behavior

Culture and sociometric status

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 in the Department of Psychology since the inception of the Department. We do not have to modify the course to meet the objectives and criteria of the diversity requirement. The addition of diversity status to the course will more accurately reflect the current content of this course and will more transparently demonstrate how the mission of our department aligns with the goals of the American Psychological Association (APA), specifically the APA's Education Directorate's Guidelines for the Undergraduate Psychology Major. These guidelines include the following "Sociocultural and International Awareness: Students will recognize, understand, and respect the complexity of sociocultural and international diversity" (p.20, of the APA Guidelines for the Undergraduate Psychology Major). While the content of Child Psychology currently follows this guideline, it is not apparent since the course is not formally acknowledged as a diversity courses. Having the designation made official will publicly affirm our department's value of diversity issues in Psychology and align us formally with the APA guidelines and more accurately reflect the current course content.

3. For what audience would this be a particularly good diversity course? Explain.

With the emphasis on understanding human development and how diversity influences development, this course would be appropriate for all Kent State students. However, the content of the course is particularly relevant to students with majors in the social sciences, education, health and human service related majors, and others interested in careers involving working with children.

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.

   The faculty members identified to teach this course are Professors Merriman, Kerns, and Contreras-Grau. We do not believe that these professors need special preparation to deal with the diversity issues in this course; we believe that the content of this course has always satisfied diversity status, and these instructors have all successfully taught the course. However, all instructors teaching the course will be given the American Psychological Association's Guidelines for the Undergraduate Psychology Major and the American Psychological Association's Commission on Ethnic Minority Recruitment, Retention, and Training Task Force Textbook Initiative Work Group's report. This report details the areas of diversity that are an integral part of the study of Psychology and lists specific ways to integrate the content into a course. Further, since the Department houses an APA-accredited graduate training program in clinical psychology, all clinical faculty members are required to stay current with respect to cultural and diversity issues within psychology, according to APA's Committee on Accreditation's Guidelines and Principles for Accreditation of Programs in Professional Psychology.

5. What maximum student enrollment per section do you propose? How many sections per year do you anticipate offering with current resources? What additional resources, if any, will you need?

   Maximum student enrollment in Honors sections will be 20, for evening sections it will be 74, and for regular daytime sections it will be 80-150, depending on the assigned classroom. We anticipate offering 8 sections a year (including summer). No additional resources are required.

6. How will the teaching and learning be evaluated? How will the effectiveness of the course, specifically its diversity aspect, be assessed?

   Teaching will be evaluated through peer and student evaluations. Whether students meet course objectives, including understanding how diversity influences development, will be evaluated through exams and class discussions.

7. Does this course address primarily domestic (U.S.) diversity issues or global diversity issues, or both? Explain.

   This course addresses both domestic and global diversity issues. However, since a greater emphasis is on domestic issues, we believe that a designation as a domestic diversity course would be appropriate

Name of person preparing form: Jocelyn R. Folk Submission date: August 4, 2008

Mary Ann Hooker 4/1/09

Signature of chair/director verifying curriculum committee approval Date

Example Course Syllabus
Child Psychology- PSYC 20651

Course Objectives

The goal of this course is to provide an interesting and active learning environment so that by the end of the semester students will come to:

- Know how children of different ages think, feel and behave.
- Understand how and why children change as they grow older.
- Understand the basic theories and methods of child psychology.
- Recognize the ways that biology, context and culture interact and impact child development.
- Recognize and appreciate the ways that research results are being used to improve children's lives every day.

Since this is a diversity course, a major emphasis in this course will be placed on understanding how development is influenced by multiple factors, with culture and context at the forefront. Students should expect to leave this course with an understanding of how child development is influenced by culture, ethnicity, gender, and socioeconomic factors – factors that are a part of the diversity of human experience.

Example Course Outline

What follows is a listing of the major topics to be covered in Child Psychology and how diversity issues could be approached. The purpose of this information is to give committee members an idea of how diversity issues will be examined in the course and to demonstrate how these issues are central to the study of human development.

Topic

History of Child Development

In this section, the importance of understanding the influence of diversity in the study of child development can be centered on the introduction of the nature/nurture debate. A discussion of how genes and environment are known to interact and environmental factors that could influence development can be used to help students understand how diversity in its many forms can influence development. Further, this discussion can be used to help students understand why psychologists view studying the influence of culture as central to understanding human behavior.

Biological Influences/ Pre-and Post-natal Environmental Factors

This topic affords the opportunity to discuss the interaction of genes and environment. Discussion the idea of a "reaction range" – that there is a range of possible traits or behaviors that are set by the genetic code, but that the environment determines which possible outcome occurs -- can be used to have students explore that ways in which the environment could increase the likelihood of an outcome at the top or the bottom of the range. This can be used to have students explore the ways that stereotypes and discrimination (both institutional and day-to-day) could result in positive or negative outcomes for certain groups and will give students the tools to

critically evaluate studies/reports of genetic causes of diversity differences based on race, ethnicity, or gender.

Perceptual/Motor Development

Discussions of the cultural invariance and cultural diversity of perceptual and motor development can be used to highlight for students 1) that there are many behaviors that develop similarly regardless of the influence of the cultural environment, and 2) that the development of even behaviors with very strong genetic determination can be influenced by the cultural environment. The goal of this discussion would be to underscore the power of the environment in shaping behavior and the importance of understanding cultural context when investigating and understanding the development of a wide range of behaviors.

Memory Development/Cognitive Development/Language Development/ Piaget and Information Processing Theories

A discussion Vygotsky's sociocultural theory of development can be used as an example of how social norms, gender roles, and culture can influence the development of cognitive abilities, including memory and language. Vygotsky emphasized the role of society and culture on cognitive development. Introducing cross-cultural variations in the timetable that children progress though Piaget's stages can be done here, as well. The discussion here can be used to help students understand the many ways in which diversity can influence development, emphasizing the importance of cultural understanding and knowledge of diverse cultures to scientists and educators.

Sex Role Development

This section will introduce students to the topic of sex roles (or gender roles), which are the social expectations of persons of a given sex within a particular culture. This topic can be used to explore with students the various ways that social (and cultural) expectations of boys and girls can shape their development. By having students explore the ways that these social expectations could influence gender differences in behavior, students can begin to understand the powerful role of social and cultural norms on development. Further, students can be asked to explore how gender schemas and gender role stereotypes could influence boys and girls in a variety of areas including cognitive and social development. Students can be asked to integrate this information with that from the section on biological influences (and the notion of reaction range) to begin to understand the complex interactions between genes and environment and the importance of understanding these influences in order to understand the perspectives of people different from themselves.

Moral Development

Kohlberg's theory of moral development is central to this section. As such, the criticisms that the theory may reflect a bias toward an individualistic ideology common to Western nations and that it reflects a bias toward moral reasoning that is more consistent with a traditionally male perspective should be discussed. Importantly, these criticisms can be used as a starting point for a discussion about the subjective nature of human experience and how difficult it can be for us to think outside our own cultural orientation, even for scientists.

Parent-Child Relationships and Parenting

A focus of this section is on the diversity of family structures, including families with lesbian and gay parents and ethnically diverse families. Examining the research in these areas will expose students to familial situations that are different from their own. The impact of the broader social environment on the family can be examined with a discussion of the "strength and resilience perspective" of minority families, which focuses on the ways in which minority families survive and thrive in the face of historical patterns of racism, bigotry, and inequality in the United States.

Peer Relationships

There are many topics relevant to the understanding of the role of diversity in development, including gender and cultural differences in socialization and play, cliques, adolescents' early sexual experiences and homosexuality, peer rejection, and many more. Examination of any one of these topics can be used to discuss the consequences of not being a part of a dominant social group, and more specifically, peer rejection. By examining gender and cultural differences across a variety of relationship factors, students will gain a better understanding of individuals who are different from themselves.

Self-Concept

Students will learn about the ways in which self-concept is shaped by cultural values and the impact of prejudice and discrimination on self-esteem. A discussion of self-efficacy can be used to initiate discussion of how social norms, prejudice, and discrimination could influence the success of minority groups and girls in this country. Returning to the theme of environmental influences on development, students should learn about the ways in which the social and cultural environment can influence how individuals view themselves, and how that process can be different for societal members that are not a part of the dominant group.

Learning Outcomes with Respect to Diversity Issues in:

Child Psychology

1. Students will demonstrate understanding of the interaction of heredity and environment in development and the roles that social and cultural contexts play in this interaction.
    - Students will demonstrate knowledge and understanding of the influence of social expectations and social and cultural norms on the development of sex roles, and their influence in the development of gender schemas and gender role stereotypes.

    - Students will understand the influences of cultural and social values on the development of self-concept and will demonstrate knowledge of the impact of prejudice and discrimination on the development of self-esteem, self-concept, and self-efficacy

2. Students will recognize and respect human diversity by understanding that psychological explanations of developmental phenomena may vary across populations and contexts.

    - Students will demonstrate knowledge and understanding of the applicability of the major theories in developmental psychology across societal and cultural groups.

3. Students will demonstrate understanding of the overarching theme that one's perspective is subjective, subject to influence by one's own experiences and the larger social and cultural context.

    - Students will be able to explain how individual differences influence beliefs, values, and interactions with others.

4. Students will understand the sociocultural and international contexts that influence individual differences in development

HONORS COLLEGE

Interdepartmental Correspondence

To: Stephane Booth, Associate Provost

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

Subject: Course Proposal for EPC Action

Date: May 9, 2009

The University Requirements Curriculum Committee has approved the following courses for Domestic Diversity status, effective Fall 2010:

PSYC 11762 , General Psychology, 3 cr.

PSYC 20651, Child Psychology, 3cr.

PSYC 21211, Psychology of Adjustment, 3cr.

Relevant cover memos, CCP, BDS, Diversity information form, and sample syllabi are attached.

Cc: Therese Tillett, Curriculum Services
Mary Ann Haley, A&S
URCC

KENT STATE
UNIVERSITY

INTERDEPARTMENTAL CORRESPONDENCE
College of Arts and Sciences

To: Dr. Don Williams, Chair, URCC

From: Mary Ann Haley, Assistant Dean of Curriculum

Date: April 2, 2009

Subject: PSYC Diversity Proposals

Please find enclosed revised PSYC Diversity Proposals for the April 10, 2009 URCC meeting:

1. PSYC 11762, General Psychology
2. PSYC 20651, Child Psychology
3. PSYC 21211, Psychology of Adjustment

Here is the link to the APA guidelines for the undergraduate psychology major which might be helpful: http://www.apa.org/ed/psymajor_guideline.pdf

I am also including copies of the original CCP/BDSs sent to you in September of 2008.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **4-Aug-08** Curriculum Bulletin _____
Effective Date **Fall 2009** Approved by EPC _____

Department	**Psychology**
College	**AS - Arts and Sciences**
Proposal	**Revise Course**
Course Subject	**Psyc** Course Number **21211**
Course Title	**Psychology of Adjustment**
Minimum Credits	**03** Maximum Credits **03**

Checked items are new or revised

- ☐ Subject
- ☐ Number
- ☐ Title
- ☐ Title Abbreviation
- ☐ Credit Hours
- ☐ Prerequisites
- ☐ Description
- ☐ Schedule Type
- ☐ Cross-Listed / Slash
- ☐ Grade Rule
- ☐ Credit by Exam
- ☐ Course Fee
- ☐ Liberal Education Requirements (LER)
- ☐ Writing-Intensive (WIC)
- ☒ Diversity
- ☐ 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

Mary Ann Haley — 8/4/08
Department Chair / School Director / Campus Dean

Mary Ann Haley — 9/16/08
College Dean

_____ ___/___/___
Executive Dean of Regional Campuses

_____ ___/___/___
Senior Vice President for Academic Affairs and Provost

PSYC 477

BASIC DATA SHEET

Complete all fields. Data entered below should reflect new/revised information.

Preparation Date **4-Aug-08** Requested Effective Term **Fall 2009**

Course Subject **PSYC** Course Number **21211**

Course Title **Psychology of Adjustment**

Title Abbreviation **Psych Of Adjustment**
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 Per Week
☒ Lecture Minimum Hours **02.50** ☒ to ☐ or Maximum Hours **2.5**
☐ 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) **DIVD - Diversity/Domestic** ; LSS - LER/Social Science

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

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite Course(s) **Psyc 11762**
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 **A review of theories, concepts and data that contribute to our understanding of human adjustment. Topics may include the following: personality, stress and coping, transitions from adolescence to adulthood, psychological disorders and psychotherapy. This course may be used to satisfy the LERs.**

Complete the following only if applicable:
Previous Title

Previous Subject Previous Number

Term Start _____ Term End _____ NOTE: To be completed by Curriculum Services.

PSYC 478

Content Outline (include contact hours for each section)

Contact Hours	Outline
9.00	**Descriptions and Models of Adjustment**
.00	**Stress and Coping**
9.00	**Adjustment & Development**
9.00	**Relation to Self & Others**
9.00	**Psychological and Physical Disorders**

45.00 Total Contact Hours

Textbook(s) Used in this Course	**Weiten, W., & Lloyd, M. A. (2006). Psychology Applied to Modern Life: Adjustment in the 21st Century (8th Ed.). Thomson/Worth.**
Writing Expectations	**Writing expectations for this class vary by instructor, ranging from brief in-class essays to longer take-home writing assigments.**
Instructor(s) Expected To Teach	**Dowd, Crowther, Gunstad**
Instructor(s) Contributing to Content	**Gunstad**

REQUIRED ENDORSEMENT

Marty Bu Stanley 8/4/08

Department Chair / School Director / Campus Dean

Psyc 479

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: Psychology

Course Number: 21211 **Credit Hours:** 3

Course Title: Psychology of Adjustment

Diversity Category: Domestic (U.S.)

Prerequisite(s): Psyc 11762: General Psychology

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.

   Understanding diversity is a fundamental tenant of the study of Psychology. As such, understanding diversity is a major component of the study of adjustment. All of the major textbooks for the Psychology of Adjustment address diversity issues in human adjustment, with particular emphasis on cross-cultural similarities and differences in behavior as well as the formation of gender, racial and ethnic stereotypes, biases and prejudices. Further, diversity issues pertaining to sexual orientation, gender and aging are addressed. The field of Psychology recognizes that behavior is determined by multiple causes, including environmental factors such as cultural heritage. Diversity is not addressed with separate chapters, but the content is an integral part of every topic covered in the course, with emphasis on how diversity influences human adjustment.

