

# Educational Policies Council 2009-2010 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

### **Undergraduate Council (yellow name cards)**

Joanne M. Arhar, Associate Dean, Education, Health and Human Services

Donald L. Bubenzer, Dean (Interim), Technology

John R. Crawford, Dean (Interim), The Arts

James E. Dalton, Dean (Term), Architecture and Environmental Design

Laura Cox Dzurec, Dean, Nursing

Robert (Yank) Heisler Jr., Dean, Business Administration

Timothy S. Moerland, Dean, Arts and Sciences

Gary M. Padak, Dean, Undergraduate Studies

Wanda E. Thomas, Dean, Regional College

Stanley T. Wearden, Dean, Communication and Information

Mark W. Weber, Dean, University Libraries

Donald R. Williams, Dean Honors

### **Graduate Council (orange name cards)**

Nancy E. Barbour, Associate Dean, Education, Health and Human Services

Karen W. Budd, Director, Nursing

Jonathan P. Fleming, Associate Dean (Interim), Architecture and Environmental Design

LuEtt J. Hanson, Associate Dean, Communication and Information

Richard H. Kolbe, Associate Dean, Graduate School of Management

Ralph Lorenz, Associate Dean (Interim), The Arts

Isaac R. Nettey, Associate Dean, Technology

Barbara F. Schloman, Associate Dean, University Libraries

Wanda E. Thomas, Dean, Regional Campuses

John R. Stalvey, Associate Dean, Arts and Sciences

Mary Ann Stephens, Dean (Interim), Graduate Studies

# Faculty Senate-Appointed Representatives Undergraduate Council (yellow name cards)

Paul P. Abraham, Mathematics / Arts and Sciences, Stark

Bruce J. Gunning, Technology, East Liverpool

Min He, Mathematical Sciences / Arts and Sciences, Trumbull

Linda L. Williams, Philosophy / Arts and Sciences

Lowell S. Zurbuch, Technology

### **Graduate Council (orange name cards)**

Paul A. Farrell, Computer Science / Arts and Sciences

Paul O'Keeffe, Art / The Arts

Susan J. Roxburgh, Sociology / Arts and Sciences

Fred T. Smith\*, Art / The Arts

Robin L. Selinger, Chemical Physics / Arts and Sciences

# **VOTING MEMBERS continued**

# Faculty Senate-Appointed Alternates Undergraduate Council (yellow name cards)

David A. Kessler, Justice Studies / Arts and Sciences

Erica B. Lilly, University Libraries

# **Graduate Council (orange name cards)**

David A. Kessler, Justice Studies / Arts and Sciences

Jessie Carduner, Modern and Classical Languages Studies / Arts and Sciences

# College Curriculum Committee Representatives Undergraduate Council (yellow name cards)

Paul J. Albanese, Business Administration

Pamela K. Evans, Architecture and Environmental Design

Diana L. Fleming, Nursing

Todd Hawley, Education, Health and Human Services

Sarah E. Rilling, Arts and Sciences

Gretchen C. Rinnert, Communication and Information

Roberto M. Uribe-Rendon, Technology

Stephen M. Zapytowski, The Arts

# Graduate Council (orange name cards)

Sloan R. Burgess, Education, Health and Human Services

Raymond A. Craig, Arts and Sciences

John C. Duncan, Technology

Nichole Egbert, Communication and Information

Ann F. Jacobson, Nursing

Michael J. Loderstedt, The Arts

Gregory S. Stroh, Architecture and Environmental Design

John H. Thornton, Graduate School of Management

#### **NON-VOTING OBSERVERS AND CONSULTANTS**

#### Observers

#### **Undergraduate Council (green name cards)**

Brianna D, Lawhorn, Undergraduate Student Government

#### **Graduate Council (green name cards)**

Aron D. Massey, Graduate Student Senate

#### **Consultants for Both Councils (green name cards)**

Stephane E. Booth, Provost

Timothy J. Chandler, Provost

Glenn Davis, Registrar

Lisa N.H. Delaney, Provost

Nancy J. Dellavecchia, Admissions

Ellen L. Glickman, Graduate Studies

Mary Ann Haley, Arts and Sciences

Geraldine Hayes Nelson, Undergraduate Studies

Elizabeth A. Sinclair-Colando, Business Administration

Therese E. Tillett, Provost

John L. West, Research



TO: Educational Policies Council

FROM: Robert G. Frank, Provost

SUBJECT: Agendas for Monday, 24 August 2009, 3:20 p.m.

Undergraduate Council: Kent Student Center, Room 204

Graduate Council: Kent Student Center, 3rd Floor Conference Suite

DATE: 17 August 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, 21 August, to ensure that the materials are available at the meeting for review.

# **UNDERGRADUATE COUNCIL**

#### **ACTION ITEMS**

Approval of minutes of 18 May 2009.
 Attachment 1

#### **Assistant and Associate Deans**

2. Revision of the policy language regarding students' right to update their catalog year. Current statement Students may elect to complete a degree program under the most recent catalog is changed to Students may elect to complete a degree program under a more recent catalog.

Effective Fall 2010

Associate Dean Kristen M. Figg

Attachment 2

# College of Education, Health and Human Services

3. Revision of the minimum scores for the Praxis I writing and reading examinations to make them consistent with the 25th percentile for the past three years. The minimum score for the Praxis I reading exam decreases, from 175 to 174. The minimum score for the Praxis I writing exam decreases, from 173 to 172.

**Effective Spring 2010** 

Dean Daniel F. Mahony

Attachment 3

#### **INFORMATION ITEMS**

#### Office of the Provost

1. Revision of the curricular policy so that inactivated course numbers may never be reassigned to another course. Current policy is five years before re-use of a course number.

**Effective Fall 2010** 

Attachment 4

Communication to the EPC as an information item of any agreement where a degree
program will be offered off site (i.e., more than 50 percent of the program will be offered at a
site other than Kent State's eight campuses). This is in response to a directive from the
Higher Learning Commission to approve such sites or risk losing financial aid.

**Effective Fall 2009** 

Attachment 5

#### **INFORMATION ITEMS continued**

# **Regional Campuses**

3. Per request of the Ohio Board of Regents, the name of the proposed ATS degree in Urban Environment Management Technology has been changed to Environment Management [EMTG]. The degree will be conferred on the Trumbull campus.

Effective Fall 2009

#### **LESSER ACTION ITEM**

#### College of Education, Health and Human Services

School of Lifespan Development and Educational Services

Revision of the name and program requirements for the Youth Development [YDEV] concentration in the Human Development and Family Studies [HDFS] major within the Bachelor of Science [BS] degree program. The name changes to Child and Youth Development [CYD]. HDFS 44021, 44035, 44037, 44038, 44092, HED 34060 are added as required; required JUS 12000, RPTM 16000, 26030, ENG 32002 are removed; required JUS 34311, HED 32530, 32544 become electives; SPED 23000 is added as an elective. Total credit hours to program completion are unchanged at 121.

Effective Fall 2010

#### **GRADUATE COUNCIL**

# **ACTION ITEMS**

1. Approval of minutes of 18 May 2009. Attachment 1

#### Office of the Provost

2. Clarification of the minimum credit-hour requirement—from 32 to 30—for graduation with a master's degree from Kent State University.

Effective Fall 2010

Senior Associate Provost Timothy J. Chandler

Attachment 6

#### **Graduate Studies**

3. Revision of the policy on role and status of graduate student appointees. Current statement Notices of non-reappointment and of reappointment will be given to students prior to April 1<sup>st</sup> of the spring semester is changed to Notices of non-reappointment and of reappointment will be given to students earlier but no later than the last day of spring semester.

**Effective Spring 2010** 

Dean Mary Ann Stephens

Attachment 7

#### **Graduate School of Management**

4. Establishment of a Fashion Design and Merchandising [FDM] concentration within the Master of Business Administration [MBA] degree. Total credit hours to program completion are 54.

Effective Fall 2010

Associate Dean Richard H. Kolbe

Attachment 8

#### **INFORMATION ITEMS**

#### Office of the Provost

1. Revision of the curricular policy so that inactivated course numbers may never be reassigned to another course. Current policy is five years before re-use of a course number.

Effective Fall 2010

Attachment 4

# **INFORMATION ITEMS continued**

### Office of the Provost continued

 Communication to the EPC as an information item of any agreement where a degree program will be offered off site (i.e., more than 50 percent of the program will be offered at a site other than Kent State's eight campuses). This is in response to a directive from the Higher Learning Commission to approve such sites or risk losing financial aid Effective Fall 2009

Attachment 5

Communication to the EPC as an information item the decision to suspend admissions to a
graduate degree program. This notification will ensure that correct procedures are followed
as per guidelines from the Ohio Board of Regents' Advisory Committee on Graduate Study.