   In this course, the focus is on the psychological factors and processes that influence how individuals cope with the demands and challenges of everyday life. As such, the discussion of diversity is integrated throughout the semester. The emphasis is on how gender, race, ethnicity, aging, and sexual orientation can present adjustment challenges as a result of environmental influences such as stereotypes, biases, discrimination and prejudices. Further, the formation of these stereotypes, biases, and prejudices will be explored. Cross-cultural similarities and differences in adjustment also form a cornerstone of the course. As such, students should leave this class with an appreciation of how diversity across many factors influences human coping behavior; how stereotypes, biases, prejudices, and discriminatory behavior present challenges in human adjustment, and the similarities and differences that occur cross-culturally in factors and processes affecting human adjustment.

   What follows is a list of Kent State's Diversity Criteria that are met by the Psychology of Adjustment course and course topics that meet each criterion. Included is a synopsis of how diversity will be approached more generally in the course.

   As a course examining how people adjust to the challenges and demands of everyday life, the

Diversity will be approached as an integral part of the course as students will examine the influence of diversity across a wide range of factors affecting adjustment behaviors, expanding students' cultural awareness. Students will not only be exposed to research about cross-cultural similarities and differences in behavior, they will also study the formation of prejudices, the effects of discrimination, and how people cope when confronted with these (i.e., the psychological, physical, emotional, and behavioral consequences). As such, this course touches on many of the diversity criteria required for a diversity course (see sample topics below). Further, students should leave the course with greater sensitivity concerning the psychological effects of discrimination and prejudice.

SAMPLE TOPICS

1. Address diversity issues, particularly those involving unequal and/or discriminatory treatment:

Marginalization of minority groups

Obstacles to achievement: ethnic and racial barriers

Sexual harrassment

Socioeconomic status, ethnicity, and access to health services

Cultural barriers to adequate healthcare

Psychological theories concerning the origin of prejudice and discrimination

Aging for ethinic minorities: the effects of ageism and racism

2. Engage issues of racial or ethnic perceptions, attitudes and stereotypes

Gender stereotypes

Modern racism

Psychological theories about the sources of prejudice

Ethnocentrism and social science research

Social identity theory and prejudice

Ageism

3. Encourage global awareness and sensitivity

Explore the theme of context and diversity in human adjustment

Examine the effects of ethnocentrism in social science research

Explore the importance of awareness of cultural context in understanding human adjustment

4. Examine patterns and trends of diversity in the U.S.

Religion and health

Stress and gender

Diversity in adult lifestyles -- gay & lesbian adults

Ethnicity and parenting

Gender and friendship

Gender and love

Sociocultural factors affecting health and illness

Immigration and adjustment

Acculturative stress

Intergenerational relationships

Diversity in the workplace

Bicultural identity and homosexuality

5. Explore way to communicate and participate in a diverse community

Examine predominant communcation styles of different ethnic groups

Explore adjustment strategies of improving intercultural communication

Explore adjustment strategies involving gays and lesbians

6. Learn systematic approaches to understanding cultural differences and commonalities

Explore adjustment strategies for acknowledging diversity

7. Study western and non-western cultures in a world context or from a comparative perspective

Sociocultural perspectives on values

Death in different cultures

Culture and sexual motivation

Gender and sexual motivation

Cross-cultural perspectives on therapy

Culture, ethnicity, and nonverbal communication

Discuss the sociocultural approach to psychological disorders: influence of social, economic, technological, and religious aspects of cultures

8. Understand how one's own culture shapes one's perceptions, ideology and values

Explore the contexts of adjustment and their influences: Historical, social, economic, and cultural settings that influence adjustment

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 in the Department of Psychology since its inception. We do not have to modify the course to meet the objectives and criteria of the diversity requirement. The addition of diversity status to the course will more accurately reflect the current content of this course and will more transparently demonstrate how the mission of our department aligns with the goals of the American Psychological Association (APA), specifically the APA's Education Directorate's Guidelines for the Undergraduate Psychology Major. These guidelines include the following "Sociocultural and International Awareness: Students will recognize, understand, and respect the complexity of sociocultural and international diversity" (p.20, of the APA Guidelines for the Undergraduate Psychology Major). While our course content currently follows this guideline, it is not apparent since the course is not formally acknowledged as a diversity course. Having the designation made official will publicly affirm our department's value of diversity issues in Psychology and align us formally with the APA guidelines and more accurately reflect the current course content.

3. For what audience would this be a particularly good diversity course? Explain.

   With the emphasis on understanding human behavior and how diversity influences adjustment, this course would be appropriate for all Kent State students. However, the content of the course is particularly relevant to students with majors in the social sciences and health and human service related majors.

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.

   The faculty identified to teach this course are Professors Crowther, Dowd, and Gunstad. We do not believe that these professors need special preparation to deal with the diverstiy issues in this course. The content of the Psychology of Adjustment has always satisfied diversity status, and these instructors have all successfully taught the course. However, all instructors teaching the course will be given the American Psychological Association's Guidelines for the Undergraduate Psychology Major and the American Psychological Association's Commission on Ethnic Minority Recruitment, Retention, and Training Task Force Textbook Initiative Work Group's report. This report details the areas of diversity that are an integral part of the study of Psychology and lists specific ways to integrate the content into a course. Further, since the Department houses an APA-accredited graduate training program in clinical psychology, all clinical faculty members are required to stay current with respect to cultural and diversity issues within psychology, according to APA's Committee on Accreditation's Guidelines and Principles for Accreditation of Programs in Professional Psychology.

5. What maximum student enrollment per section do you propose? How many sections per year do you anticipate offering with current resources? What additional resources, if any, will you need?

   Maximum student enrollment in Honors sections will be 20. Maximum enrollment will be 74 for evening courses and 144 for regular sections (though actual enrollment is much less). We anticipate offering 6 sections a year (including summer). No additional resources are required.

6. How will the teaching and learning be evaluated? How will the effectiveness of the course, specifically its diversity aspect, be assessed?

   Teaching will be evaluated through peer evaluations and student evaluations each semester. Whether students meet course objectives, including understanding how diversity influences adjustment, will be evaluated through exams and class discussions, and in smaller sections, writing assignments.

7. Does this course address primarily domestic (U.S.) diversity issues or global diversity issues, or both? Explain.

   This course addresses both domestic and global diversity issues. However, since a greater emphasis of the topics and research in this course is on domestic issues, we believe that a designation as a domestic diversity course would be appropriate

Name of person preparing form: Jocelyn R. Folk Submission date: August 4, 2008

Signature of chair/director verifying curriculum committee approval

4/1/09
Date

Example Course Syllabus
Psychology of Adjustment- PSYC 21211

Course Objectives

In this course we will examine the known psychological factors and psychological processes that impact the ways in which people experience their world and the ways that they respond to and cope with the demands and challenges of everyday life. Relevant topics include an exploration of personality and identity, stress and coping, interpersonal relationships, social and cultural influences, developmental issues, health issues, and psychological disorders and their treatments.

An important focus of this course is on how diversity influences human adjustment, particularly influences of culture, ethnicity, race, gender, and socio-economic status. You should leave this course with an understanding of how these factors affect how we cope with the demands and challenges of everyday life, particularly how diversity across a wide range of factors influences coping behavior.

Example Course Outline

What follows is a listing of the major topics to be covered in Psychology of Adjustment and how diversity issues could be approached. The purpose of this information is to give committee members an idea of how diversity issues will be examined in the course and to demonstrate how these issues are central to the study of human adjustment.

Topic

Descriptions and Models of Adjustment

A central focus of this section is on personality and adjustment and the role that social and cultural context play in the development of personality and adjustment behaviors. The major diversity theme to be explored is the influence of the environment on personality. Environmental influences will be presented in the context of operant conditioning and observational learning as well as in the context of culture and personality. These topics can be used to explore issues related to social and cultural influences on behavior (especially the media's role). Further, a discussion of Terror Management Theory (which attempts to explain the role of self-esteem in coping) can be used to discuss the prominent role of culture to adjustment. This theory claims that culture provides worldviews that help people achieve a sense of meaning and context that can alleviate fears of death. This theory can be used to discuss the relationship among mortality salience, reaffirmation of cultural worldviews and reduced tolerance, introducing students to a major theory that explores culture's role in coping with the demands of life.

Stress and Coping

A central theme of this section is that the environment and culture can influence the development of and reactions to stress, as cultures vary in the predominant forms of stress members of that culture experience. This can afford an in-depth examination of the effects of institutional racism as well as the effects of more subtle day-to-day discrimination with which members of some groups must cope. This stress can take different forms, from fear of "stereotype confirmation" to pressure to conform to the expectations and values of one's own group. Through this exploration,

students can begin to explore the consequences of discrimination in tangible terms – stress and its effects.

Adjustment and Development

The topic of development provides many opportunities for students to explore how diversity issues can present challenges to adjustment. These issues can be discussed around the central theme that the environment influences development in many complex ways, and can influence how we cope with the demands of development. One focus is on the development of gender roles and gender role stereotypes, how these differ cross-culturally, and the challenges that these stereotypes can present for males and females. This section allows students to explore the myriad of developmental factors that are influenced by environmental factors that relate to culture, gender, and ethnicity. Further, explorations of sexuality and social norms will allow students to learn about the ways in which people with traits that differ from those of the larger social norms can be affected in terms of serious adjustment challenges.

Relation to Self & Others

This topic provides an opportunity to explore the many factors that influence how we view ourselves and those around us, with the role of culture and gender central to this exploration. This section explores many topics that allow for the exploration of this theme, including discussion of how cultural values help shape our self-concept and self-esteem, the complex way in which ethnicity and gender interact to affect self-esteem, and many others. Since this is an adjustment course, the focus will be on how diversity influences coping mechanisms and will allow students to explore how culture, ethnicity, and gender influence how we view ourselves and relate to others.

Psychological and Physical Disorders

This section provides an opportunity to discuss diversity as it relates to the expression and treatment of psychological and physical disorders. A central theme to be explored is that cultural, social, and historical context can influence our interpretations of what behaviors are viewed as abnormal as well as the process and outcome of psychotherapy. Through explorations of these topics, students can explore the subjective nature of our experiences, helping students to become aware not just of the diversity of experiences, but how those diverse experiences influence how we respond to the demands of everyday life. For example, a discussion of gender differences in psychological disorders and their potential genetic and environmental causes could allow for an exploration of the role that genes and environment play in mental and physical illness as well as the influence of social and cultural norms in this area. An exploration, of gender differences in body dysmorphism disorders (e.g., eating disorders) and the role that culture plays in these disorders will allow students to explore the relationship between cultural norms and psychological disorders.

Psychology of Adjustment

1. Students will understand how privilege, power, and oppression affect prejudice, discrimination, and inequity

    - Students will recognize how prejudicial attitudes and stereotypes are formed and the psychological and physical (health) consequences of discriminatory behavior.

2. Students will understand how interaction among diverse people can challenge conventional understanding of psychological processes and behavior.

3. Students will demonstrate understanding of the overarching theme that one's perspective is subjective, subject to influence by one's own experiences and the larger social and cultural context.

4. Students will recognize that social and cultural contexts may influence the application of psychological principles in solving social problems and the circumstances under which this is likely to occur.

    - Students will recognize and respect human diversity by demonstrating understanding that psychological explanations may vary across populations and contexts.

5. Students will demonstrate knowledge and understanding of the interaction of heredity and environment in shaping behavior and the role that social and cultural context play in this interaction.

    - Students will demonstrate knowledge and understanding of the influence of social expectations and social and cultural norms on the development of sex roles, and their influence in the development of gender schemas and gender role stereotypes.

    - Students will understand the influences of cultural and social values on the development of self-concept and will demonstrate knowledge of the impact of prejudice and discrimination on the development of self-esteem, self-concept, and self-efficacy

    - Students will understand the role that social and cultural norms play in the diagnosis and treatment of mental and physical illness, including attitudes about seeking treatment and those with diagnoses.

21st Century Curriculum Core Committee Final Report
Spring 2009

Committee

Co-Chair Janis Crowther, Department of Psychology
Co-Chair LuEtt Hanson, College of Communication and Information

Members

Cathy DuBois, Management and Information Systems; Rozell Duncan, Communication Studies; Erica Lilly, Libraries and Media Services; Ruth Ludwick, Nursing; Mike Mikusa, Teaching, Leadership and Curricular Studies; Janice Lessman Moss, Art; Renate Prescott, English-Geauga Campus; Diane Stroup, Chemistry; Jason Turnidge, Architecture and Environmental Design; Stephane Booth, Associate Provost, ex-officio; Therese Tillett, Curriculum Services, ex-officio.

Charge

Following discussions with the Provost and Associate Provost, we defined our charge as (1) reviewing the 21st Century Philosophy statement and determining how the curriculum aligns with the philosophy statement; (2) reviewing the 121-credit-hour requirement for graduation; and (3) identifying curricular roadblocks to graduation from Kent State University with a baccalaureate degree.

Approach

The Curriculum Core Committee examined policies and procedures; curricula for individual programs were not evaluated. The committee consulted written reports and heard oral presentations from relevant Kent State staff and outside sources. The committee employed a quantitative approach to identify issues. The committee gathered data on several parameters, including total-required-hours at peer and aspirant institutions, total hours required by the individual majors, time-to-graduation, and number of times students changed majors. We asked professional advisors to identify potential roadblocks to graduation from Kent State University with a baccalaureate degree and used that information to construct a survey on program and course roadblocks to graduation that was distributed to professional advisors in each college and at regional campuses. We identified curriculum issues through analysis of this data and developed recommendations to address these issues in a manner consistent with Kent State's values. The committee submitted drafts of its recommendations to the Curriculum Stakeholder Committee for comment and revised each set of recommendations accordingly. We posted our draft report on the Core Curriculum Group portion of the LER website for review and held two Town Hall meetings in February (February 11th and February 17th) to elicit verbal and written feedback from the University community. The committee discussed this feedback and revised its recommendations accordingly. We now are submitting our report and recommendations to the Provost.

Background Information and Data

Undergraduate Philosophy Statement and the Curriculum

Description of the Issue and Approach to the Problem:

One of the Provost's charges to the Curriculum Core Committee was that it recommend ways to incorporate into the university's curricula the recently adopted statement of what it means to be a Kent State graduate in the 21st Century.

The Core Committee reviewed the philosophy statement for curriculum goals that would not be covered in the LER Core Committee's concurrent discussions. The Core Committee also reviewed the LEAP document on high-impact educational practices, Kent State's results from the National Survey of Student Engagement (NSSE), and Kent State data on undergraduate student internships. The LEAP document highlighted the value of activities such as learning communities, service learning, student-faculty research, study abroad, and a senior culminating experience. Data suggest that many Kent State students already participate in these high-impact activities; e.g., our NSSE data indicate that 43% of seniors participated at least sometimes in a community-based project as part of a regular course, 14% of students have studied abroad by the time they are seniors, and 18% of seniors report working on research with a faculty member outside of course or program requirements.

With the context provided by this information, we developed two recommendations. These recommendations are addressed to the unit homes of major programs and are intended to provide broad guidelines so that each unit may fulfill the recommendations in ways appropriate to their majors. The recommendations also require that units report how experiential learning activities are included in each major. The committee believes that this data will be useful in developing a marketing initiative that identifies high-impact learning experiences as a hallmark of a Kent State education.

Conclusions and Recommendations:

Recommendation One: Every student at Kent State University should participate in at least one experiential learning activity before graduation. Such activities might include, but are not limited to: undergraduate research or creative activity; community outreach; service learning; a substantive laboratory, internship, practicum, observational learning, clinical or student teaching activity; an international learning experience; a capstone course, thesis or project; or an equivalent experience as determined by faculty in each major. By June 2009, every unit will review its curriculum and provide evidence to its Dean that an experiential learning activity is required in each of its programs. Any program without acceptable evidence must be revised to include an experiential learning activity, effective in the Fall 2010 catalog. A statement of how each program provides an experiential learning activity should be included with each major program description in the undergraduate catalog, beginning in Fall 2010. A general statement of rationale for making an experiential learning activity a university-wide requirement should be included in the catalog

along with the similar rationale statements for LERs, Writing Intensive Courses, and Diversity requirements.

Recommendation Two: Every unit should examine and revise the AQIP Learning Outcomes for each of its programs to make them consistent with the 21st Century Philosophy Statement. The function of these revised outcome statements will be to include in the existing AQIP process an assessment of the value of the engagement activities discussed in Recommendation One. The revised Learning Outcomes should be completed and made available to internal and external audiences, including prospective students, by Fall, 2010.

The Credit Hour Requirement

Description of the Issue and Approach to the Problem:

Currently, Kent State University requires at least 121 credit hours (8 semesters of 15 credit hours each + one hour of orientation) to graduate. In the mid-1990's, Kent State University reduced the minimum number of credit hours to graduation from 129 to 121, in large part to align the University with other public universities in the State and to reduce undue program complexity. Due to factors such as licensure and accreditation, some programs require more than 121 credit hours for the baccalaureate degree. The Curriculum Core Group addressed whether this credit hour requirement is appropriate for our curriculum. Our recommendations were completed prior to the final recommendations of the LER Core Group. Should the LER Core Group recommend an increase in the LER CH, some coordination between their recommendations and ours may be necessary.

First, we examined the credit hour requirements of our peer and aspirant institutions. Stephanie Booth provided the list of peer and aspirant institutions. (See Table 1.) Credit hour requirements were obtained via the institutions' websites.

Second, we examined the total number of credit hours required for graduation by KSU college and program. Of the 214 programs, 101 require 121 credit hours to graduate, 75 require between 122 and 132 credit hours to graduate, and 29 require 132 or more hours to graduate. (Information was not available for 9 programs.) Of the 29 programs that require 132 or more hours to graduate, only eight state in the catalogue that the program will take more than four years to complete. (See Table 2.) We also examined data from RPIE regarding the average time to graduation and average number of credit hours taken by college and program. (See Table 3.)

Conclusions and Recommendations:

Based upon data from our peer and aspirant institutions, at least 121 credit hours is appropriate for a baccalaureate degree at Kent State University. Of significant concern, however, is the number of programs that require more than 121 credit hours for graduation.

Recommendation Three: We recognize that the faculty in each program ultimately must ensure that their programs meet relevant requirements for licensure and accreditation and that their students are receiving a high quality education. We also believe that there should be sound

curricular reasons for any requirements that exceed the 121 credit hour minimum for graduation. Kent State academic units should examine their curricula and make every effort to reduce their program requirements to 121 credit hours. It is our recommendation that any program whose requirements exceed 121 credit hours should provide a written justification for the extra hours to the Dean's Office for review by the appropriate College-level curricular body, due June, 2009. If the justification is not acceptable, the program must reduce its program requirements to 121 hours, effective with the 2010 catalog.

Recommendation Four: Those programs whose requirements fall between 122 and 132 credit hours, must discuss whether their students can reasonably complete these requirements in eight semesters. We understand that non-curricular factors (e.g., taking a part-time schedule; unavoidable stop-outs due to personal and financial reasons) may increase the time to graduation for some students. Even so, it is important that undergraduate students be aware that the program in which they are interested requires more than the minimum of 121 credit hours to graduate; thus, it is our recommendation that programs continuing to require 122-132 hours clearly state the total number of CH to graduate in the catalog and any marketing materials. These catalog language changes must be in place in the 2010 catalog.

Recommendation Five: It was our collective opinion that the majority of students cannot complete programs whose requirements exceed 132 credit hours in eight semesters. While some of these programs note that their program takes more than four years to complete, others do not. Because of the financial ramifications for both the students (See Appendix A) and the University, it is our recommendation that programs whose requirements exceed 132 credit hours must clearly communicate in the catalog and in any marketing materials that the program may take more than four years (eight semesters) to complete. These catalog language changes must be in place in the 2010 catalog.

Recommendation Six: The Provost's Office should conduct a review within one year of the acceptance of these recommendations to evaluate how programs have implemented them.

Additional Roadblocks to Graduation

Description of the Issue and Approach to the Problem:

One element of our charge was to identify curricular roadblocks to graduation from Kent State University with a baccalaureate degree. In order to obtain information about potential roadblocks to graduation from Kent State University, committee members initially asked professional advisors in their college to identify the five most common roadblocks to graduation that they encounter. On the basis of this information, a survey was constructed that listed various program requirements, course issues, student issues, and other issues that had been identified as potential roadblocks.

These surveys were distributed to professional advisors on the Kent and Regional Campuses, who were asked to rate whether these factors had a "high impact," "medium impact," or "low impact" on student progress to a baccalaureate degree at Kent State University. We received surveys from professional advisors in the College of Architecture and Environmental

Design; College of the Arts; College of Arts and Sciences; College of Business Administration; College of Communication and Information; College of Education, Health, and Human Services; College of Nursing; College of Technology; Undergraduate Studies; and the Geauga, Stark, and East Liverpool Campuses. Several professional advisors provided information on multiple programs in their college or campuses. Our rationale for surveying advisors is that they see a broad cross-section of undergraduate students, and, in many colleges, they certify students for graduation. While these data have limitations, they represent an important first step toward identifying and addressing roadblocks to graduation.

Table 4 presents the percentages of advisors indicating a factor had a high, medium or low impact for their campus/college/program. Following discussion, the committee thought that the "roadblock" was problematic if the sum of the percentages of "high impact" and "medium impact" responses exceeded 67%. The following factors exceeded this threshold: (1) transfer issues; (2) missing program requirements; (3) selective program requirements; (4) course sequencing; (5) courses not offered every semester; (6) availability of seats in courses; and (7) need for additional sections of some courses. In addition, for the Regional Campuses only, four additional factors exceeded this threshold: (1) changing programs; (2) LERs not transferring to another major; (3) GPA too low for admission; and (4) the need for more distance learning courses. Since the committee felt that programs could choose to be selective to ensure student quality, the committee did not believe that selective program requirements or having a GPA too low for admission were roadblocks. In addition, LERs not transferring to another major was part of the LER Committee's charge.

Conclusions and Recommendations:

Recommendation Seven: Transfer issues were identified 81% of the time and appeared to be primarily a function of bureaucratic issues. For example, one advisor noted, "Transfer evaluations and substitution requests take a long time – sometimes more than eight weeks. Often the answers needed from a transfer evaluation or substitution request will determine whether a student chooses to start or stay with our program or look elsewhere." A second advisor noted that if a course is not specifically listed in the articulation tables, the transfer center will not make a determination; this advisor described her experience with one student who was told to go to four different departments to see whether his courses in those disciplines would transfer. The committee has serious concerns about whether there has been a diffusion of responsibility for transfer determinations. The entire process for evaluating transfer credit at Kent State University should be reviewed immediately with the goals of: articulating a transfer philosophy and model; emphasizing the student-centered nature of this service; achieving rapid and efficient processing of all transfer requests before admission; achieving full, direct communication between the Transfer Center and the academic unit to which the student wishes to transfer and which makes decisions regarding course equivalences in the major; and ensuring high priority for maintenance of CAS and the articulation tables.

Recommendation Eight: Missing graduation requirements was identified 67% of the time. The committee thought that the implementation of KSU GPS roadmaps is an important step toward addressing this issue. However, we also recommend that (1) students continue to receive

consistent information about program requirements through a variety of formats (e.g., GPS Roadmaps; major requirement sheet) and a variety of platforms (e.g., Web-based, paper); (2) the information available in the roadmaps be accessible to faculty; and (3) there be very explicit communications to students regarding their responsibility to seek advising regarding program requirements.

Recommendation Nine: Course sequencing and course availability (e.g., courses not offered every semester, need more sections of some courses, availability of seats in courses, and, in the Regional Campuses, the need for more distance learning courses) also were identified as problematic. The committee had concerns that with the implementation of RCM, these issues potentially could become even more problematic. It is our recommendation that programs carefully examine their course schedules to ensure appropriate timing, sequencing, and availability of courses for their students. We also recommend that each department inform its undergraduate majors of its two-year plan for course offerings though a variety of formats, e.g., paper, email, web, etc. There could be a link from the catalogue and the GPS system that would take the student to this plan. We understand that there are times when it is difficult to adhere to such plans if faculty are not available to teach particular courses. However, we recommend that the respective Dean's Offices review departments' course offerings on a regular basis to ensure that courses needed for graduation are offered.

Recommendation Ten: We recommend that faculty advisors and students be surveyed regarding their perceptions of the "roadblocks" to graduation and students be surveyed regarding their use of advising while at Kent State University. One possibility would be to survey those students who do not graduate in four years when they reapply for graduation. Based upon comments from our stakeholders, we believe that students should be asked what they saw as "roadblocks" to their graduation, whether they sought advising while at Kent State University and from whom, and what factors influenced their decision to seek advising or not. The results of these surveys should be communicated to appropriate university bodies for review and action.

Table 1: Credit Hours to the Baccalaureate Degree for Peer and Aspirant Institutions

Peer Institution	**Credit Hours for Baccalaureate Degree**
Ball State University	Minimum of 126 hours
Central Michigan University	Minimum of 124 hours
Eastern Michigan University	Minimum of 124 hours
Fort Hays State	Minimum of 124 hours
Indiana Univ – South Bend	Minimum of 122 hours
Iowa State University	Minimum of 120 hours
Northeastern Illinois Univ.	Minimum of 120 hours
Northern Arizona Univ.	Minimum of 120 hours
Ohio University	Min. of 192 hours (Quarters) (= 128 Semester hours)
So. Illinois U. – Edwardsville	Minimum of 124 hours
U. of Texas at Austin	Minimum of 120 hours
U. of Michigan – Flint	120 or more credit hours
Miami Univ (Ohio)	Minimum of 128 hours
U. of Wisconsin – Milwaukee	Minimum of 120 hours
Virginia Commonwealth U.	Minimum of 120 hours
Western Michigan University	Minimum of 122 hours
Wright State University	187 credit hours (Quarters) (= 125 Semester hours)
Bowling Green State University	Minimum of 122 hours
Aspirant Institutions	**Credit Hours for Baccalaureate Degree**
Georgia State University	Minimum of 120 hours*
Rutgers	Minimum of 120 hours
Cal. State – Monterey Bay	120 to 132, depending on major
Colorado State University	Minimum of 120 hours
Florida State University	Minimum of 120 hours
Indiana University	Minimum of 124 hours
So. Illinois Univ. – Carbondale	Minimum of 120 hours
SUNY – Buffalo	Minimum of 120 hours
University of Missouri	Minimum of 120 hours
University of Florida	Minimum of 120 hours
Utah State University	Minimum of 120 hours

*Difficult to ascertain based upon website

Table 2: Kent State Programs of Study – Total Credits Required for Graduation, Fall 2008

Legend

	Programs for which total credits are between 122 and 132
	Programs for which total credits are more than 132
	Programs that state in catalog that it will take more than four years to complete

COLLEGE OF ARCHITECTURE AND ENVIRONMENTAL DESIGN

Architectural Studies [ARCS] BA	125
Architecture [ARCH] BS	127
Interior Design [ID] BA	130

COLLEGE OF THE ARTS

Art Education [ARTE] BA	128
Art History [ARTH] BA	123
Crafts [CRFT] BFA—Ceramics [CERM]	125
Crafts [CRFT] BFA—Glass [GLSS]	125
Crafts [CRFT] BFA—Jewelry and Metals [JMTL]	125
Crafts [CRFT] BFA—Textile Arts [TXTL]	125
Crafts or Fine Arts [CFA] BA—Crafts [CRFT]	123
Crafts or Fine Arts [CFA] BA—Fine Arts [ARTS]	124
Dance [DANC] BFA—Dance Education [DEDU]	130
Dance [DANC] BFA—Dance Performance [DPER]	129
Fashion Design [FD] BA—Conceptual Design [CODE]	125
Fashion Design [FD] BA—Technical Design and Production [TDPR]	128
Fashion Merchandising [FM] BS	121
Fine Arts [ARTS] BFA—Drawing [DRWG]	125
Fine Arts [ARTS] BFA—Interdisciplinary–Drawing/Painting [IDP]	125
Fine Arts [ARTS] BFA—Interdisciplinary–Drawing/Sculpture [IDS]	125
Fine Arts [ARTS] BFA—Interdisciplinary–Painting/Printmaking [IPP]	125
Fine Arts [ARTS] BFA—Interdisciplinary–Painting/Sculpture [IPS]	125
Fine Arts [ARTS] BFA—Interdisciplinary–Printmaking/Drawing [IPD]	125
Fine Arts [ARTS] BFA—Interdisciplinary–Sculpture/Printmaking [ISP]	125
Fine Arts [ARTS] BFA—Painting [PNTG]	125
Fine Arts [ARTS] BFA—Printmaking [PRMK]	125
Fine Arts [ARTS] BFA—Sculpture [SCLP]	125
Music [MUS] BA	128
Music [MUS] BM—Composition [COMP]	129
Music [MUS] BM—Instrumental [ISTM]	130
Music [MUS] BM—Piano Performance [PPER]	129
Music [MUS] BM—Theory [THRY]	128
Music [MUS] BM—Voice Performance [VPER]	130