Effective Fall 2009

Attachment 9

### College of Arts and Sciences

Department of Geography

4. Establishment of a memorandum of agreement with National Taichung University in Taiwan for eligible students at both universities to earn both a Master of Arts degree in Geography at Kent State University and a Master of Education from the Department of Social Science Education at National Taichung University.

Effective Fall 2009

Attachment 10

#### **Graduate School of Education, Health and Human Services**

School of Lifespan Development and Educational Services

5. Revision of the name, admission policy and program requirements for the Pervasive Development Spectrum Disorders post-baccalaureate [C610] and post-master's [C809] certificates. Name changes to Autism Spectrum Intervention Specialist [C620] [C831]. Revised admission policy opens the program to baccalaureate holders in any education, health or human services field with a minimum undergraduate 3.0 GPA and two letters of recommendation. Required SPA 6/74350 is removed; required SPED 53010 is replaced with SPED 6/73954 or SPSY 6/77973; required SPED 6/73030 becomes an option with SPED 6/73959; required SPA 6/74309 and 6/74310 become options with SPED 64309 and 64310, respectively; required SPED 63992 is replaced with options SPED 63300, 53030, 64096, 64098, 64199. Total credit hours to program completion increase, from 17 to 21.

**Effective Fall 2010** 

Attachment 11

# **DISCUSSION ITEMS**

#### **Graduate Studies**

- The policy and procedures for updating the Graduate Catalog.
- The Orienting New Teaching Assistants Program (ONTAP).

### **SIS Academic Advisory Committee**

3. Review of new graduate-level advisor types to be established and assigned to students (e.g., PhD advisor, PhD co-advisor, PhD dissertation advisor, PhD co-dissertation advisor).

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

# **COURSE CHANGES**

Kev	for	COURSE	changes:
1101	101	COUISE	Griariyes.

а	Title Abbreviation	d	Diversity	Н	Credit Hours	New	New	s	Schedule (activity)
С	Cross-List/Slash	Ε	Credit-by-Exam	Inact	Inactivate	Р	Prerequisite	T	Title
С	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**

BTEC	50191	Seminar: Recent Developments In Biotechnology (1)	Inact
BTEC	50210	Biotechnology Case Studies (3)	Inact
BTEC	60199	Thesis I (2-6)	Inact
BTEC	60220	Bioinformatics (4)	Inact
BTEC	60230	Biotechnology Laboratory (2)	Inact
BTEC	60291	Seminar: Biotechnology (1)	Inact
BTEC	60299	Thesis II (2)	Inact
FIN	36040	Me and My Money (3)	Р
		Course Changes Effective Spring 2010	
ENG	21011	College Writing II (3) [LER Composition]	Р
ENG	25003	Literature in the United States (3)	Inact
MIS	34175	Learning to Lead (3)	New
MIS	44042	Telecommunications and Networking (3) to: Network Theory and Applications	TaPc
RIS	44017	Nuclear Medicine Radiation Safety (3)	PD
		Course Changes Effective Fall 2010	
BAD	64011	Systems Simulation (3)	С
BAD	74011 84011	Systems Simulation (3) to:	NC
BAD	64019	Quantitative Management Modeling (3) to: Research Seminar in Supply Chain Management	TaDs
BAD	74019	Quantitative Management Modeling (3) to: Research Seminar in Supply Chain Management	TaDs
BAD	84275	Strategic Global Management (3) to: Corporate and Global Strategy	TaDs
BAD	84285	Managing High Technology (3) to: Technology Management and Entrepreneurship	TaD
FDM	60010	Theories in Fashion (3)	New
FDM	60020	Fashion Design Management (3)	New
FDM	60030	Research Methods in Fashion Design and Merchandising (3)	New
FDM	60098	Research Project in Fashion Design and Merchandising (3)	New
HDFS	44037	Positive Youth Development (3)	New
HDFS	44038	Professional Child and Youth Work Practice (3)	New

# Course Changes Effective Fall 2010 continued

HIED	66674	Administration of International Higher Education (3) to:  Comparative Higher Education	TaD
HIED	66676	Intercultural Communication for International Educators (3)	New
HIED	76674	Administration of International Higher Education (3) to:  Comparative Higher Education	.TaD
HIED	76676	Intercultural Communication for International Educators (3)	New
MCED	40045	Teaching Mathematics in the Intermediate Years, Grades 4-5 (3)	New
MCED	46645	Critical Inquiry and Integration: Science and Social Studies, Grade 4 (3)	New
MCED	47745	Critical Inquiry and Integration: Science and Social Studies, Grade 5 (3)	New
MCED	50045	Teaching Mathematics in the Intermediate Years, Grades 4-5 (3)	New
MCED	56645	Critical Inquiry and Integration: Science and Social Studies, Grade 4 (3)	New
MCED	57745	Critical Inquiry and Integration: Science and Social Studies, Grade 5 (3)	New
MUS	55141	Kent State University Chorale (1)	.Р
MUS	55212	Kent State University Orchestra (1)	.Р
MUS	55223	Wind Ensemble (1)	.Р
MUS	61331	Band Arranging (2)	.Р
MUS	68215	Piano Pedagogy and Materials II (3)	.Р
MUS	71331	Band Arranging (2)	.Р
MUS	75141	Kent State University Chorale (1)	.Р
MUS	75212	Kent State University Orchestra (1)	.Р
MUS	78215	Piano Pedagogy and Materials II (3)	.Р
MUS	75223	Wind Ensemble (1)	.Р
MUS	82291	Seminar in Musicology (3)	.Р
MUS	88199	Dissertation I (15)	.Р
Large-s MUS SPA	51211 55231 58241 62606 72227 74131	63261 63263 64111 64121 64131 66191 68214 68294 68687 71131	es:
0. 7.	0.000	Autism Spectrum Disorders: Theory and Diagnosis	TaDC
SPA	64310	PDD Spectrum Disorders: Lifespan Interventions (3) to: Autism Spectrum Disorders: Lifespan Interventions	TaDC
SPA	74309	PDD Spectrum Disorders: Theory and Diagnosis (3) to: Autism Spectrum Disorders: Theory and Diagnosis	.TaDC
SPA	74310	PDD Spectrum Disorders: Lifespan Interventions (3) to: Autism Spectrum Disorders: Lifespan Interventions	TaDC
SPED	63959	Medical Aspects of Disabilities in Early Childhood (3) to: Medical Aspects of Lifespan Disabilities	.TaDc
SPED	64309	PDD Spectrum Disorders: Theory and Diagnosis (3) to: Autism Spectrum Disorders: Theory and Diagnosis	.TaDC

Special course fees:

		Course Changes Effective Fall 2010 continued
SPED	64310	PDD Spectrum Disorders: Lifespan Interventions (3) to: Autism Spectrum Disorders: Lifespan Interventions
SPED	73959	Medical Aspects of Disabilities in Early Childhood (3) to:  Medical Aspects of Lifespan Disabilities
CORRE	ECTION	s
23 Feb	ruary 20	009 Agenda
RPTM	36095	Leisure and Culture (3) d
18 May	2009 A	genda:
COMT	11002	Visual Basic Programming (3)PEc
COMT	20001	C++ Programming (3)withdrawnPDc
COMT	20011	Java Programming (3)withdrawnPDc

	COURSE	COURSE TITLE	FEE 2008-09	Proposed 2009–10	+/- %
ARTH	42912	Travel Study Art History (1-3) omitted	_	Actual Cost Basis	+
ARTH	52912	Travel Study Art History (1-3) omitted	_	Actual Cost Basis	+
BSCI	<del>20140</del> <b>30140</b>	Cell Biology (4)	\$28.00	\$ 50.00	+79%
BSCI	<del>20275</del> <b>30275</b>	Local Flora (4)	\$40.00	\$ 50.00	+25%
MATH	<del>10005</del> <b>10006</b>	Core Mathematics I and II (4)	_	\$ 22.50	+
MATH	<del>10006</del> <b>10007</b>	Core Mathematics III and IV (4)	_	\$ 22.50	+
TECH	<del>34344</del> <b>35344</b>	En-Route Air Traffic Control Laboratory	_	\$450.00	+
TECH	35749	Commercial Helicopter Flight (3)	_	<del>\$2780.00</del> <b>\$27800.00</b>	+

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



TO: Educational Policies Council

FROM: Robert G. Frank, Provost

SUBJECT: ADDENDUM to the Graduate Council agenda for Monday, 24 August 2009,

3:20 p.m., 3rd Floor Conference Suite

DATE: 24 August 2009

The following is an addendum to the original 17 August 2009, Graduate Council agenda:

# **INFORMATION ITEMS**

# Office of the Provost

1. Notification to the Ohio Board of Regents of Kent State University's decision to withdrawal from the Memorandum of Understanding with the Consortium of Eastern Ohio Master of Public Health and suspend its associated Master of Public Health degree, effective 22 August 2009. This action will allow Kent State to move forward to develop its own public health degree programs.