Music Education [MUED] BM—Choral–General [CHG]	138
Music Education [MUED] BM—Instrumental [ISTM]	139
Theatre Studies [THEA] BA	129
Theatre Studies [THEA] BFA—Design–Technology [DT]	129
Theatre Studies [THEA] BFA—Musical Theatre [MUT]	129

COLLEGE OF ARTS AND SCIENCES

American Sign Language [ASL] BA	121
Anthropology [ANTH] BA	121
Anthropology [ANTH] BS—Archaeology [ARCL]	121
Anthropology [ANTH] BS—Biological Anthropology [BIOA]	121
Applied Conflict Management [ACM] BA	121
Applied Mathematics [AMTH] BS—Applied Mathematics [AMTH]	121
Applied Mathematics [AMTH] BS—Computational Mathematics [CMTH]	121
Applied Mathematics [AMTH] BS—Financial Mathematics [FMTH]	121
Applied Mathematics [AMTH] BS—Probability and Statistics [PSTT]	121
Biology [BSCI] BA	121
Biology [BSCI] BS—Molecular and Cellular Biology [MCBI]	121
Biology [BSCI] BS—Organismal Biology [ORBI]	121
Biotechnology [BTEC] BS	121
Botany [BOT] BS	121
Chemistry [CHEM] BA	121
Chemistry [CHEM] BS—Biological Chemistry [BIOC]	121
Chemistry [CHEM] BS—Chemistry [CHEM]	121
Chemistry [CHEM] BS—Materials Chemistry [MCHM]	121
Classics [CLSS] BA	122
Computer Science [CS] BS	121
Conservation [CONS] BS	121
Earth Science [ESCI] BA	121
Economics [ECON] BA	
English [ENG] BA	121
French [FR] BA	121
French Translation [FRTR] BS	121
Geography [GEOG] BA—Environmental Geography [ENVG]	121
Geography [GEOG] BA—Geographic Information [GINF]	121
Geography [GEOG] BA—Social Geography [SGEG]	121
Geology [GEOL] BA, BS	121
German [GER] BA	121
German Translation [GRTR] BS	121
History [HIST] BA	121
Integrated Life Sciences [ILS] BS–MD	124
International Relations [INTL] BA	121
Justice Studies [JUS] BA	121
Latin [LAT] BA	121
Latin American Studies [LAS] BA	121

Mathematics [MATH] BA, BS	121
Mathematics [MATH] BS—Actuarial Mathematics [AMAT]	121
Medical Technology [MEDT] BS	121
Pan-African Studies [PAS] BA—African Diaspora Studies [AFDS]	121
Pan-African Studies [PAS] BA—Pan-African Literature, Arts and Cultures [PAFL]	121
Pan-African Studies [PAS] BA—Pan-African Studies [PAS]	121
Pan-African Studies [PAS] BA—Theoretical and Applied Research in Pan-African Studies [TARP]	121
Paralegal Studies [PLST] BA	121
Philosophy [PHIL] BA	124
Physics [PHY] BA	121
Physics [PHY] BS—Applied Physics [APHY]	121
Physics [PHY] BS—General Physics [GPHY]	121
Physics [PHY] BS—Physics Interdisciplinary–Applied Mathematics and Computer Science [PMCS]	121

COLLEGE OF ARTS AND SCIENCES *continued*

Physics [PHY] BS—Physics Interdisciplinary–Biological Sciences [PBSC]	121
Physics [PHY] BS—Physics Interdisciplinary–Chemistry [PCHM]	121
Physics [PHY] BS—Physics Interdisciplinary–Mathematics [PMAT]	121
Physics [PHY] BS—Research [RESE]	121
Political Science [POL] BA—American Politics [APOL]	121
Political Science [POL] BA—General [GENL]	121
Political Science [POL] BA—International Relations–Comparative Politics [IRCP]	121
Political Science [POL] BA—Public Policy [PPOL]	121
Pre-Dentistry [PDNT] BA, BGS, BS	
Pre-Medicine and Biology [PMEB] BA, BS	
Pre-Medicine and Chemistry [PMEC] BA, BS	
Pre-Medicine and Psychology [PMEP] BA, BS	
Pre-Medicine, Pre-Osteopathy, Pre-Veterinary Medicine [PMED] BA, BGS, BS	
Psychology [PSYC] BA	121
Russian [RUSS] BA	121
Russian Translation [RUTR] BS	121
Sociology [SOC] BA	121
Spanish [SPAN] BA	121
Spanish Translation [SPTR] BS	121
Teaching English as a Second Language [TESL] BA	121
Zoology [ZOOL] BS	121

COLLGE OF BUSINESS ADMINISTRATION

Accounting [ACCT] BBA	121
Business Management [BMGT] BBA	121
Computer Information Systems [CIS] BBA	121
Economics [ECON] BBA	121
Entrepreneurship [ENTR] BBA	121
Finance [FIN] BBA	121

Managerial Marketing [MMTG] BBA	121
Marketing [MKTG] BBA	121
Operations Management [OPMG] BBA	121

COLLEGE OF COMMUNICATION AND INFORMATION

Advertising [ADV] BS	124
Communication Studies [COMM BA—Applied Communication [APCO]	121
Communication Studies [COMM] BA—Interpersonal Communication [IPCM]	121
Communication Studies [COMM] BA—Organizational Communication [ORCM]	121
Communication Studies [COMM] BA—Public Communication [PC]	121
Electronic Media [ELMD] BS—Electronic Media Management [EL]	124
Electronic Media [ELMD] BS—Electronic Media Production [ELMP]	125
News [NEWS] BS—Broadcast Journalism [BJRN]	123
News [NEWS] BS—Magazine Journalism [MJRN]	124
News [NEWS] BS—Newspaper Journalism [NJRN]	124
Photo Illustration [PHOI] BS	127
Public Relations [PR] BS	124
Visual Communication Design [VCD] BA	131
Visual Communication Design [VCD] BFA—2D Graphic Design [2DGD]	136
Visual Communication Design [VCD] BFA—3D Graphic Design [3DGD]	136
Visual Communication Design [VCD] BFA—Illustration [ILLS]	136
Visual Journalism [VJNL] BS—Information Design [INFD]	121
Visual Journalism [VJNL] BS—Photojournalism [PHOJ]	122

COLLEGE OF EDUCATION, HEALTH AND HUMAN SERVICES

Athletic Training [ATTR] BS	123
Career Technical Teacher Education [CTTE] BSE	
Community Health Education [CHED] BS	121
Early Childhood Education [ECDE] BSE	131
Earth Science BSE	141
Educational Studies [EDST] BSE	
Family and Consumer Sciences Education [FCSE] BSE—Early Childhood Education and Care [ECEC]	121
Family and Consumer Sciences Education [FCSE] BSE—Food Management Production & Services [FMPS]	121
Family and Consumer Sciences Education [FCSE] BSE—Work and Family [WFAM]	121
Human Development and Family Studies [HDFS] BS—Case Management for Individuals and Families [CMFI]	121
Human Development and Family Studies [HDFS] BS—Family Life Education [FLE]	121
Human Development and Family Studies [HDFS] BS—Gerontology [GERO]	121
Human Development and Family Studies [HDFS] BS—Gerontology and Nursing Home Administration [GNHA]	131
Human Development and Family Studies [HDFS] BS—Youth Development [YDEV]	121
Integrated Business Education [IBED] BSE—Business Training–Development [BTDV]	133
Integrated Business Education [IBED] BSE—Postsecondary [PSND]	133
Integrated Business Education [IBED] BSE—Teaching, Secretarial–Office Administration [TSOA]	133

Integrated Health Studies [HIS] BS—Health Care Administration and Systems [HCAS]	121
Integrated Health Studies [HIS] BS—Health Sciences [HLSC]	123
Integrated Health Studies [HIS] BS—Health Services [HLSV]	121
Integrated Language Arts [INLA] BSE	121
Integrated Mathematics [IMTH] BSE	121
Integrated Science [ISCI] BSE—Chemistry [CHEM]	155
Integrated Science [ISCI] BSE—Earth Science [ESCI]	155
Integrated Science [ISCI] BSE—Life Science [LFSC]	158
Integrated Science [ISCI] BSE—Physics [PHY]	159
Integrated Social Studies [INSS] BSE—Economics [ECON]	124
Integrated Social Studies [INSS] BSE—Geography [GEOG]	124
Integrated Social Studies [INSS] BSE—History [HIST]	124
Integrated Social Studies [INSS] BSE—Political Science [POL]	124
Integrated Social Studies [INSS] BSE—Sociology [SOC]	124
Intervention Specialist [INSP] BSE—Deaf Education [DFED]	137
Intervention Specialist [INSP] BSE—Educational Interpreter [EI]	131
Intervention Specialist [INSP] BSE—General Special Education [GSED]	138
Intervention Specialist [INSP] BSE—Gifted, Language Arts–Science [GLAS]	138
Intervention Specialist [INSP] BSE—Gifted, Mathematics–Language Arts [GMLA]	142
Intervention Specialist [INSP] BSE—Gifted, Mathematics–Science [GMS]	148
Intervention Specialist [INSP] BSE—Gifted, Mathematics–Social Studies [GMSS]	151
Intervention Specialist [INSP] BSE—Gifted, Social Studies–Language Arts [GSSL]	141
Intervention Specialist [INSP] BSE—Gifted, Social Studies–Science [GSSS]	147
Intervention Specialist [INSP] BSE—Mild–Moderate [MLDM]	129
Intervention Specialist [INSP] BSE—Mild–Moderate, Social Studies–Language Arts [MMSL]	
Intervention Specialist [INSP] BSE—Moderate–Intensive [MDIN]	130
Life Science [LFSC] BSE	147
Life Science–Chemistry [LSCM] BSE	142
Marketing Education [MKT] BSE	121
Middle Childhood Education [MCED] BSE—Language Arts–Mathematics [LAMT]	132
Middle Childhood Education [MCED] BSE—Language Arts–Science [LASC]	128
Middle Childhood Education [MCED] BSE—Mathematics–Science [MTSC]	137
Middle Childhood Education [MCED] BSE—Mathematics–Social Studies [MTSS]	141
Middle Childhood Education [MCED] BSE—Social Studies–Language Arts [SSLA]	131
Middle Childhood Education [MCED] BSE—Social Studies–Science [SSSC]	137

COLLEGE OF EDUCATION, HEALTH AND HUMAN SERVICES *continued*

Nutrition and Food [NF] BS—Hospitality Management [HSPM]	121
Nutrition and Food [NF] BS—Nutrition and Dietetics [ND9]	125
Physical Education [PEP] BS—Exercise Science–Exercise Physiology [ESEP]	124
Physical Education [PEP] BS—Exercise Science–Exercise Specialist [ESES]	121
Physical Education [PEP] BS—Health and Physical Education [HPE]	165
Physical Education [PEP] BS—Human Movement Studies [HMS]	121
Physical Education [PEP] BS—Teacher Certification [TCER]	125
Physical Science [PHSC] BSE	143
Recreation, Park and Tourism Management [RPTM] BS—Recreation and Park Management [RPM]	121
Recreation, Park and Tourism Management [RPTM] BS—Tourism Management [TMM]	121
School Health Education [SHED] BSE	121
School Health Education [SHED] BSE—Health and Physical Education [HPE]	164
Speech Pathology and Audiology [SPA] BS	121
Speech Pathology and Audiology [SPA] BS portion of the BS/MA	121
Sport Administration [SPAD] BS	121
Trade and Industrial Education [TIED] BSE	130

COLLEGE OF NURSING

Nursing [NURS] BSN	122

COLLEGE OF TECHNOLOGY

Aeronautics [AERN] BS—Aeronautical Studies [AEST]	124
Aeronautics [AERN] BS—Aeronautical Systems Engineering Technology [AESE]	129
Aeronautics [AERN] BS—Air Traffic Control [ATC]	124
Aeronautics [AERN] BS—Aviation Management [AVMN]	124
Aeronautics [AERN] BS—Flight Technology [FLGT]	124
Technology [TECH] BS—Computer Technology [COMT]	121
Technology [TECH] BS—Computer Design and Animation [CDA]	123
Technology [TECH] BS—Construction Management [CO]	124
Technology [TECH] BS—Technology Education Licensure [TEDL]	126

Table 3: **Time to Graduation by Average Years and Average Earned Hours by College, Department, and Major** (note: "Count of Test" equals the number of students)

College, Department, Major	Average of Years to Graduation	Average of CUM_EHRS	Count of test
Coll of Arch and Env Design	**4.25**	**141.53**	**308**
Architecture	**4.25**	**141.53**	**308**
Architecture	4.17	139.71	224
Interior Design	4.46	146.38	84
Coll of Ed Health Human Svcs	**4.72**	**139.28**	**1737**
Adult, Couns, Health and Vo Ed	**4.79**	**139.68**	**180**
Business Education--Comprehensive/Vocational	4.00	151.00	1
Community Health Education	4.85	143.65	20
Educational Studies Program	4.82	134.38	45
Family and Consumer Sciences Education	4.67	140.67	3
Integrated Business Education	5.00	165.00	1
Integrated Health Studies	4.75	140.83	85
School Health Education	4.88	143.94	16
Technology Education	4.00	129.00	1
Vocational Family/Consumer Science	5.00	136.00	7
Vocational Marketing Education	5.00	130.00	1
Educational Found and Spec Svc	**4.65**	**137.50**	**175**
Intervention Specialist	4.65	137.50	175
Family and Consumer Studies	**4.78**	**135.30**	**345**
Human Development and Family Studies	4.78	134.39	202
Nutrition and Food	4.79	136.58	143
School of Ex/Leisure/Sport	**4.96**	**139.63**	**323**
Athletic Training	4.50	137.00	16
Leisure Studies	4.98	138.27	159
Physical Education	4.98	141.35	144
Sports Administration	5.00	142.15	4
Speech Path and Audiology	**4.17**	**125.87**	**52**
Speech Pathology & Audiology	4.17	125.87	52
Tchng Ldrshp and Curr Studies	**4.61**	**142.59**	**662**
Early Childhood Education	4.50	141.11	240
Earth Science	5.67	156.00	3
Educational Studies Program	4.48	132.12	25
Integrated Language Arts	4.76	147.50	96
Integrated Mathematics	4.29	134.41	62
Integrated Science	5.29	169.79	14
Integrated Social Studies	4.73	144.16	115

College, Department, Major	Average of Years to Graduation	Average of CUM_EHRS	Count of test
Life Science	4.33	147.33	3
Life Science/Chemistry	4.75	148.50	4
Middle Childhood Education	4.74	142.61	99
Physical Science	5.00	152.00	1
College of Arts and Sciences	**4.62**	**134.69**	**2284**
Anthropology	**4.64**	**134.65**	**36**
Anthropology	4.64	134.65	36
Arts and Sciences	**4.05**	**137.97**	**284**
Economics	5.30	145.76	10
General Studies	5.38	136.61	87
Individualized Major	4.75	143.50	4
Integrated Life Sciences	2.94	138.70	134
International Relations	4.38	136.29	47
Management and Industrial Studies	5.00	138.00	2
Biological Sciences	**4.70**	**142.07**	**246**
Biology	4.70	143.44	129
Conservation	5.13	142.37	38
Medical Technology	4.63	146.63	8
Pre-Dentistry	4.50	139.00	2
Pre-Medicine,Osteopathy,Veterinary	4.25	134.70	16
Zoology	4.57	140.17	53
Chemistry	**4.80**	**145.86**	**51**
Biotechnology	4.60	144.00	5
Chemistry	4.83	146.07	46
Computer Science	**4.88**	**134.13**	**64**
Computer Science	4.88	134.13	64
Ctr for Applied Conflict Mgmt	**4.93**	**135.01**	**28**
Applied Conflict Management	4.93	135.01	28
English	**4.74**	**132.53**	**222**
English	4.74	132.58	221
Teaching English as a Second Language	5.00	121.00	1
Geography	**4.82**	**133.07**	**28**
Geography	4.82	133.07	28
Geology	**5.04**	**144.42**	**24**
Earth Science	6.00	140.50	2
Geology	4.95	144.77	22
Graduate College	**4.72**	**131.14**	**46**
Criminal Justice Studies	4.72	131.14	46
History	**4.96**	**136.01**	**108**
History	4.96	136.01	108

College, Department, Major	Average of Years to Graduation	Average of CUM_EHRS	Count of test
Justice Studies	**4.69**	**129.07**	**343**
Criminal Justice Studies	4.25	126.50	12
Justice Studies	4.68	129.00	314
Paralegal Studies	5.18	132.24	17
Math and Computer Science	**4.23**	**142.77**	**13**
Mathematics	4.23	142.77	13
Mathematics	**4.71**	**136.65**	**28**
Applied Mathematics	4.83	140.94	12
Mathematics	4.63	133.44	16
Modern-Classical Language Stud	**4.64**	**146.10**	**66**
American Sign Language	5.27	140.73	11
Classical Humanities	4.22	151.89	9
French	4.00	134.08	5
French Translation	4.00	161.67	3
German	4.60	150.80	5
German Translation	6.00	149.50	2
Latin	4.50	142.50	2
Russian	4.00	127.00	1
Spanish	4.71	144.52	24
Spanish Translation	4.25	159.70	4
Pan-African Studies	**5.00**	**138.60**	**5**
Pan-African Studies	5.00	138.60	5
Philosophy	**4.79**	**135.09**	**24**
Philosophy	4.79	135.09	24
Physics	**4.63**	**144.05**	**19**
Physics	4.63	144.05	19
Political Science	**4.65**	**130.65**	**115**
Political Science	4.65	130.65	115
Psychology	**4.56**	**131.45**	**465**
Psychology	4.56	131.45	465
Sociology	**4.71**	**131.84**	**69**
Sociology	4.71	131.84	69
College of Business Admin	**4.58**	**129.48**	**1592**
Accounting	**4.49**	**131.21**	**175**
Accounting	4.49	131.21	175
Administrative Sciences	**5.00**	**126.00**	**2**
Operations Management	5.00	126.00	2
Business Administration	**4.67**	**124.67**	**3**
Operations Management	4.67	124.67	3

College, Department, Major	Average of Years to Graduation	Average of CUM_EHRS	Count of test
Economics	**4.74**	**133.93**	**23**
Economics	4.74	133.93	23
Finance	**4.57**	**128.32**	**194**
Finance	4.57	128.32	194
Management Information Systems	**4.59**	**129.40**	**613**
Business Management	4.62	129.54	437
Computer Information Systems	4.50	128.98	173
Operations Management	4.67	134.00	3
Marketing	**4.60**	**129.29**	**582**
Marketing	4.60	129.29	582
College of Comm and Info	**4.75**	**133.57**	**1034**
Communication Studies	**4.77**	**129.09**	**310**
Communication Studies	4.77	129.09	310
Journalism and Mass Comm	**4.59**	**133.34**	**557**
Advertising	4.58	135.31	155
Electronic Media	5.00	133.00	4
News	4.56	131.46	172
Public Relations	4.42	135.35	95
Radio-Television	4.84	132.67	88
Visual Journalism	4.51	130.68	43
Visual Communication Design	**5.25**	**142.66**	**167**
Photo Illustration	4.90	134.19	48
Visual Communication Design	5.39	146.08	119
College of Nursing	**4.71**	**140.62**	**451**
Nursing	**4.71**	**140.62**	**451**
Nursing	4.71	140.62	451
College of Technology	**4.91**	**135.47**	**238**
Technology	**4.91**	**135.47**	**238**
Aeronautics	4.69	134.27	116
Industrial Technology	5.17	144.00	12
Technology	5.11	135.81	110
College of the Arts	**4.80**	**140.46**	**963**
Art	**5.26**	**139.94**	**275**
Art Education	5.12	139.48	119
Art History	5.07	139.72	41
Crafts	5.50	142.28	32
Crafts or Fine Arts	5.43	139.81	37
Fine Arts	5.50	139.77	46

College, Department, Major	Average of Years to Graduation	Average of CUM_EHRS	Count of test
Fashion Design and Merch	**4.53**	**136.16**	**474**
Fashion Design	4.58	138.53	103
Fashion Merchandising	4.51	135.51	371
Music	**4.93**	**156.60**	**87**
Music	4.88	153.42	49
Music Education	5.00	160.69	38
Theatre and Dance	**4.71**	**146.57**	**127**
Dance	4.68	155.60	25
Theatre Studies	4.72	144.35	102
Grand Total	**4.67**	**135.74**	**8607**

Table 4: Potential Roadblocks Survey

	All Campuses (n=23)			Kent Campus (n=19)			Regional Campuses (n=4)		
Potential Roadblock	**H**	**M**	**L**	**H**	**M**	**L**	**H**	**M**	**L**
Transfer Issues	**42.9%**	**38.1%**	19.0%	41.2%	41.2%	17.6%	50%	25%	25%
Missing requirements for graduation	**19.0%**	**47.6%**	33.3%	23.5%	52.9%	23.5%	0%	25%	75%
LERs not transfer to another major	14.3%	19.0%	66.7%	17.6%	5.9%	76.5%	0%	75%	25%
GPA too low for admission requirements	15.0%	45.0%	40.0%	18.8%	31.3%	50%	0%	100%	0%
Program requirements selective	**33.3%**	**33.3%**	33.3%	35.3%	23.5%	41.2%	25%	75%	0%
Tests required for program	10.0%	25.0%	65.0%	12.5%	25%	62.5%	0%	25%	75%
Long program – more than four years	15.8%	26.3%	57.9%	20.0%	26.7%	53.3%	0%	25%	75%
Switch program (BA to BFA, etc.)	10.0%	25.0%	65.0%	11.8%	17.6%	70.6%	0%	66.7%	33.3%
Foreign language requirement	0%	35.0%	65.0%	0%	31.3%	68.8%	0%	50%	50%
Upper division hours confusion	4.8%	33.3%	61.9%	5.9%	29.4%	64.7%	0%	50%	50%
Course Issues as Roadblocks	**H**	**M**	**L**	**H**	**M**	**L**	**H**	**M**	**L**
Course sequencing	**45.0%**	**40.0%**	15.0%	50.0%	31.3%	18.8%	25%	75%	0%
Courses not offered every semester	**42.9%**	**33.3%**	23.8%	35.3%	35.3%	29.4%	75%	25%	0%
Course scheduling/ consistent conflicts	19.0%	33.3%	47.8%	17.6%	35.3%	47.1%	25%	25%	50%
Course scheduling – need later sections	9.5%	14.3%	76.2%	5.9%	17.6%	76.5%	25%	0%	75%
Course scheduling – 5 days/week conflicts	4.8%	19.0%	76.2%	5.9%	11.8%	82.4%	0%	50%	50%
Course scheduling – need advance schedule	19.0%	33.3%	47.6%	23.5%	29.4%	47.1%	0%	50%	50%

Potential Roadblock	**H**	**M**	**L**	**H**	**M**	**L**	**H**	**M**	**L**
Availability of seats in courses	**33.3%**	**47.6%**	19.0%	35.3%	47.1%	17.6%	25%	50%	25%
Need more sections of some courses	**38.1%**	**38.1%**	23.8%	41.2%	41.2%	17.6%	25%	25%	50%
Need more online sections	9.5%	19.0%	71.4%	5.9%	11.8%	82.4%	25%	50%	25%
Need fewer online, more in person sections	9.5%	4.8%	85.7%	5.9%	5.9%	88.2%	25%	0%	75%
Sections cancelled, low enrollment	10.0%	15.0%	75.0%	6.3%	12.5%	81.3%	25%	25%	50%
Student Issues as Roadblocks	**H**	**M**	**L**	**H**	**M**	**L**	**H**	**M**	**L**
Lack of preparation	**33.3%**	**38.1%**	28.6%	35.3%	29.4%	35.3%	25%	75%	0%
Remedial classes	**52.4%**	**38.1%**	9.5%	41.2%	47.1%	11.8%	100%	0%	0%
Grades too low	**23.8%**	**52.4%**	23.8%	29.4%	41.2%	29.4%	0%	100%	0%
Missing hrs needed	10.0%	40.0%	50.0%	12.5%	43.8%	43.8%	0%	50%	50%
Put off, avoid difficult courses	19.0%	28.6%	52.4%	23.5%	29.4%	47.1%	0%	25%	75%
Self-advising; doesn't seek advising	**40.0%**	**30.0%**	30.0%	50%	25%	25%	0%	50%	50%
Financial issues (lack aid; works)	**61.1%**	**38.9%**	0%	50.0%	50.0%	0%	100%	0%	0%
Stays in courses should drop; hurts GPA	**19.0%**	**61.9%**	19.0%	23.5%	58.8%	17.6%	25%	50%	25%
Maturity level: don't take courses seriously	**28.6%**	**42.9%**	28.6%	29.4%	41.2%	29.4%	25%	50%	25%
Poorly formed career ideas; change majors	33.3%	28.6%	38.1%	29.4%	29.4%	41.2%	50%	25%	25%
Afraid to graduate	4.8%	4.8%	90.5%	5.9%	0%	94.1%	0%	0%	100%
Proximity to home; want to be close	19.0%	14.3%	66.7%	5.9%	17.6%	76.5%	50%	25%	25%
Fit w/ chosen major	28.6%	28.6%	42.9%	29.4%	23.5%	47.1%	0%	75%	25%
Other Roadblocks	**H**	**M**	**L**	**H**	**M**	**L**	**H**	**M**	**L**
Problems w/ KAPS	14.3%	42.9%	42.9%	11.8%	52.9%	35.3%	25%	0%	75%
Banner issues – manual corrections needed	42.9%	23.8%	33.3%	47.1%	23.5%	29.4%	25%	25%	50%

Appendix A

Financial ramifications for undergraduate students:

Current minimum total hour requirement of Kent State University: 121
4 years = 8 semesters X 15 hours/semester = 120 hours
(120 hours + 1 credit hour required orientation class = 121)

Enrollment in greater than 18 hours is defined as overload.

For students to complete 135 hours in 8 semesters: 5 of the 8 semesters would have loads of 18 hours, assuming the student earned 15 hours during other 3 semesters

Rationale for recommendations regarding 132 hours: In order to complete 132 hours in 8 semesters, a student would need to earn 18 hours in 4 of the 8 semesters (50%), and 15 hours in the remaining 4 semesters.

Costs to Students:
Official information can be found at www.kent.edu/bursar/Fall-2006-Tuition-and-Fees.cfm

Tuition per semester:
Per credit hour up to 10 credit hours

Resident =	$384
Non-resident =	$722

11 hours or more

Resident =	$4,215
Non-resident =	$7,931

Therefore, cost for a 4-year degree (excluding fees, room + board, and opportunity cost):
Resident: 8 semesters X $4,215 = $33,720
Non-Resident: 8 semesters X $7,931 = $63,448

If a student needs to take an additional 3 hour course outside of the 8 semesters needed to graduate, the additional cost is:

Resident: Each additional 3-hour course = $1,152
Non-Resident: Each additional 3-hour course = $2,166

If a student needs to take an additional semester outside of the 8 semesters needed to graduate, the additional cost is:

Resident: Each additional semester = $4,215
Non-Resident: Each additional semester = $7,931

Impact of course hours in excess of 121 minimum required for graduation
After graduation - Interest on student loans (Actual carry costs of debt are higher and excluding impact of debt/income ratios on subsequent borrowing costs, such as a mortgage)

PLUS loans fixed at 8.5% (source for current interest rate: Sallie Mae)

Resident: $33,720 X 0.085 = $2,866.20 / year interest on 4 yr
$1,152 X 0.085 = additional $97.92 /year interest per course
$4,215 X 0.085 = additional $358.28 /year interest per additional semester

Non-Resident: $63,448 X 0.085 = $5,393 / year interest on 4 yr
$2,166 X 0.085 = additional $184.11/year interest per course
$7,931 X 0.085 = additional $674.14/year interest per additional semester

Subsidized Stafford loans 6% (source for current interest rate: Sallie Mae)

Resident: $33,720 X 0.06 = $2,023.20 / year interest on 4 yr
$1,152 X 0.06 = additional $69.12 /year interest per course
$4,215 X 0.06 = additional 252.90/year interest per additional semester

Non-Resident: $63,448 X 0.06 = $3,806.88
$2,166 X 0.06 = additional $129.96 /year interest per course
$7,931 X 0.06 = additional $475.86/year interest per additional semester

Resources

Association of American Colleges and Universities Liberal Education and America's Promise (LEAP) initiative. http://www.aacu.org/

Barr, Robert B. and John Tagg. "A New Paradigm for Undergraduate Education," *Change*, November/December 1995, pp. 13-25. Reprinted with the permission of the Helen Dwight Reid Educational Foundation. Published by Heldref Publications, 1319 Eighteenth St. N.W., Washington, D.C. 20036-1802. Copyright 1995. http://ilte.ius.edu/pdf/BarrTagg.pdf

Kuh, George D. *High-Impact Educational Practices*. 2008. Association of American Colleges and Universities Publications. Washington, DC 20009. http://www.aacu.org/press_room/press_releases/2008/KuhBook.cfm

Schmidt, Peter. "Best Education Practices Found Unlikely to Reach Underserved Students" *The Chronicle of Higher Education*. 2008. http://chronicle.com/daily/2008/10/4874n.htm

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 5-Mar-09 Curriculum Bulletin _____

Effective Date FALL 2009 Approved by EPC _____

Department	History
College	AS - Arts and Sciences
Degree	Minor
Program Name	**Romanian Studies** Program Code **ROST**
Concentration(s)	Concentration(s) Code(s)
Proposal	Inactivate Program

Description of proposal:

The History Department proposes to inactivate a minor program (Romanian Studies) that it oversees. Said minor has attracted no student interest in at least a decade and could not possibly be completed given the state of current course offerings.