Attachment 12



# EDUCATIONAL POLICIES COUNCIL Minutes of the Meetings of Monday, 18 May 2009

Minutes of the Graduate Council Pages 1–2
Minutes of the Undergraduate Council Pages 3–7

#### **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, Barbara F. Scholman, John R. Stalvey

Ex-officio Members not present: Associate Deans Diane Davis-Sikora, Isaac R. Nettey

Faculty Senate-Appointed Representatives present: Erica B. Lilly

**Faculty Senate-Appointed Representative not present:** Paul A. Farrell, Donald (Mack) Hassler, Fred T. Smith, James A. Tyner

**Graduate Council Representatives present:** Nichole Egbert, Ann F. Jacobson, Janice Lessman-Moss for Yuko Kurahashi, John H. Thornton, John D. West

**Graduate Council Representatives not present:** John C. Duncan, Alison J. Smith, Gregory S. Stroh

**Observers present:** Aron Massey (Graduate Student Senate)

# **Observers not present:**

**Consultants and Guests present:** Kenneth Bindas, Stephane E. Booth, Timothy J. Chandler, Janis Crowther, Lisa N.H. Delaney, Carol Drennen, Jonathan Paul Fleming, David Goswick, Mary Ann Haley, AnnMarie LeBlanc, Nancy E. Mitchell, Rhonda Richardson, Frank Ryan, Jennifer Sandoval

Educational Policies Council Co-chair Thomas Janson called to order the EPC Graduate Council at 3:21 p.m., Monday, 18 May 2009, in Room 204 of the Kent Student Center.

Faculty Senate Chair Janson began the meeting by explaining that in the next academic year, the Educational Policies Council will meet at the same time in two separate rooms. He said that arrangements are still being made for the rooms in which they will be held.

# Action Item 1: Approval of the minutes of 27 April 2009.

Associate Dean John R. Stalvey moved for approval, seconded by Associate Dean Ralph Lorenz. With no corrections or comments, the motion passed unanimously.

Action Item 2: Revision of the dismissal policy for graduate students. Students earning a B- (2.7) or lower grade in more than 8 credit hours or earning any grade lower than a C (2.00) in more than 4 credit hours are subject to dismissal.

Dean Evelyn S. Goldsmith explained this proposal is a revision of the dismissal policy that was recommended by the previous Graduate Studies Advisory Council (GSAC) due to the plus/minus grading system. Associate Dean Nancy E. Barbour moved for approval, seconded by Associate Dean John R. Stalvey. The motion passed unanimously.

Information Item 3: Establishment of Sustainable Building post-baccalaureate [C620] and post-master's [C832] certificates. Total credit hours to program completion are 15.

Information Item 4: Establishment of Sustainable Systems post-baccalaureate [C621] and post-master's [C833] certificates. Total credit hours to program completion are 15.

Course Change Items: Establishment of courses for the certificate programs listed above (TECH 57000, 57010, 57200, 57210, 57211, 57300, 67220, 67221, 67310, 67311, 67320).

Dean James E. Dalton requested discussion on the two information items and the establishment of the 11 TECH courses. Dean Verna M. Fitzsimmons said that she understood that Assistant Professor John C. Duncan had conversations with the College of Architecture and Environmental Design, and she was assured that any issues were resolved. She said if they were not resolved, she would have no problem pulling them from the agenda. After some discussion, it was decided the best course of action would be to postpone their approval. Associate Professor Erica B. Lilly moved to postpone the approval of these items and courses, seconded by Associate Dean Barbara F. Schloman. The motion passed unanimously.

Lesser Action Item 2: Revision of the admissions requirements for the Intervention Specialist [INSP] major within the Master of Arts [MA] and Master of Education [MED] degrees. Completion of the Graduate Record Examination (GRE) is eliminated.

Associate Professor asked why the Graduate Records Examination (GRE) was being eliminated. Associate Dean Barbour explained that the proposal was made because the department found that the GRE was not being used in the decision-making process. The department felt that there are other indicators such as undergraduate grade point average and writing samples that are being weighed more heavily. It was felt that requiring the GRE was impeding the application process.

With no further questions or discussion a motion to adjourned was placed before the members by Associate Professor Lilly and seconded by Executive Dean Gregory L. Andrews.

The meeting was adjourned at 3:30 p.m.

Respectfully submitted.

Liva MA Delaney

Lisa N.H. Delanev

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, Gary M. Padak, Mark W. Weber, Donald R. Williams; dean representatives Victoria Bocchicchio for Donald R. Williams, LuEtt J. Hanson for Jeffery W. Fruit, Elizabeth A. Sinclair-Colando for Robert B. (Yank) Heisler, Jr.

### **Ex-officio Member not present:**

**Faculty Senate-Appointed Representatives present:** Min He, Thomas Janson, Lowell S. Zurbuch

**Faculty Senate-Appointed Representatives not present:** Paul P. Abraham, Barbara J. Hipsman-Springer, Mandy Munro-Stasiuk

**College Curriculum Committee Representatives present:** Bruce J. Gunning, John W. Hawks, Stephen M. Zapytowski

# **College Curriculum Committee Representatives not present:**

E. Thomas Dowd, David A. Dumpe, Diana L. Fleming, Charles L. Harker, Shawn Simmons

# **Observers present:**

**Observers not present:** Sean Mostov (Undergraduate Student Government)

**Consultants and Guests present:** Kenneth Bindas, Stephane E. Booth, Timothy J. Chandler, Janis Crowther, Lisa N.H. Delaney, Carol Drennen, Jonathan Paul Fleming, David Goswick, Mary Ann Haley, AnnMarie LeBlanc, Nancy E. Mitchell, Rhonda Richardson, Frank Ryan, Jennifer Sandoval

Faculty Senate Chair Tom Janson called to order the EPC Undergraduate Council at 3:30 p.m., on Monday, 18 May 2009, in Room 204 of the Kent Student Center.

# Action Item 1: Approval of the minutes of 27 April 2009.

Professor Stephen M. Zapytowski moved for approval, seconded by Dean John R. Crawford. Associate Professor Erica B. Lilly pointed out a typographical error in the minutes on page three, paragraph two, last sentence: "He pointed out that 60 spercent of the diversity courses are within the LER courses." To be corrected to "He pointed out that 60 percent of the diversity courses are within the LER courses." With no further corrections or comments the motion passed unanimously.

Action Item 2: Establishment of diversity (domestic) status for PSYC 11762 General Psychology, PSYC 20651 Child Psychology and PSYC 21211 Psychology of Adjustment.

University Requirements Curriculum Committee (URCC) Co-Chair Tom Janson, presented the proposal in the absence of Dean Donald R. Williams. Provost Robert G. Frank asked about the criteria being met by these courses to make these courses eligible for domestic diversity status.

Associate Dean Mary Ann Haley explained that the criteria are being met by discussion in the classroom of inequality, culture and ethnic diversity. She added that the Psychology Department introduced the criteria and the role that diversity plays within the discipline. It is a preponderance of content not a percentage per se, she said. Chair Janson said that the department submitted a questionnaire and there was significant discussion by the URCC, which recommended that the proposal move to the EPC for consideration. He added that one of the suggestions by the URCC during this discussion was that most courses offered now address diversity, and that the university may not need the category any longer; however, the URCC was not ready to do that.

Associate Dean Nancy E. Mitchell said that she had difficulty with these courses qualifying for diversity status because the department already has two of its courses on the diversity list. She added that the above mentioned criteria were inherent to the field of psychology, and that the whole notion of cultural diversity was not strong enough. Provost Frank said that this proposal does seem to lead to a slippery slope. Dean Mark W. Weber asked what changes took place in the syllabus or course content that now make them eligible for the diversity status. He added that it could be argued that since the 1960s, courses have become less Eurocentric.