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):

, MCLS AND GEOGRAPHY

REQUIRED ENDORSEMENTS

Department Chair / School Director / Campus Dean	3/6/09
Mary Ann Haley College Dean	4/16/09
Executive Dean of Regional Campuses / Dean of Graduate Studies	/ /
Senior Vice President for Academic Affairs and Provost	/ /

HIST 2

Proposal Summary

Title: Inactivation of Romanian Studies minor

Subject Specification: The Department of History wishes to inactivate the Romanian Studies [ROST] minor, which it oversees.

Background Information:

Without an extended foray into the University Archives, the precise origins of this program are difficult to ascertain. A combination of oral tradition within the department and interviews with support staff has uncovered the following: Professor Glee Wilson, who taught at KSU from 1969 to 2003, was a specialist in medieval Romanian history. Under his auspices a student exchange program to Romania was created, the Queen Marie of Romania collection made its way to our archives, and the Romanian Studies minor was created. This latter development seems to have targeted a population of Romanian immigrants who settled in northeast Ohio—some were the quintessential "new immigrants" of the 1880-1924 era, others were part of a mass exodus from their homeland after the Second World War. Throughout its history, the Romanian Studies minor was never very big. By the late 1990s it had fallen victim to two mutually-reinforcing trends: demographic shifts within the state of Ohio and changing student interests. When the 21st century dawned, the minor nominally existed, but in reality could only be found in the General Catalog. With Professor Wilson's retirement in 2003, the minor was quickly forgotten, to the point that many history faculty members are surprised to discover that their department is theoretically in charge of it.

Description of action, including intended effect: Final inactivation of Romanian Studies represents one small step towards a larger goal: reconciling the sometimes jarring disconnect between programs listed "on the books" with actual course offerings. As sponsor of several minor programs, the Department of History is starting to undertake a review of the current status and health of all of them. While our examination of these programs is in its early stages, it was apparent to all that Romanian Studies is a prime candidate for inactivation. Additionally, the other departments whose course offerings were part of the minor have testified that inactivating this program will have no impact on their programs; in some cases, they no longer offer the courses that comprised the minor.

Conformity of action with mission of sponsoring unit: Our current focus in undergraduate education—teaching surveys in American and world history and providing specialized instruction in the history of the modern world,

primarily Europe and the United States—is not affected in the least by the existence (or disappearance) or Romanian Studies. It is doubtful that any other program in the country with our size and status maintains such a minor field of study.

Rationale for action: Our department is committed to increasing the representation of European historians within our program. There is no possibility, however, that the Department of History will devote any future searches to the history of Romania. As such, there is no chance that this minor will ever be revitalized, and it may as well be stricken from the books.

Effect on current programs, offering, students, staff: None

Fiscal and staffing impact: None

Provisions for phase-out: Since no faculty teach the history of Romania, no students are enrolled in the Romanian Studies minor, and no endowment funds are attached to the program, phase-out of the minor will be complete the moment it disappears from the catalog (spring 2010).

Alternatives and Consequences: Failure to inactivate Romanian Studies would leave a completely inoperative program on the books; our department's regular operations are not affected by this minor in the least, but, as much as possible, we would like the catalog to realistically reflect our course offerings.

Specific Recommendation and Justification: We recommend that this proposal be approved as soon as possible, with full implementation occurring with the removal of the program from the General Catalog in the Spring 2010 term.

Timetable and Actions Required:

Fall, 2008: History Department agrees on inactivation of Romanian Studies

Spring, 2009: CCC/EPC approval

Spring 2010: Romanian Studies removed from General Catalog.

HIST 4

Transmittal Memo

Date: March 5, 2009

From: Kevin Adams, Chair, Curriculum Committee, Department of History

To: Mary Ann Haley, Assistant Dean for Curriculum, College of Arts and Sciences

Subject: Inactivation of Romanian Studies [ROST] minor

As a (belated) follow-up to discussions held between Chair Ken Bindas and Dean Mary Ann Haley early in the fall 2008 semester, the Department of History proposes to inactivate the Romanian Studies minor. This program is housed in the Department of History because a long-retired faculty member from our department created it. During its heyday Romanian Studies was never a very big course of study: with this faculty member's departure in the early 2000s, the program ceased to exist outside of the General Catalog. We would like to formally rectify this state of affairs by inactivating the minor as there is virtually no likelihood of resurrecting an entire program of study based entirely upon the study of Romania.

HIST 1

Romanian Studies

BINDAS, KENNETH

Sent: Wednesday, August 27, 2008 3:35 PM

To: SHREVE, GREGORY; HOLM, DANIEL

Cc: ADAMS, KEVIN; DENNIS, ALANA

Gentlemen,

It has come to my attention that through the history department we have been advertising a minor that has not had any students (or interest) for many years called Romanian studies. I would like to decertify this program which requires notifying your departments because some of the course offerings for the minor came through your departments. For Geology, this was #37050 Geology of Russia and the Commonwealth States, and for MCLS it was #10101, 10102, 20201, and 20202 (listed as HRTG) Elementary and Intermediate Romanian. This move does not affect your program or ability to offer these courses, but simply seeks to separate them from the minor and remove the minor from the books.

GRAPHY GRAPHY

Please acknowledge receipt of this procedural email and any concerns.

Thanks,

Ken

Kenneth J. Bindas
Professor and Chair
Department of History
305 Bowman
PO Box 5190 Kent, Ohio 44242-0001
330.672.8910

HIST 5

FW: Romanian Studies

BINDAS, KENNETH

Sent: Wednesday, August 27, 2008 3:54 PM

To: ADAMS, KEVIN

Importance: Low

Cool . ..

Kenneth J. Bindas
Professor and Chair
Department of History
305 Bowman
PO Box 5190 Kent, Ohio 44242-0001
330.672.8910

From: SHREVE, GREGORY
Sent: Wednesday, August 27, 2008 3:56 PM
To: BINDAS, KENNETH
Subject: RE: Romanian Studies
Importance: Low

Ken,

I hereby acknowledge receipt and also wish to add that we no longer offer Elementary and Intermediate Romanian.

Greg Shreve
MCLS

From: BINDAS, KENNETH
Sent: Wednesday, August 27, 2008 3:36 PM
To: SHREVE, GREGORY; HOLM, DANIEL
Cc: ADAMS, KEVIN; DENNIS, ALANA
Subject: Romanian Studies

Gentlemen,

It has come to my attention that through the history department we have been advertising a minor that has not had any students (or interest) for many years called Romanian studies. I would like to decertify this program which requires notifying your departments because some of the course offerings for the minor came through your departments. For Geology, this was #37050 Geology of Russia and the Commonwealth States, and for MCLS it was #10101, 10102, 20201, and 20202 (listed as HRTG) Elementary and Intermediate Romanian. This move does not affect your program or ability to offer these courses, but simply seeks to separate them from the minor and remove the minor from the books.

GRAPHY GRAPHY

Please acknowledge receipt of this procedural email and any concerns.

Thanks,

HIST 6

Ken

Kenneth J. Bindas
Professor and Chair
Department of History
305 Bowman
PO Box 5190 Kent, Ohio 44242-0001
330.672.8910

HIST 7

POOTS, KATHY

From: ADAMS, KEVIN
Sent: Thursday, April 16, 2009 5:10 PM
To: POOTS, KATHY
Subject: FW: Inactivation of Romanian Studies Minor

Kevin Adams
Assistant Professor
Department of History
Kent State University
Kent, OH 44242-0001
phone: (330) 672-8902

From: LEE, JAY
Sent: Thursday, April 16, 2009 4:24 PM
To: ADAMS, KEVIN
Subject: RE: Inactivation of Romanian Studies Minor

Dear Professor Adams:

Geography has no objection to the inactivation of the Romanian Studies.

If this email is not sufficient or you need a written memo, please let me know.

Best regards,

Jay Lee
Professor and Chair
Kent State Geography

-----Original Message-----
From: ADAMS, KEVIN
Sent: Thursday, April 16, 2009 4:12 PM
To: LEE, JAY
Subject: Inactivation of Romanian Studies Minor

Dear Professor Lee,

I am writing to you in my capacity of chair of the History Department's Curriculum Committee. Recently, we decided to inactivate a minor program in Romanian Studies that falls under our purview. This minor has drawn no students since the 20th students, and courses in Romanian history have not been offered since the early 2000s. One course in the minor, GEOG 37050 (Geography of Russian and the Commonwealth States), is an elective for the minor. Consequently, we need to secure your permission before finally inactivating this moribund program. Does the Geography Department have any objection to our decision to inactivate the Romanian Studies minor?

best,
Kevin Adams

Kevin Adams
Assistant Professor
Department of History
Kent State University
Kent, OH 44242-0001
phone: (330) 672-8902

HIST 70

Advanced Placement Course Credit Alignment Recommendations
April 21, 2009

ORC 3333.163 Standards for college credit based on advanced placement test scores.

Introduction

In 2007, The State of Ohio Legislature passed legislation mandating the Board of Regents to recommend and the Chancellor to adopt standards for each state institution of higher education to utilize in awarding credit to any student enrolled who has attained a passing score on an advanced placement (AP) examination.

This document contains recommendations for course or sequence matches to every AP examination offered in the 2008-2009 academic year. Institutions should match the most appropriate course or sequence to the recommended match provided. Full details of the AP examinations, including learning outcomes, course content and sample test questions can be found here:
http://www.collegeboard.com/student/testing/ap/subjects.html.

It is the expectation that these recommendations be followed to ensure the equity of credit for the score of 3 on Advanced Placement examinations within the University System of Ohio.

Several Advanced Placement tests have been assigned recommendations aligned to Ohio Articulation Numbers (OANs). If an institution's OAN match does not fall within the General Education Curriculum, a student should receive either the TAG match or the OTM match as appropriate for a student's major. This credit should be reevaluated if a student transfers into the appropriate major later in his or her study.

In instances where an institution does not have an appropriate course and/or sequence match to an AP examination, a recommended range of OTM area credit or elective credit hours has been provided. The exact number of hours awarded should reflect that of similar courses or sequences at that institution.

If an institution only has a part of a recommended match, OTM area credit or elective credit hours should be awarded to make up the difference in hours.

These recommendations are only for the score of 3. Scores of 4 and 5 may be awarded additional credit hours and/or more advanced courses at the institution's discretion.

In test areas such as foreign language and mathematics, students may be placed in courses at a more advanced level than the courses for which credit hours are awarded, at the institution's discretion.

In accordance with the advanced placement policy, "When it clearly enhances the opportunity for student success, an institution should strongly advise that an AP score of at least 4 is needed for a student to be successful in a second course in a highly dependent sequence of courses in a STEM area. For example, an advisor should strongly recommend that an AP score of at least a 4 is needed on the AP Chemistry exam in order for the student to be successful in the second course in Chemistry."

If a student agrees to follow this recommendation from an academic advisor, he/she should be awarded appropriate area credit in lieu of the recommended AP course credit.

Timeline:
The policy will be fully implemented by fall 2009 and will be applied to students who enroll at a Public Institution of Higher Education in the fall of 2009 or later and have not had their AP scores previously evaluated for college credit. The new policy will be communicated to prospective students and to other key stakeholders during the 2008-2009 academic year.

The College Board has indicated that Computer Science AB, French Literature, Italian Language and Culture, and Latin Literature will be discontinued in May 2009. The recommendations for those tests will still apply to students enrolling in a Public Institution of Higher Education who have already taken the tests.

Recommendations

S*uggested credit hour range and course type alignment for statewide AP college course and credit award for compliance with provisions of Ohio Revised Code 3333.163*

1. AP Exam Area - Art History, Score 3

Credit Hour Recommendation	Quarter	3-5
	Semester	3-4
If no match: OTM Arts and Humanities Area Credit	Quarter	3-5
	Semester	3-4

Recommended Match:

An introductory college **course** in art history. In the course, students examine major forms of artistic expression from the ancient world to the present and from a variety of cultures. They learn to look at and analyze works of art within their historical context, and to articulate what they see or experience in a meaningful way. A meaningful way to experience works of art is learning to frame an understanding that relates how and why works of art communicate visual meaning.

2. AP Exam Area - Biology, Score 3

Credit Hour Recommendation	Quarter	3-5
	Semester	4-5
If no match: OTM Natural Science Area Credit	Quarter	3-5
	Semester	4-5

Should match to an Ohio Transfer Module General Biology course.

Recommended Match:

An introductory college **course** in Biology. The textbooks used for AP Biology are those used by college biology majors, and the labs done by the students must be the equivalent of those done by college students.

3. AP Exam Area - Calculus AB, Score 3

Credit Hour Recommendation	Quarter*	3-5
	Semester	4-5
If no match: OTM Mathematics Area Credit	Quarter*	3-5
	Semester	4-5

Recommended Ohio Articulation Number Course Match-OMT005 Calculus 1 (Semester Only)

***For quarter schools, this match should include at least one course in the OAN match.**

Recommended Match:

The initial college-level Calculus **course** normally taken as the first course in a multi-course calculus sequence covering topics in differential and integral calculus.

4. AP Exam Area - Calculus BC, Score 3

Credit Hour Recommendation	Quarter	10-15
	Semester	8-10
If no match: OTM Mathematics Area Credit	Quarter	10-15
	Semester	8-10

Recommended Match:

For semester institutions: Recommended Ohio Articulation Number Course Match-OMT 005 plus one semester of area Math credit worth the second semester of calculus. When available, student can take a placement exam for placement out of OMT 006 or a proficiency exam for course credit for OMT 006.

For quarter institutions: Recommended Ohio Articulation Number Course Match-OMT 005 (usually this is a two quarter course) plus one quarter of area Math credit worth the third quarter of calculus (or worth the second quarter of calculus if the institution does not offer the third quarter of calculus). When available, student can take a placement exam for placement out of OMT 006 or a proficiency exam for course credit for OMT 006.

Another way of understanding the amount of area Math credit to award is to subtract the amount of credit awarded for OMT 005 from the amount of credit awarded for the first-year Calculus Sequence. Note that these recommendations are different than those for AP Exam Area- Calculus AB, Score 3 which covers only the first Calculus course.

5. AP Exam Area - Chemistry, Score 3

Credit Hour Recommendation	Quarter	3-5
	Semester	4-5
If no match: OTM Natural Science Area Credit	Quarter	3-5
	Semester	4-5

Should be matched to an Ohio Transfer Module General Chemistry course.

Recommended Match:

An initial **course** in general chemistry normally taken as the first course in a multi-course general chemistry sequence covering topics. Students attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems.

6. AP Exam Area - Chinese Language and Culture, Score 3

Credit Hour Recommendation	Quarter	9-15
	Semester	6-10
If no match: General Elective Credit*	Quarter	9-15
	Semester	6-10

Recommended Match:

The complete beginning **sequence** (2 semesters/3-4 quarters), the equivalent of the first-year, in the study of the Chinese language. These courses should emphasize the use of language for active communication and help students develop the ability to understand spoken Chinese in various contexts, and a Chinese vocabulary sufficiently ample for reading, newspaper and magazine articles, literary texts, and other non-technical writings without dependence on a dictionary and the ability to express themselves coherently, resourcefully, and with reasonable fluency and accuracy in both written and spoken Chinese.

***Chinese Language and Culture not offered:** General Elective Credit should be awarded in hours equal to the beginning (first-year) sequence of a foreign language that is offered.

***No Foreign Languages offered:** General elective credit hours within the range above should be awarded. The exact number of hours within this range should be determined by how the institution awards credit for a typical year-long sequence.

7. AP Exam Area - Comparative Government and Politics, Score 3

Credit Hour Recommendation	Quarter	3-5
	Semester	3
If no match: OTM Social Science Area Credit	Quarter	3-5
	Semester	3

Recommended Ohio Articulation Number Course Match-OSS013 Comparative Governments

Recommended Match:

An introductory **course** in Political Science covering the fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of country settings.

8. AP Exam Area - Computer Science A, Score 3

Credit Hour Recommendation	Quarter	3-5
	Semester	3-4
If no match: General Elective Credit	Quarter	3-5
	Semester	3-4

Recommended Match:
An introductory **course** in Computer Science with an emphasis on object-oriented programming methodology, problem solving and algorithm development with some study of data structures and abstraction.

Can match to an introductory computer programming class for non-majors.

9. AP Exam Area - Computer Science A/B, Score 3

Credit Hour Recommendation	Quarter	3-5
	Semester	3-4
If no match: General Elective Credit	Quarter	3-5
	Semester	3-4

Recommended Match:

An initial **course** in Computer Science with an emphasis on object-oriented programming methodology, problem solving and algorithm development with some study of data structures and abstraction. Computer Science A/B provides a more formal and a more in-depth study of algorithms, data structures, and data abstraction. The use of recursive data structures and dynamically allocated structures is fundamental.

Can match to an introductory computer programming class for non-majors.

10. AP Exam Area - English Language, Score 3

Credit Hour Recommendation	Quarter	3-5
	Semester	3-4
If no match: OTM English Composition Credit	Quarter	3-5
	Semester	3-4

Recommended Match:

An initial college-level English Composition **course** normally taken in the first year. This differs from the College Board's recommendation for a year-long sequence. The course should assist students to become skilled readers of prose written in a variety of rhetorical contexts and to become skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing.

11. AP Exam Area - English Literature, Score 3

Credit Hour Recommendation	Quarter	3-5
	Semester	3-4
If no match: OTM English Composition Credit	Quarter	3-5
	Semester	3-4

Recommended Match:

An initial college-level English Composition **course** normally taken in the first year. This differs from the College Board's recommendation for a year-long sequence. The course should assist students to become skilled readers of prose written in a variety of rhetorical contexts and to become skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing.

If credit has already been awarded for English Composition through the AP English Language exam, an appropriate English Literature course or Arts and Humanities Area Credit should be given instead.

12. AP Exam Area - Environmental Science, Score 3

Credit Hour Recommendation	Quarter	3-5
	Semester	3-4
If no match: OTM Natural Science Area Credit	Quarter	3-5
	Semester	3-4

Recommended Match:

An introductory **course** in Environmental Science or Environmental Geology covering the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study.

13. AP Exam Area - European History, Score 3

Credit Hour Recommendation	Quarter	3-5
	Semester	3-4
If no match: OTM Arts and Humanities OR OTM Social Sciences Area credit	Quarter	3-5
	Semester	3-4

Recommended Match:

The introductory **course** (1 semesters/1-2 quarters) in European History. The study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Students should also develop (a) an understanding of some of the principal themes in modern European History, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing. If matched to a Western Civilization course, please ensure that the time period covered matches to the time period of this test.

14. AP Exam Area - French Language, Score 3

Credit Hour Recommendation	Quarter	9-15
	Semester	6-10
If no match: General Elective Credit*	Quarter	9-15
	Semester	6-10

Recommended Match:

The complete beginning **sequence** (2 semesters/3-4 quarters), the equivalent of the first-year, in the study of the French language. These courses should emphasize the use of language for active communication and help students develop the ability to understand spoken French in various contexts, a and French vocabulary sufficiently ample for reading, newspaper and magazine articles, literary texts, and other non-technical writings without dependence on a dictionary and the ability to express themselves coherently, resourcefully, and with reasonable fluency and accuracy in both written and spoken French.

***French Language not offered:** General Elective Credit should be awarded in hours equal to the beginning (first-year) sequence of a foreign language that is offered.

***No Foreign Languages offered:** General elective credit hours within the range above should be awarded. The exact number of hours within this range should be determined by how the institution awards credit for a typical year-long sequence.

15. AP Exam Area - French Literature, Score 3

Credit Hour Recommendation	Quarter	12-20
	Semester	9-15
If no match: General Elective Credit*	Quarter	12-20
	Semester	9-15
OR: General Elective Credit* AND OTM Arts and Humanities Area Credit*	Quarter	9-15
	Semester	6-10
	Quarter	3-5
	Semester	3-5

Recommended Match:

The complete beginning **sequence** (2 semesters/3-4 quarters), the equivalent of the first-year, in the study of the French language and at least the first course in the intermediate or second-year sequence. These courses introduce students with advanced language skills to the formal study of a representative body of literary texts in French.

*__French Language not offered__: General Elective Credit should be awarded in hours equal to the beginning (first-year) sequence and at least the first course in the intermediate (second-year) sequence of a foreign language that is offered. As an alternative, general elective credit may be awarded for the beginning, or first-year sequence, and OTM Arts and Humanities area credit may replace the credit for the first course in the intermediate (second-year) sequence.

***No Foreign Languages offered:** General elective credit hours within the range above should be awarded. The exact number of credits within this range should be determined by how the institution awards credit for a typical year-long sequence, plus an additional course.

Special Note: If a student enters with credit for both French Language and French Literature, the complete beginning (first-year) sequence of French language and at least the first course in the intermediate (second-year) sequence should be awarded.

16. AP Exam Area - German Language, Score 3

Credit Hour Recommendation	Quarter	9-15
	Semester	6-10
If no match: General Elective Credit*	Quarter	9-15
	Semester	6-10

Recommended Match:

The complete beginning **sequence** (2 Semesters/3-4 quarters), the equivalent of the first-year, in the study of the German language. These courses should emphasize the use of language for active communication and help students develop the ability to understand spoken German in various contexts, and a German vocabulary sufficiently ample for reading, newspaper and magazine articles, literary texts, and other non-technical writings without dependence on a dictionary and the ability to express themselves coherently, resourcefully, and with reasonable fluency and accuracy in both written and spoken German.

***German Language and Culture not offered:** General Elective Credit should be awarded in hours equal to the beginning (first-year) sequence of a foreign language that is offered.

***No Foreign Languages offered:** General elective credit hours within the range above should be awarded. The exact number of hours within this range should be determined by how the institution awards credit for a typical year-long sequence.

17. AP Exam Area - Human Geography, Score 3

Credit Hour Recommendation	Quarter	3-4
	Semester	3
If no match: OTM Social Science Area Credit	Quarter	3-4
	Semester	3

Recommended Ohio Articulation Number Course Match-OSS007 Human Geography/Cultural Geography

Recommended Match:

An introductory **course** in the study of Human or Cultural Geography. The course will cover a systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice.

18. AP Exam Area - Italian Language and Culture, Score 3

Credit Hour Recommendation	Quarter	9-15
	Semester	6-10
If no match: General Elective Credit*	Quarter	9-15
	Semester	6-10

Recommended Match:

The complete beginning **sequence** (2 Semesters/3-4 quarters), the equivalent of the first-year, in the study of the Italian language. These courses should emphasize the use of language for active communication and help students develop the ability to understand spoken Italian in various contexts, and an Italian vocabulary sufficiently ample for reading, newspaper and magazine articles, literary texts, and other non-technical writings without dependence on a dictionary and the ability to express themselves coherently, resourcefully, and with reasonable fluency and accuracy in both written and spoken Italian.

***Italian Language and Culture not offered:** General Elective Credit should be awarded in hours equal to the beginning (first-year) sequence of a foreign language that is offered.

***No Foreign Languages offered:** General elective credit hours within the range above should be awarded. The exact number of hours within this range should be determined by how the institution awards credit for a typical year-long sequence.

19. AP Exam Area - Japanese Language and Culture, Score 3

Credit Hour Recommendation	Quarter	9-15
	Semester	6-10
If no match: General Elective Credit*	Quarter	9-15
	Semester	6-10

Recommended Match:

The complete beginning **sequence** (2 semesters/3-4 quarters), the equivalent of the first-year, in the study of the Japanese language. These courses should emphasize the use of language for active communication and help students develop the ability to understand spoken Japanese in various contexts, and a Japanese vocabulary sufficiently ample for reading, newspaper and magazine articles,

literary texts, and other non-technical writings without dependence on a dictionary and the ability to express themselves coherently, resourcefully, and with reasonable fluency and accuracy in both written and spoken Japanese

*__Japanese Language and Culture not offered:__ General Elective Credit should be awarded in hours equal to the beginning (first-year) sequence of a foreign language that is offered.

***No Foreign Languages offered:** General elective credit hours within the range above should be awarded. The exact number of hours within this range should be determined by how the institution awards credit for a typical year-long sequence.

20. AP Exam Area - Latin Literature, Score 3

Credit Hour Recommendation	Quarter	9-15
	Semester	6-10
If no match: General Elective Credit*	Quarter	9-15
	Semester	6-10

Recommended Match:

The complete beginning **sequence** (2 semesters/3-4 quarters), the equivalent of the first-year, in the study of the Latin language and literature. These courses should provide students with the background to write a literal English translation of a Latin passage; to explicate specific words or phrases in context; to identify the context and significance of short excerpts from texts listed in the chosen syllabus; to identify and analyze characteristic or noteworthy features of the authors' modes of expression, including their use of imagery, figures of speech, sound effects, and metrical effects (in poetry only), as seen in specific passages; to discuss particular motifs or general themes not only suggested by passages but also relevant to other selections; to analyze and discuss structure and demonstrate an awareness of the features used in the construction of a poem or an argument; and to scan selected meters.

***Latin Literature not offered:** General Elective Credit should be awarded in hours equal to the beginning (first-year) sequence of a foreign language that is offered.

***No Foreign Languages offered:** General elective credit hours within the range above should be awarded. The exact number of hours within this range should be determined by how the institution awards credit for a typical year-long sequence.

21. AP Exam Area - Latin: Vergil, Score 3

Credit Hour Recommendation	Quarter	9-15
	Semester	6-10
If no match: General Elective Credit*	Quarter	9-15
	Semester	6-10

Recommended Match:

The complete beginning **sequence** (2 semesters/3-4 quarters), the equivalent of the first-year, in the study of the Latin language and literature. These courses should provide students with the background to write a literal English translation of a Latin passage; to explicate specific words or phrases in context; to identify the context and significance of short excerpts from texts listed in the chosen syllabus; to identify and analyze characteristic or noteworthy features of the author’s modes of expression, including the use of imagery, figures of speech, sound effects, and metrical effects (in poetry only), as seen in specific passages; to discuss particular motifs or general themes not only suggested by passages but also relevant to other selections; to analyze and discuss structure and demonstrate an awareness of the features used in the construction of a poem or an argument; and to scan selected meters.

***Latin: Vergil not offered:** General Elective Credit should be awarded in hours equal to the beginning (first-year) sequence of a foreign language that is offered.

***No Foreign Languages offered:** General elective credit hours within the range above should be awarded. The exact number of hours within this range should be determined by how the institution awards credit for a typical year-long sequence.

22. AP Exam Area - Macroeconomics, Score 3

Credit Hour Recommendation	Quarter	3-4
	Semester	3
If no match: OTM Social Science Area Credit	Quarter	3-4
	Semester	3

Recommended Ohio Articulation Number Course Match-OSS005 Macroeconomics

Recommended Match:

An introductory **course** in the study of Macroeconomics. The course should provide students with a thorough understanding of the principles of economics that apply to an economic system as a whole. Such a course will emphasize the study of national income and price determination and also familiarize students with economic performance measures, economic growth, and international economics.