Associate Dean Haley said that diversity is important to the discipline and a standard that the department needs to meet for the bodies it reports to. She added that she was not aware that, at any point, it was spelled out that courses necessarily need to be devoted totally to diversity. Some courses have been accepted that did not face the scrutiny that these courses have faced, she said. There are a series of criteria that must be met, but not the entire criteria, and there is a percentage of the content in each course that meets it. She added that if there needs to be a rule that a certain number of courses can come from each department, it should be debated and not come after the fact. Provost Frank said that her argument was germane and that the policy probably wasn't written very clearly; the whole point is to show cultural differences other than that in which the student lives. Dean Laura Cox Dzurec pointed out that these courses would say to students that they shouldn't expect others to be just like them, even if they look the same.

Professor Janis Crowther, from the Department of Psychology, said that she teaches one of the courses in question, Psychology of Adjustment, and that in the course, topics such as race, gender, transition to old age, ethnic groups, stress and race, and mental disorders and race are discussed. Provost Frank pointed out that health disparities do not constitute diversity. Professor Crowther agreed.

Dean Timothy S. Moerland said that these proposals came forward in good faith, the conversation has fallen into de facto. He added that the EPC has the recommendation of the URCC. At the conclusion of the discussion Chair Janson motioned for approval of the proposal, which was seconded by Dean Moerland. The motion passed with 13 votes for, and three votes against the proposal.

# Action Item 3: Recommendations of the 21<sup>st</sup> Century Undergraduate Curriculum Core Committee.

Professor Crowther explained that the committee started with three charges:

- I. Review the 21<sup>st</sup> Century Philosophy Statement
- II. Review the 121 credit hour requirement
- III. Identify curricular roadblocks

Professor Crowther said that the committee focused on baccalaureate issues only. She added that in terms of the philosophy statement, data from Liberal Education and America's Promise (LEAP) and Kent State University suggest that many Kent State students are participating in high-impact activities.

She said that the committee also reviewed the 121 credit hour requirement, and compared Kent State University to a list of peer and aspirant institutions. She said the committee also reviewed Kent State's programs of study and found that about half of them require 121 credit hours to graduate, 75 require 122-131 credit hours to graduate, and 29 require 132 or more credit hours to graduate.

Professor Crowther also explained that professional advisors were surveyed to discover the five highest ranking roadblocks to graduation, which were transfer credit issues, missing courses, selective program requirements, course sequencing and unavailable seats. For Regional Campuses, the two major roadblocks were low grade point averages and Liberal Education Requirements (LER) courses. The advisors also indicated whether these factors had a high, medium or low impact on graduation. For discussion purposes, the committee decided to review high and medium impact categories that added up to 67 percent or more. She added that the committee did not make recommendations on some roadblock causes believed outside of its purview.

Associate Dean LuEtt J. Hanson explained that the first and second recommendations came from the recommendation in the philosophy statement that every student should participate in an experiential activity. She added that a list of possible activities was outlined in this committee's recommendation, but it is by no means exhaustive. She said that the committee wanted units to have as much flexibility and creativity they needed to meet the requirement; it might not meet in a classroom and it might not be in the major. She pointed out that this recommendation does not exactly match the call for a capstone course in the LER report; the differences will need to be discussed. The next recommendation, she said, was to assess the experiential activity through the Assessment Quality Improvement Project (AQIP) guidelines.

Recommendations three through six address the 121 credit hours required for graduation, and it is the hope of the committee that those will be read as a group and not extracted individually, Associate Dean Hanson explained. She said that the goal is to get programs as close to 121 credit hours as possible. Given the fact that a lot of students complete developmental courses, which are not counted in the 121 credit hours, and that some students struggle at 15 credits per semester, the committee recommends anything over 121 credit hours be justified by the department as to why it is higher and how a student will complete the program in eight semesters. She added that the committee suggested that anything over 132 credit hours either be reduced, or be up front with students that they will not meet the requirements in eight semesters. She said that the timetable proposed in this category may be a little too short, and it will probably be necessary to find out what the LER implementation team recommends.

Associate Dean Hanson explained that recommendations seven through 10 are responses to curriculum related roadblocks. She outlined these recommendations as the following:

Recommendation seven advises that the process of transferring needs to improve. Even though this is a process and not curriculum issue, the committee called for a review of the transfer evaluation and improve services, she said.

Recommendation eight deals with missing graduation requirements. It came to the committee's attention that other committees are working on this. It was recommended by this committee that the Graduation Planning System (GPS) roadmaps be available to everyone and in multiple formats and platforms. Also recommended was the enforcement of students seek advising whenever possible.

Recommendation nine deals with course sequencing roadblocks. The committee recognized that this issues lies with the departments and is currently being addressed by some outside committees and influences (e.g. Responsibility Centered Management).

Recommendation 10 recognizes the need to survey students and faculty advisors since this committee only surveyed professional advisors. Their responses may raise new roadblocks that may also need acted upon.

Provost Frank commended the committee for its work and asked if they are requesting the report be received by the EPC or if there was another action in mind. He said that perhaps the right motion would be for EPC to receive the report. Professor Zapytowski moves for acceptance of the report, which was seconded by Dean Verna M. Fitzsimmons.

Dean Fitzsimmons said that she thought the report was great and wondered if this report would now go to the LER implementation group or another group. Provost Frank said he believed that it would need to go to another committee.

Chair Janson said that he believes that the 121-credit-hour graduation requirement is completely unrealistic. He said that when programs try to reduce their credit hours they end up taking courses from the major or try combining requirements because university requirements cannot be reduced. He added that it is possible for a student to graduate in four years, if they take course overloads and pass all of their courses. He said that he would suggest dropping the 121 credit hour requirement and instead go with 122-132 credit hours; and anything over 133 should be reviewed. Provost Frank said that what Chair Janson was asking was for the implementation team to review it all over again.

Dean James E. Dalton said that he felt that the body of knowledge has expanded; there is an extra burden being put on students for which they are not receiving the true credit hours. Provost Frank said that he felt the report should be sent to the implementation committee and let them have the debate. Associate Dean John R. Stalvey asked if the 3 credit hour standard was discussed. Professor Crowther answered in the affirmative, but added that nothing was decided. Associate Dean Stalvey said that it was not an unimportant question.

Provost Frank reminded the council that the motion before them was to accept the report, he then called for a vote. The item passed unanimously.

Action Item III: Inactivation of the Romanian Studies [ROST] minor, which has not been actively offered in the past 10 years.

Dean Moerland explained that this proposal was very straightforward, as this program has not had any traffic in 10 years, and seems not worth maintaining. Dean Moerland moved to inactivate the minor, which was seconded by Professor Bruce J. Gunning. Dean Weber asked if this program was originally part of the ethnic heritage programs. Dean Moerland said that he believed it was packaged with those at one time. Associate Dean Haley added that the ethnic heritage major was previously inactivated but that some of the minors are still around. The proposal passed unanimously.

# Information Item 1: Revision to the Advanced Placement Program (AP) Course Credit Alignment Recommendations.

Chair Janson asked to raise this item for discussion. He said that the policy should be reworded to read that a score of three on this test does not demonstrate a mastery in the arts. He added that not all of the skills are taught in the high schools, nor is there any uniformity. He said that he is afraid students will not take the first course in a sequence, and take the second one and fail. Provost Frank reminded Chair Janson that this is an Ohio Board of Regents directive.

#### Other Items

Dean Moerland asked for an update on the LER implementation committee. Associate Provost Stephane E. Booth provided the members names. They are:

Stephane E. Booth, Office of the Provost

Kenneth Burhanna, University Libraries

Diane Davis-Sikora, College of Architecture and Environmental Design

David Dees, College of Education, Health and Human Services (Salem campus)

Susan Emens, College of Technology (Trumbull campus)

LuEtt J. Hanson, College of Communication and Information

Mary Lou Holly, Faculty Professional Development Center

Barbara Hugenberg, College of Communication and Information

Richard Kent, College of Business Administration

Geoffrey Koby, College of Arts and Sciences

Mark Kretovics, College of Education, Health and Human Services

Laura Leff, College of Arts and Sciences

Yvonne Smith, College of Nursing

Elizabeth Smith, College of Arts and Sciences

Fred Smith, College of the Arts

Donald Williams, Honors College

Dean Moerland also said that he would be in favor of further exploring the diversity requirement issues discussed at the beginning of the Undergraduate Council meeting. With a general tone of agreement, Dean Moerland made a motion to discuss these issues, which was seconded by Dean Weber.