23. AP Exam Area - Microeconomics, Score 3

Credit Hour Recommendation	Quarter	3-4
	Semester	3
If no match: OTM Social Science Area Credit	Quarter	3-4
	Semester	3

Recommended Ohio Articulation Number Course Match-OSS004 Microeconomics

Recommended Match:

An introductory **course** in the study of Microeconomics. The course should provide students with a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the larger economic system. It places primary emphasis on the nature and functions of product markets, and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy.

24. AP Exam Area - Music Theory, Score 3

Credit Hour Recommendation	Quarter	2-5
	Semester	2-4
If no match: General Elective Credit	Quarter	2-5
	Semester	2-4

Recommended Match:

A beginning **course** in Music Theory. These courses should emphasize a student's ability to read and write musical notation. It is also assumed that the student has acquired (or is acquiring) at least basic performance skills in voice or on an instrument. The ultimate goal of this sequence is to develop a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. This goal may best be achieved by initially addressing fundamental aural, analytical, and compositional skills using both listening and writing exercises. Building on this foundation, the courses should progress to include more creative tasks, such as harmonizing a melody by selecting appropriate chords, composing a musical bass line to provide two-voice counterpoint, or realizing figured-bass notation.

25. AP Exam Area - Physics B, Score 3

Credit Hour Recommendation	Quarter	10-15
	Semester	8-10
If no match: OTM Natural Science Area Credit	Quarter	10-15
	Semester	8-10

Recommended Ohio Articulation Number Course Match-OSC021 General Physics Sequence (Algebra-based)

Recommended Match:

The introductory algebra-based physics **sequence**. These courses should provide a systematic introduction to the main principles of physics and emphasize the development of conceptual understanding and problem-solving ability using algebra and trigonometry, but rarely calculus. In most colleges, this is a one-year terminal sequence including a laboratory component and is not the usual preparation for more advanced physics and engineering courses. However, the B course provides a foundation in physics for students in the life sciences, some applied sciences, and other fields not directly related to science.

26. AP Exam Area - Physics C: Electricity and Magnetism, Score 3

Credit Hour Recommendation	Quarter*	3-5
	Semester	4-5
If no match: OTM Natural Science Area Credit	Quarter*	3-5
	Semester	4-5

Recommended Ohio Articulation Number Course Match-OSC017 College Physics II (Calculus-based)* - semesters only

***For quarter schools, this match should include at least one course in the OAN match. Credit hours should be determined by how the calculus-based physics sequence is divided.**

Recommended Match:

An introductory calculus-based physics **course**. This course ordinarily forms the first part of the college sequence that serves as the foundation in physics for students majoring in the physical sciences or engineering. The course is parallel to or preceded by mathematics courses that include calculus. Methods of calculus are used wherever appropriate in formulating physical principles and in applying them to physical problems. The course is more intensive and analytic than that in the B course, with strong emphasis on solving a variety of challenging problems.

27. AP Exam Area - Physics C: Mechanics Score 3

Credit Hour Recommendation	Quarter*	3-5
	Semester	4-5
If no match: OTM Natural Science Area Credit	Quarter*	3-5
	Semester	4-5

Recommended Ohio Articulation Number Course Match-OSC 016 College Physics I (Calculus-based) - semesters only

***For quarter schools, this match should include at least one course in the OAN match. Credit hours should be determined by how the calculus-based physics sequence is divided.**

Recommended Match:

The second part of a multi-**course** calculus-based physics sequence for students majoring in the physical sciences or engineering. Methods of calculus are used wherever appropriate in formulating physical principles and in applying them to physical problems. The course is more intensive and analytic than that in the B course, with strong emphasis on solving a variety of challenging problems.

28. AP Exam Area - Psychology, Score 3

Credit Hour Recommendation	Quarter	3-5
	Semester	3
If no match: OTM Social Science Area Credit	Quarter	3-5
	Semester	3

Recommended Ohio Articulation Number Course Match-OSS 015 Intro/Fundamentals of Psychology

Recommended Match:

An introductory **course** in Psychology. Emphasis is placed on introducing students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Included is a consideration of the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students also learn about the ethics and methods psychologists use in their science and practice.

29. AP Exam Area - Spanish Language, Score 3

Credit Hour Recommendation	Quarter	9-15
	Semester	6-10
If no match: General Elective Credit*	Quarter	9-15
	Semester	6-10

Recommended Match:

The complete beginning **sequence** (2 semesters/3-4 quarters), the equivalent of the first-year, in the study of the Spanish language. These courses should emphasize the use of language for active communication and help students develop the ability to understand spoken Spanish in various contexts, and a Spanish vocabulary sufficiently ample for reading newspaper and magazine articles, literary texts, and other non-technical writings without dependence on a dictionary and the ability to express themselves coherently, resourcefully, and with reasonable fluency and accuracy in both written and spoken Spanish.

***Spanish Language not offered:** General Elective Credit should be awarded in hours equal to the beginning (first-year) sequence of a foreign language that is offered.

***No Foreign Languages offered:** General elective credit hours within the range above should be awarded. The exact number of hours within this range should be determined by how the institution awards credit for a typical year-long sequence.

30. AP Exam Area - Spanish Literature, Score 3

Credit Hour Recommendation	Quarter	12-20
	Semester	9-15
If no match: General Elective Credit*	Quarter	12-20
	Semester	9-15
OR: General Elective Credit* AND OTM Arts and Humanities Area Credit*	Quarter	9-15
	Semester	6-10
	Quarter	3-5
	Semester	3-5

Recommended Match:

The complete beginning **sequence** (2 semesters/3-4 quarters), the equivalent of the first-year, in the study of the Spanish language and at least the first course in the intermediate or second-year sequence. These courses introduce students with advanced language skills to the formal study of a representative body of literary texts in Spanish.

***Spanish Language not offered**: General Elective Credit should be awarded in hours equal to the beginning (first-year) sequence and at least the first course in the intermediate (second-year) sequence of a foreign language that is offered. As an alternative, general elective credit may be awarded for the beginning, or first-year sequence, and an OTM Arts and Humanities area credit may replace the credit for the first course in the intermediate (second-year) sequence.

***No Foreign Languages offered:** General elective credit hours within the range above should be awarded. The exact number of hours within this range should be determined by how the institution awards credit for a typical year-long sequence, plus an additional course.

Special Note: If a student enters with credit for both Spanish Language and Spanish Literature, the complete beginning (first-year) sequence of Spanish language and at least the first course in the intermediate (second-year) sequence should be awarded.

31. AP Exam Area - Statistics, Score 3

Credit Hour Recommendation	Quarter	3-5
	Semester	3-4
If no match: OTM Mathematics Area Credit	Quarter	3-5
	Semester	3-4

Recommended Match:

A beginning **course** in statistical probability and analysis study. The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: 1) Exploring Data: Describing patterns and departures from patterns, 2) Sampling and Experimentation: Planning and conducting a study, 3) Anticipating Patterns: Exploring random phenomena using probability and simulation, and 4) Statistical Inference: Estimating population parameters and testing hypotheses.

32. AP Exam Area - Studio Art 2-D, Score 3

Credit Hour Recommendation	Quarter	3-5
	Semester	3
If no match: General Elective Credit	Quarter	3-5
	Semester	3

Recommended Match:

A beginning **course** in 2-D design. The AP Program offers three portfolios: Drawing, 2-D Design, and 3-D Design. The portfolios share a basic, three-section structure, which requires the student to show a fundamental competence and range of understanding in visual concerns (and methods). A score of 3 or better on this test does not guarantee admission into the art major. Artwork should be retained for future portfolio evaluation.

33. AP Exam Area - Studio Art 3-D, Score 3

Credit Hour Recommendation	Quarter	3-5
	Semester	3
If no match: General Elective Credit	Quarter	3-5
	Semester	3

Recommended Match:

A beginning **course** in 3-D design. The AP Program offers three portfolios: Drawing, 2-D Design, and 3-D Design. The portfolios share a basic, three-section structure, which requires the student to show a fundamental competence and range of understanding in visual concerns (and methods). A score of 3 or better on this test does not guarantee admission into the art major. Artwork should be retained for future portfolio evaluation.

34. AP Exam Area - Studio Art, Score 3

Credit Hour Recommendation	Quarter	3-5
	Semester	3
If no match: General Elective Credit	Quarter	3-5
	Semester	3

Recommended Match:

A beginning **course** in drawing. The AP Program offers three portfolios: Drawing, 2-D Design, and 3-D Design. The portfolios share a basic, three-section structure, which requires the student to show a fundamental competence and range of understanding in visual concerns (and methods). A score of 3 or better on this test does not guarantee admission into the art major. Artwork should be retained for future portfolio evaluation.

35. AP Exam Area – U.S. Government and Politics, Score 3

Credit Hour Recommendation	Quarter	3-5
	Semester	3
If no match: OTM Social Sciences Area Credit	Quarter	3-5
	Semester	3

Recommended Ohio Articulation Number Course Match-OSS011 American Politics/Government

Recommended Match:

A beginning **course** in Political Science with a U.S. Government focus. Emphasis is placed on an analytical perspective on government and politics in the United States. This course should provide both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. political reality.

36. AP Exam Area – U.S. History, Score 3

Credit Hour Recommendation	Quarter	9-15
	Semester	6-8
If no match: OTM Arts and Humanities or Social Science area credit	Quarter	9-15
	Semester	6-8

Recommended Ohio Articulation Number Course Match-OHS010 U.S. American History Sequence

Recommended Match:

The introductory **sequence** in United States history. The courses should provide students with the analytical skills and enduring understandings necessary to deal critically with the problems and materials in United States history. Students should learn to assess historical materials—their relevance to a given interpretive problem, their reliability, and their importance—and to weigh the evidence and interpretations presented in historical scholarship. These courses should develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in an essay format.

37. AP Exam Area - World History, Score 3

Credit Hour Recommendation	Quarter	9-15
	Semester	6-8
If no match: OTM Arts and Humanities or Social Science area credit	Quarter	9-15
	Semester	6-8

Recommended Match:

The introductory **sequence** in the history of world civilizations. These courses should develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The courses highlight the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The courses emphasize relevant factual knowledge deployed in conjunction with leading interpretive issues and types of historical evidence. The sequence builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage.

From: Paula Compton
To: at_cao2yr; at_cio4yr;
cc: at-08otmcoordinators; at-advisory_coun; at-ap_implement_comm; Hideo Tsuchida;
Subject: Revisions to the AP Course Credit Alignment Recommendations
Date: Friday, April 24, 2009 3:28:01 PM
Attachments: AP-Alignment Recommendations Final(04-21-09).doc

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Dear Provosts and Chief Academic Officers:

In the month since we sent out the initial Advanced Placement Course Credit Recommendations, we have held three webinars and had a great deal of dialogue with institutions regarding the documents. Out of those dialogues have come several improvements to the AP Course Credit Alignment Recommendations which are attached. Below are the changes to the recommendations:

- Biology's course text has been changed slightly to support it as an OTM level course.
- European History's recommended match has been reduced to a single semester from a full-year.
- Music Theory's recommendation has been reduced to a single semester from a full-year.

To go into further detail about these changes:

The wording on the Biology AP test recommendation was changed slightly to reflect the recommendation of a general education Biology course. It now reads, "An introductory college **course** in Biology."

AP Music Theory's recommendation was taken from a full-year sequence to a semester course in order to better match to what was being given in credit throughout the state.

AP European History's recommendation was lowered from a full-year to a single semester. We found that few institutions teach a dedicated European history course at the general education level, and those that do only have a single semester. The majority of institutions now teach a Western Civilization sequence instead, which will work as a match for this test, but only from the year 1450 onwards – generally the second semester of the sequence.

In addition, the Calculus BC recommendation is currently under review. We are working on resolving any issues with it as soon as possible, and will make an

Note: since this e-mail was sent, issues with the BC Calculus course were resolved, and the revised recommendation is in the attachment.

announcement if and when there are any changes.

We have also added some clarifications on how to handle credit awards from the AP examinations:

One matter that came up several times was related to the AP matches to OAN numbers. TAGs were designed for pre-major and beginning major courses and, in many instances, these courses appear in an institution's general education curriculum. In some, however, they do not. This issue has been addressed in the recommendations with the following addition:

Several Advanced Placement tests have been assigned recommendations aligned to Ohio Articulation Numbers (OANs). If an institution's OAN match does not fall within the General Education Curriculum, a student should receive either the TAG match or the OTM match as appropriate for a student's major. This credit should be reevaluated if a student transfers into the appropriate major later in his or her study.

With this provision, a student whose path to degree completion would not be advanced by receiving the OAN match for an AP examination should receive the OTM match instead.

Another issue, which is not listed on this document, is related to funding and the acceptance of general elective credit which do not fit into a degree program. Once a student has reached the upper limit of the number of credits allowed for financial aid, they can petition to still receive aid by explaining that credits they received from AP did not count towards their degree. We will go further into depth on this issue on the AP website in the near future.

Entry of Advanced Placement Scores into CMS

Due to some programming issues and the state's recent hold on all consultants' contracts, our timeline in regards to training and the entry of AP into CMS has changed. We had originally planned for training and data entry to begin in May, but we will no longer be able to meet this deadline. Instead, we request that each institution send us a copy of their AP Matrix with corrections based on the new AP Alignment Recommendations. We will review these matrices, then post them to our website to allow faculty and students to review how each institution will award AP credit.

Please send all AP Matrices to Candice Grant. She will review them and post them to our new AP website, http://regents.ohio.gov/transfer/ap/index.php. You can

contact her at cgrant@regents.state.oh.us or call her at 614.644.0642. Sam Stoddard's employment, as a consultant with the Ohio Board of Regents, has been affected by Governor Strickland's Executive Order of April 22, 2009, which terminated consultants' contracts for all Ohio state agencies at the close of business on Monday, April 27th. We thank Sam for all he has done with the implementation of the AP Policy. Hopefully he will be rejoining us in July.

The current plan is to have the AP section of CMS implemented by July. When it is ready for submissions, we will follow up with institutions to schedule training sessions.

We are happy to announce that the Advanced Placement Policy website is now live at:

http://regents.ohio.gov/transfer/ap/index.php

We thank everyone for all of their help with the implementation of this important policy. We hope to resolve the Calculus BC issue as soon as possible. All this has been very challenging work.

Sincerely,

Paula K. Compton

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