Associate Dean Mitchell said that she believes there is good criteria but that perceptions may have changed. She added that it is at least worth discussion. Dean Moerland said that this motion is not an indictment on the original work, just the overall changes that may or may not have taken place over the past 10 or so years. Senior Associate Provost Timothy J. Chandler mentioned the anticipated vice president for diversity position. He pointed out that if the conversation is started, the new vice president could join later. Provost Frank added that he thought it was a great idea and asked for a vote for reexamining the diversity shift. The motion passed unanimously.

Chair Janson said that it is part of the URCC's job to get involved and that a member should be involved in this discussion.

With no further discussion the meeting was adjourned at 4:10 p.m.

Respectfully submitted,

Lisa N.H. Delanev

Academic Program Coordinator, Curriculum Services, Office of the Provost

To: Therese Tillett, Director of Curriculum Services

From: Kristen Figg, Chair, Assistant and Associate Deans

Date: June 23, 2009

Subject: Catalog language regarding catalog year updates

The A&A Deans committee is recommending a change to the language regarding the student's right to update Catalog year. Current policy (2009-09 Catalog, p. 71) states:

2. Students may elect to complete a degree program under the most recent *Catalog*. When changing *Catalog* year, students must comply with all of the requirements relevant to their program in the newer *Catalog*.

The requested change is to revise the first sentence to read:

2. Students may elect to complete a degree program under a more recent Catalog.

There are many reasons why students may change to a newer catalog. For example, when major courses or program requirements are revised, students can take advantage of updated course selections and requirements in order to improve the quality of their degrees. In addition, changing to a newer catalog may sometimes help a student move more quickly toward graduation. In other cases, students are required to update catalog year because program requirements have been changed to meet revised accreditation standards.

While it is important for these students to move to a "more recent" catalog, it may not always be the best choice for students to move to the "most recent" catalog. For example, students who have already completed a set of LER requirements may be forced under the most recent catalog to take additional "general requirements" in order also to update major requirements. The recently proposed revisions to the LER may create a number of these situations. In other cases, students who began taking selected courses as a non-major may be best served by moving to a newer catalog (but not the most recent) when they declare the major. If program requirements have changed, it may be difficult for these students to complete the major program without taking a number of additional courses or needing a number of "substitutions." In these various situations, updating to a more recent catalog that typically still governs the requirements of a large number of students should not only ensure that acceptable academic expectations and

# Page 2

standards are in place but also allow students to make program choices that do not create roadblocks to academic progress.

Current "exclusions" in the policy would remain. For example, students returning after dismissal, students who have not made specified progress in completing degree requirements, or students who have left and return as transfer students would be required to meet the provisions of the catalog in effect at the time of their return to the University (i.e., the most recent catalog).

Under the current policy, "exceptions" may be granted by the College Dean's Office so that students may update to a "more recent" catalog year. However, the proposed revision recognizes the appropriateness of updates to a more recent catalog without considering this action to be an exception to policy.

# **Transmittal Memo**

To: Undergraduate Council

From: Joanne Arhar

Re: Change in Praxis I Cutoff Scores for Teacher Education Programs

Date: May 5, 2009

Summary Statement: Proposal to change the policy on cutoff scores on Praxis I Writing and Reading as a requirement for admission to advanced study in teacher education programs to make them consistent with the 25<sup>th</sup> percentile for the past three years.

Undergraduate Catalog will be changed to reflect new cutoff scores.

Teacher Education Coordinators approved of this action on Friday, May 1, 2009. Coordinators represent all programs in the university who offer teacher licensure as an option through EHHS.

# **Proposal Summary**

Title: Change in policy on cutoff scores for Praxis I Reading and Writing

Subject Specification: Praxis I Reading will change from 175 to 174 and Praxis I Writing will change from 175 to 174. This affects all teacher education majors in EHHS and College of the Arts and minors in education.

Background Information: The cut scores have been set at the 25<sup>th</sup> percentile for Praxis I for admission to advanced study. Every few years the cut scores are reviewed to determine if they are still at the 25<sup>th</sup> percentile. A subcommittee of the teacher education coordinators suggested that we look at what the cut scores would be at the 25<sup>th</sup> percentile over a period of three years: 2005-2006; 2006-2007; 2007-2008. The Research Bureau conducted the analysis and recommended that we lower the reading and writing test cutoffs. The effect will be that more students will pass the test on the first try.

Alternatives: The alternative is that we use the Ohio Conditional Licensure cut scores. But faculty wanted a stronger, Kent based rationale that we could apply to our own students. Although there are already alternatives to Praxis I (cut scores are set for ACT and SAT and Compass), the suggestion was made to use course grades as another alternative. A standardized test seemed more appropriate for our purposes.

Time table: This action was unanimously approved at the May 1'2009 meeting of the teacher education coordinators. New cut scores would apply for those students applying for advanced study in Spring 2010.

Proposed cutoff based on 25<sup>th</sup> percentile for past three years for Praxis I Exams (2005-2008)

	KSU Current Cutoff  % passed 1 <sup>st</sup> try	Proposed Cutoff % passed 1 <sup>st</sup> try	Ohio Conditional Licensure Cutoff	U of Akron Cutoff (06-07)
	% pusseu 1 try	% pussed 1 try	% passed 1 <sup>st</sup> try	
Writing	173	172	172	172
	68%	78%	78%	
Math	174	174	172	172
	82%	82%	88%	
Reading	175	174	173	173
	65%	73%	73%	

### College of Education, Health, and Human Services

- Have you ever had a criminal conviction sealed or expunged?
- Have you ever had a teaching credential limited, suspended or revoked?
- · Have you ever surrendered a teaching credential?

Any students in the College of Education, Health, and Human Services who cannot attest to the above should immediately contact a program counselor in the College of Education, Health, and Human Services, Vacca Office of Student Services, 304 White Hall, 330-672-2862. Falsification of information is grounds for dismissal and non-licensure.

This affidavit must be completed and witnessed by a Student Services staff member in the College of Education, Health, and Human Services Student Services office or an appropriate representative from the Regional Campuses and placed on file in 304 White Hall.

#### Pre-advanced Study Coursework

Minimum of C or better in EDPF 29535 Education in a Democratic Society and C or better in one of the following:

- \*ITEC 19525 Educational Technology
- \*EDPF 29525 Educational Psychology SPED 23000 Introduction to Exceptionalities

\*Prerequisite is EDPF 29535 Education in a Democratic Society. A minimum grade of C (2.00) or better must be earned in all of the above courses.

Please note: Speech pathology and audiology majors are not required to take these courses.

The following courses must be completed with minimum C (2.00) grade for early childhood, middle childhood and intervention specialist majors ONLY:

MATH 14001 Basic Math Concepts I MATH 14002 Basic Math Concepts II

Early childhood and middle childhood majors are required to complete additional pre-advanced study courses with specified minimum grades. These majors should refer to the advising sheets for the course information.

#### Standardized Testing

All teacher education majors and minors are required to demonstrate basic competencies in reading, writing and mathematics before progressing in a degree program. Students are required to take the Praxis I if they have not adequately demonstrated the competencies through the ACT, SAT and/or COMPASS exams. Students may take the written or computer-based version of Praxis I. Information regarding Praxis I is available in the Vacca

Office of Student Services, 304 White Hall, in the student services offices of the Regional Campuses and on the Vacca Office of Student Services' Web site: www.ehhs.kent.edu/OSS/. The specific competencies are listed below:

#### Readina

Students must satisfy one of the following options:

- ACT reading score of 26
- SAT verbal score of 620
- COMPASS reading score of 93
- Praxis I reading score of 175. 174

#### Writina

Students must satisfy one of the following options:

- · ACT English score of 25
- · COMPASS writing score of 92
- Praxis I writing score of 473 172

#### Mathematics

Students must satisfy one of the following options:

- ACT math score of 25
- SAT math score of 620
- Praxis I math score of 174

Please note: Students must have all passing standardized test scores on file in 304 White Hall prior to submission of application for admission to advanced study.

Please note: The COMPASS placement test is administered to all incoming first-year students during the Placement, Advising and Scheduling System (PASS) program. It is taken solely for placement into freshman-level courses and cannot be taken for any other purpose.

#### Application for Admission to Advanced Study

Upon completion of 30-60 hours of coursework, students should have satisfied the professional requirements for admission to advanced study. Students must complete an application for advanced study and submit it to 304 White Hall by the second Friday of the term during which all professional requirements for advanced study will be completed. The application must be submitted at least one semester before the term you plan to start upper-division professional coursework. Applications are available in the Vacca Office of Student Services, 304 White Hall, in Regional Campus offices or on the Vacca Office of Student Services' Web site at www.ehhs.kent.edu/OSS/. Teacher education majors and minors must be officially admitted to advanced study to take upper-division professional coursework.

# EPC Agenda | 24 August 2009 | Attachment 3 | Page 4 KENT STATE UNIVERSITY **CERTIFICATION OF CURRICULUM PROPOSAL**

	· ·	reparation Date	e 29-May-09	Curriculum Bulletin	
	E	Effective Date	Spring 2010	Approved by EPC	·-
Department	EHHS				i e
College	EH - Education, Hea	ith and Human	Services		
Degree	BSE - Bachelor of So				
Program Name	Program	Code			
Concentration(s)	Concentr	ation(s) Code(s	)		
Proposal	Revise Program Poli	су	•		
Description of prop Changes Praxis I o	osal: autoff scores to the follo	wing: Writing 1	72, Reading 17	4, and Math 174	
Does proposed rev Current total credit	rision change program' hours: F	s total credit hou Proposed total c		⊠ No	·
Describe impact or enrollment and sta	n other programs, polici ffing considerations; ne	es or procedure ed; audience; p	es (e.g., encroa rerequisites; te	chment and duplication acher education licens	issues; ure):
Units consulted (ot	her departments, progr	ams or campus	es affected by t	his proposal):	
compression or committee and c		REQUIRED ENI	DORSEMENTS		
Joanne		ir of Tea	chu Ea)	512910	09.
Department Chair	School Director / Cam	pus D <b>é</b> an			
Marie	arkan			5 1291	09
College Dean				-	· <b>'</b>
Evecutive Dean of	Regional Campuses / I	Dean of Gradua	to Studios	//_	<del></del>
EXECUTIVE DEATH OF	rtegional campuses / t	Joan of Gradua	io oludios		
Senior Vice Preside	ent for Academic Affair	s and Provost		//_	



TO: Educational Policies Council

FROM: Therese E. Tillett, Director of Curriculum Services

SUBJECT: Revising curricular policy on re-using course numbers

DATE: 10 August 2009

# **Subject Specification:**

Revising curricular policy so that inactivated course numbers cannot be reassigned to another course. Current policy is five years before re-use of a course number.

#### **Background Information:**

Current policy: "Inactivated course numbers may not be reassigned to another title for five years." However, the policy is affecting the following:

- The requirement of the course in a student's program
- A student's degree audit (KAPS)
- Recalculation of the GPA (for 10000- and 20000-level courses) if the student "repeats" the course
- Prerequisite checking

Example: In fall 2003, CACM 22020 Conflict Theory was revised to new number CACM 31010, causing 22020 to become inactivated. In fall 2008, the number 22020 was re-used for a new course, International Conflict Resolution. A student who took Conflict Theory as 22020 will now be shown— in her degree audit and in prerequisite checking—as having taken International Conflict Resolution.

### Potential problems:

- If Conflict Theory is required in her program, the student's degree audit will display it as not satisfied, even though she did take the course.
- If International Conflict Resolution is required in her program, her degree audit will display it as satisfied, even though she did not take the course.
- If Conflict Theory is a prerequisite for courses for which she is registering, she will receive an error, even though she did satisfy the prerequisite.
- If International Conflict Resolution is a prerequisite for courses for which she is registering, she will be allowed to register even though she has not satisfied the prerequisite.
- If she takes International Conflict Resolution, she will not receive credit for it because it is considered a repeated course. The grade she receives will trigger her GPA to be recounted.

#### **Alternatives and Consequences:**

The alternative is to continue re-using course numbers, and all issues—if they are revealed—will need to be corrected manually, which can be time consuming. The consequences include incorrect degree audits, delayed course registration and erroneous credit count and GPA recalculations.

# **Specific Recommendations and Justification:**

It is recommended that, effective fall 2010, inactivated course numbers are never re-used so as to not produce any potential errors with returning students or students who take more than five years to complete a degree program. This policy does not affect courses that are re-activated with the same course number and considered equivalent to each other.

#### **Timetable and Actions Required:**

Approval by the Provost and notification of the Educational Policies Council are required. Implementation is sought for any course proposal with the effective term of fall 2010.

# DOCUMENTATION TO ESTABLISH, REVISE OR INACTIVATE A DEGREE PROGRAM WHEREBY MORE THAN 50 PERCENT OF COURSEWORK IS OFFERED OFF-SITE\*

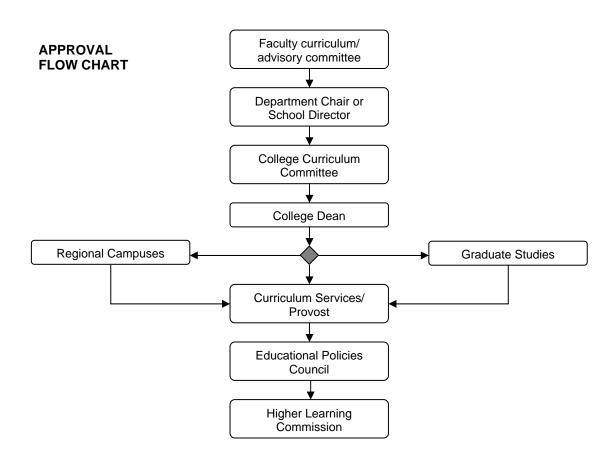
\* Off-site is defined as a site other than one of Kent State's eight campuses.

### 1. Transmittal memo

- a. Summary statement describing the proposed action
- b. Listing of all curricular/consultative bodies that have approved this action

### 2. Proposal summary

- a. Official, full name of program
- b. Identity of partners in the agreement, including location address and type of institution
- d. Agreement particulars:
  - (1) Beginning and end dates of agreement
  - (2) Percent of program offered at site
- 3. **Formal letter, memorandum of understanding or other type of correspondence** that outlines the agreement to deliver the program at a site
- 4. Certification of Curriculum Proposal (see Section V)
- 5. **Memos concerning impact of revised policy or name**, if appropriate (duplication, encroachment, support regarding impact on department, college, regional campuses' resources, (staffing, space, library/media, finances, student progress)





OFFICE OF THE PROVOST

TO: Educational Policies Council

FROM: Timothy J. Chandler, Senior Associate Provost

Therese E. Tillett, Director of Curriculum Services

SUBJECT: Clarification of minimum credit hour requirement for a master's degree

DATE: 10 August 2009

# **Subject Specification:**

Clarification of minimum credit-hour requirement for graduation with a master's degree from Kent State University, and inclusion in the 2010 Graduate Catalog.

# **Background Information:**

It has long been communicated to the university community and reported to the Ohio Board of Regents that the minimum number of credit hours required to graduate with a master's degree from Kent State University is 32. However, there is no official university policy stating this to be the case. Furthermore the Council of Graduate Schools and accrediting agencies—including the American Association of Critical-Care Nurses, the National Association of Schools of Music and the Association of Collegiate Business Schools and Programs—recommend minimum 30 semester hours for completion.

Typically, a master's level course is 3 credits. By having a 32-credit-hour program, students may be obligated to take, and pay for, an extra credit hour beyond the program requirements. This problem would be alleviated with a 30-credit-hour program.

Reducing the minimum credit hours from 32 to 30 will not compromise academic quality as each master's program must maintain standards according to their respective accrediting agencies. In addition, academic units are not compelled to reduce their programs total credits to 30. Instead, this clarification allows units to explore the option of reviewing their programs to determine if reducing total credits is feasible without sacrificing quality, and provides a widely agreed-upon standard for those looking to establish new programs.

#### **Alternatives and Consequences:**

The purpose of this clarification is to align Kent State University with national recommendations and to include this clarification as policy in the Kent State University Graduate Catalog. The alternative is to continue existing and conflicting practices. Such continuation would (1) limit academic units from following their accrediting agencies' recommendations; (2) make Kent State University programs less competitive nationally; and (3) financially penalize students—particularly those pursuing online programs that are based on the 3-credit-coursework.

# **Specific Recommendations and Justification:**

It is recommended that, effective fall 2010, the minimum-hour requirement be stated as follows and included in the Graduate Catalog:

All students must satisfactorily complete a minimum 30 credit hours applicable toward a master's degree in order to graduate. Some degree programs require more hours.

The intent of this action is to enable curricular change, not to call for exceptions to existing degree requirements for individual students.

# **Timetable and Actions Required:**

Approval by the Educational Policies Council, Faculty Senate and the Kent State Board of Trustees will be required. Implementation is sought beginning the fall 2010 term.

From: WATSON, JAMES

Sent: Tuesday, May 19, 2009 9:33 AM

To: Teamer, Monica

**Subject:** RE: Terms and Conditions for graduate appointments

The issue I was asked to assist with was a department who didn't regularly do their annual assessment until late April. They had identified a teaching assistant who was sub-par and had been counseled during the year but did not improve. They want to non-renew but were concerned about having made the decision after April 1. The statement could be interpreted to guarantee an appointment for the coming year absent a notice of non-renewal by April 1. I would recommend revising the statement to the following:

"Notices of non-reappointment and of reappointment will be given to students earlier but no later the last day of spring semester.

# **EXCELLENCE** in Action

James R. Watson Associate University Counsel Office - (330) 672-2982

Direct - (330) 672-8521 Cell - (330) 958-7562 Fax - (330) 672-7821

#### Confidential Communication:

All information contained in this e-mail message is intended only for the personal and confidential use of the designated recipient(s). This may be a privileged attorney-client communication. If you are not a designated recipient or an agent responsible for delivery of this message and you have received this document in error, any review, dissemination, distribution, use or copying is strictly prohibited. If you received this e-mail message in error, please notify us immediately by telephone or by replying to the message. In addition, please destroy and/or delete all copies of the message. Thank you.

From: WATSON, JAMES

Sent: Tuesday, April 14, 2009 8:49 AM

To: GOLDSMITH, EVELYN

**Subject:** Terms and Conditions for graduate appointments

The bolded language below is the language problem I spoke to you about yesterday. Apparently, the timing is too tight for some programs to be able to assess performance and make a decision for the following year. If the date is missed, it may have to take the non-renewal to a dismissal for cause, which can always be messy. Thanks.

**Division of Research and Graduate Studies** 

# 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 1<sup>st</sup> 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).

Curriculum Bulletin \_\_\_\_\_

# KENT STATE UNIVERSITY EPC Agenda | 24 August 2009 | Attachment 8 | Page 1 **CERTIFICATION OF CURRICULUM PROPOSAL**

Preparation Date 15-Jun-09

	Effective Date	Fall 2010	Approved by EPC
Department	Graduate School of Management		
College	BU - Business Administration		
Proposal	Establish Policy Program		
Proposal Name	MBA with a Fashion Design and I	Merchandisin	g concentration
•	New concentra	stion - F	DM -
leading to a concer Systems, Internation combined degree which is to create graduate it to the graduate who take all four conference impact on enrollment and staff. The new courses who fashion Design and currently enrolled 7 have a background elective courses but		program have atrations are: A lagement, and MBA. An expense to available to arn the MBA corrections (e.g., encrosorerequisites) dergraduate ou according to a lage to	e the option of taking coursework accounting, Finance, Information Marketing. There is a current extension of these program options of all interested MBA students, not by the Fashion faculty. Students degree with a concentration of acchment and duplication issues; curriculum or students in the School agement, in addition to the ts many MBA students who do not equisites, and the subsequent any MBA student regardless of
of its kind in the are Units consulted (oth	n will attract new students to the Kent ea. It will also increase the interest in t ner departments, programs or campus gers and Jerry Silverman School of Fa	the current cor ses affected by	nbined program. this proposal):
a.zooo.uuuruuruuruuruuruuruuruuruuruuruuruuruu		***************************************	
^	REQUIRED EN	DORSEMENT	s
Department Chair /	School Director / Campus Dean		7/23/09
College Dean	N. Kalle	<del> </del>	7/23/09
_120	Moldon Regional-Gampuses / Dean of Gradua	ite Studies	7 129 109
	ent for Academic Affairs and Provost		/

TO: Therese Tillett, Director of Curriculum Services

FROM: Louise Ditchey, Director, Master's Programs, Graduate School of Management

DATE: July 21, 2009

RE: Transmittal Memo, New MBA concentration in Fashion Design and Merchandising

a. Summary statement describing the proposed action:

Students in the Master of Business Administration (MBA) program have the option of taking coursework leading to a concentration in the degree. There is a current Combined degree with the BS in Fashion Merchanding and MBA. An extension of these program options is to create graduate-level courses in Fashion that would be available to all interested MBA students, not just to the graduates of the Fashion program. Students who take all four courses while in the MBA program will earn the MBA degree with a concentration of Fashion Design and Merchandising listed on their transcripts.

The Shannon Rodgers and Jerry Silverman School of Fashion Design and Merchandising proposes to add four (4) new courses to its course inventory at the Graduate level in preparation for the establishment of this new MBA concentration.

#### The courses would be:

FDM 60010 Theories in Fashion (3 credits)

FDM 60020 Fashion Design Management (3 credits)

FDM 60030 Research Methods in Fashion Design and Merchandising (3 credits)

FDM 60098 Research Project in Fashion Design and Merchandising (3 credits).

b. Listing of all curricular/consultative bodies that have approved this action:

The proposal has been approved by the College of the Arts Curriculum Committee (CCC) at its October 2008 meeting, by the MBA Subcommittee at its December 2008 meeting, and by the College of Business Administration Graduate Council at its February 2009 meeting. If approved at the August 2009 meeting of the Educational Policies Council (EPC) and Graduate Council, the effective dates of the new program would be the Fall 2010 semester.

# **Proposal Summary**

# Title: MBA with a Fashion Design and Merchandising concentration

**Subject Specification:** The Shannon Rodgers and Jerry Silverman School of Fashion Design and Merchandising proposes to add four (4) new courses to its course inventory at the graduate level in preparation for the establishment of a new Master of Business Administration (MBA) concentration in Fashion Design and Merchandising. The degree will be BU-MBA with a concentration code of FDM.

**Background Information:** The Kent State University Master of Business Administration (MBA) Program Requirements allows students to choose 6 to 12 hours of electives leading to an optional concentration that is suited to their needs. A minimum of 12 hours is required for a concentration. The College of Business and Graduate School of Management proposes a concentration in Fashion Design and Merchandising to be added to the MBA program. Currently, the MBA program offers concentrations in Accounting, Finance, Human Resource Management, Information Systems, International Business, and Marketing.

Alternatives and Consequences: If the proposed courses are not approved and the College of Business and Graduate School of Management cannot establish the MBA concentration in Fashion Design and Merchandising, the result will be a missed opportunity to expand enrollment through course offerings and a new area of interest for students enrolled in the Professional and Full-Time MBA programs. Passage of the proposed courses will leverage the reputation of the Shannon Rodgers and Jerry Silverman School of Fashion Design and Merchandising through increased enrollment in the MBA program.

Specific Recommendation and Justification: The four new courses are: 60010 Theories in Fashion (3 credits); 60020 Fashion Design Management (3 credits); 60030 Research Methods in Fashion Design and Merchandising (3 credits); 60098 Research Project in Fashion Design and Merchandising (3 credits). Completion of the four courses, in addition to the remainder of the MBA curriculum, will result in the concentration in Fashion Design and Merchandising.

**Timetable and Actions Required:** The proposal has been approved by the College of the Arts Curriculum Committee (CCC) at its October 2008 meeting, by the MBA Subcommittee at its December 2008 meeting, and by the College of Business Administration Graduate Council at its February 2009 meeting. If approved at the August 2009 meeting of the Educational Policies Council (EPC) and Graduate Council, the effective dates of the new courses and program would be the Fall 2010 semester.

# **Assessment Plan**

# Mission/Purpose

Mission: The M.B.A. programs at Kent State University prepare students for management and staff positions in regional, national and international organizations through exploration and skill acquisition in ethical leadership, teamwork, creative problem solving, global perspectives and applications of information technology. Program Goals: Graduates of the M.B.A. programs will have... a) a comprehensive knowledge of the functional areas of business, b) problem-solving capabilities, c) a global perspective, d) oral and written communication skills, e) the ability to manage information using technology, f) the ability to work effectively in teams, g) an understanding of the ethical and social implications of business decisions.

### Goal

Measurement of MBA knowledge gained

# **Outcomes/Objectives**

- 1: Utilize business theory and quantitative tools
- 2: Participate effectively in teams
- 3: Critically assess ramifications of decisions
- 4: Understand foreign and domestic environments
- 5: Communicate effectively
- 6: Use technology as a communication tool
- 7: Critical thinking skills

# Measures and Findings:

- 1. Course-embedded evaluations
- 2. Business Strategy analysis
- 3. Ethics and behavior in the work environment
- 4. International Business Experience
- 5. Use of technology in presentations
- 6. Course performance and application of information
- 7. Use of student surveys
- 8. Team papers and presentations

# **Action Plan tracking**

Action	Established	Target Date	Comments
Graduate Asst evaluations	1995	Continuous	Ongoing
Student satisfaction survey	2000	Continuous	Ongoing
Job placement survey	2000	Continuous	Three months past graduation
Review of PT MBA curriculum	2007	2010	
Plagiarism workshops	2007	Continuous	At orientation
Develop direct assessments	2007	2010	MBA subcommittee
MBA final assessment test	2010	2012	ETS test at graduation

# What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives?

The MBA Subcommittee had to postpone this review when the new Dean of the College of Business, Mr. Yank Heisler, created Strategic Planning Committees in November 2008. They studied, among other things, Master's programs in the Graduate School of Management. The final report for the MBA program is still being worked on as of June 30, 2009. This report will be used by the MBA Subcommittee in 2009-2010 to continue the assessment process.

# What specifically did your assessments show regarding any outcomes/objectives that will require continued attention?

The early report of the Task Force of the Strategic Planning Committee for the MBA program shows the need to review the curriculum, particularly in terms of concentrations and elective courses.

# **Executive Summary**

In October 2008, Mr. Yank Heisler became Dean of the College of Business Administration. By November 2008, he assembled a faculty-led Strategic Planning Committee that has a task force studying the Master's programs. Their findings for the MBA programs have not yet been released. Their report will be used by the MBA Subcommittee in 2009-2010 as they review the programs. An MBA Curricular Committee for the part-time program was assembled in Fall 2007 to redesign the program. A draft was approved by the MBA Subcommittee in 2009, but has been tabled by the Graduate Council until more details can be provided.



# Rometmagen Graduates Szoroo (And Commander to Fashion Design and Merchandising concentration BU-MBA-FDM College of Business Administration

Catalog Year: 2010-2011

Course Subject and Title	Credit Hours	Classific ation	Grade	Important Notes
Semester One: [Fall, 12 Credit Hours]	#47 \$115 P. MAG	1 <b>00 K</b> 100 Jun 1950 1	OS OVERE DE LEVEUR	t. 1974), annes from Nov. (gastation of the transfer of the growth the second
BAD 63037 Financial Accounting for Mgr. Action	3	Core		
BAD 64005 Statistics for Management	3	Core		
BAD 65051 Marketing Management	3	Core		
BAD 64158 Leadership and Mgr. Assessment	3	Exec Module		
0 T T T T T T T T T T T T T T T T T T T				
Semester Two: [Spring, 12 Credit Hours]		m de comerção		
BAD 63038 Acct for Managerial Action	3	Core	444 N. A. (N. 141.)	A CONTROL (MEMORIA) - 18 (MEMORIA) -
BAD 64042 Management Information Systems	3	Core	•	
BAD 66061 Financial Management I	3	Core		
FDM 60010 Theories in Fashion	3	Elective		Leads to Fashion concentration
Semester Four: [Fall, 12 Credit Hours]	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1			
Semester Four: [Fall, 12 Credit Hours]  ECON 62021 Business Conditions Analysis	3	Core		
	3 3	Core Core	g Met Witt.	
ECON 62021 Business Conditions Analysis		Core Exec		
ECON 62021 Business Conditions Analysis BAD 64041 Operations Management	3	Core	N. W. S. W.	Leads to Fashion concentration
ECON 62021 Business Conditions Analysis  BAD 64041 Operations Management  BAD 66050 Legal and Ethical Environment  FDM 60030 Research Methods in Fashion	3	Core Exec Module		
ECON 62021 Business Conditions Analysis BAD 64041 Operations Management BAD 66050 Legal and Ethical Environment FDM 60030 Research Methods in Fashion Design and Merchandising  Semester Five: [Spring, 12 Credit Hours]	3 3	Core Exec Module Elective		Leads to Fashion concentration
ECON 62021 Business Conditions Analysis BAD 64041 Operations Management BAD 66050 Legal and Ethical Environment FDM 60030 Research Methods in Fashion Design and Merchandising  Semester Five: [Spring, 12 Credit Hours]  ECON 62022 Managerial Economics	3 3 3	Core Exec Module		
ECON 62021 Business Conditions Analysis BAD 64041 Operations Management BAD 66050 Legal and Ethical Environment FDM 60030 Research Methods in Fashion Design and Merchandising  Semester Five: [Spring, 12 Credit Hours]	3 3	Core Exec Module Elective		



# Robern Robern Graduates Spino of Acta Management Fashion Design and Merchandising concentration

BU-MBA-FDM

College of Business Administration

Catalog Year: 2010-2011

Course Subject and Title			Credit (	Classific ation Grade	Important Notes	
Graduation	n Requireme	ents Summary	International	Integrative		
Total Hours	MBA Core	Executive Module	elective	Integrative Management	Concentration electives	Min GPA
54	30	6	3	3	12	3.0

Special Notes for Degree:

The MBA has variable hours based on the student's undergraduate coursework. The program ranges between 39 and 54 credit hours. The coursework can be taken full time (day classes) or part time (evening classes), but the degree must be completed within six years.

#### **MBA Core**

Courses in this category may be waived based on undergraduate business coursework. Attributes reviewed: course content, age of course, grade in course.

# **Executive Modules**

The two courses in this category are required for all MBA students.

# international elective

Students can choose among several internationally based business courses.

#### Concentration electives

Concentration areas as of Fall 2009 are: Accounting, Finance, Marketing, Human Resource Management, Information System and International Business. Fashion Design and Merchandising will the 7<sup>th</sup> concentration area.

m o collections as the office of the office

# **MBA PROGRAM REQUIREMENTS**

10 2 × 19 1

PROGRAM SHEET EPC Agenda | 24 August 2009 | Attachment 8 | Page 8

FOR:				<del></del>	
I. Background Information					
A. Student's prior college/university expe	rience(s):				
Undergraduate degree & major:		College/University:			
Graduate degree and field:		College/University:			
B. If a business undergraduate major, is p	rogram AACSB-accred	lited? Yes	_ No		
C. Proficiency – Quantitative Skills: Required (see page 3)		Waived			
D. Proficiency - Computer Skills: Recommended		Waived			
II. Management Core					
		Hours	Waived*	Term	Grade
Accounting:					
BAD 63037 Financial Accounting For Managerial Action		3		Fall 1	-
BAD 63038 Accounting For Managerial Action & Evaluation		3		Spr 1	
Computers:					
BAD 64042 Management Information Systems		3		Spr 1	
Economics:					
ECON 62021 Business Conditions Analysis & Public Policy		3	hit	Fall 2	
ECON 62022 Managerial Economics		3		Spr 2	
Finance:					
BAD 66061 Financial Management I		3		Spr 1	
Human Resources Management:					
BAD 64271 Human Resources Management		3		Sum	
				1	
Marketing:					
BAD 65051 Marketing Management		3		Fall 1	
Operations:					
BAD 64041 Operations Management		3	10-11-07-	Fall 2	
Statistics:					
BAD 64005 Statistics For Management				Fall 1	<del></del>
SUBTOTAL Core Courses		30			

III. Executiv	<u>ve Modules</u> (su	ggested to be taken within the			t <b>'s program)</b> st 2009 <b>Texten</b> chme	ant 8   Dage 0
				Hours	Taken	Grade
BAD 64158	includes mana team building	d Managerial Assessment— aging cultural diversity, TQM, , project management, and communication skills,		3	Fall 1	
	among other t	opics		J	ran 1	
BAD 66050	Management	d Ethical Environment of Decisions— includes social business and legal siderations		3	Fall 2	
	SUBTOTAL	_, Executive Modules		6		
IX/ Intoquativ	vo Monogoment	Course	H	Iours	Term Taken	Grade
BAD 6418	re Management ( 35 Business Strate number selected	egy or approved substitution		3	Spr 2	
	mber selected	Course title selected	I	Hours	Term Taken	Grade
		s in international concentration.  Course title selected	I	Hours		Grade
design	<u> </u>			3	Sum 1	
consist of a mi International e but its use in the elective hours	pursue a concentrinimum of at least lective may be used in manner will not needed (12). See	ration. A concentration will t 12 credit hours. sed as part of a concentration, not reduce the total number of e policy for students in a may be as few as six hours.	6 – 12 hours			
Course No.		Course Title		Hours	Term Taken	Grade
FDM 60010		Theories in Fashion		3	Spr 1	<del></del>
FDM 60020		Fashion Design Management		3	Spr 2	
		Research Methods in FDM		3	Fall 2	
FDM 60030		Research Methods in PDM		-		

Name: \_\_\_\_\_

#### MBA PROGRAM SUMMARY

Maximum hours: 54 Hours	EPC Agenda   24 August 2009   Attachment 8   Page 10
Minimum Hours: 39 Hours	
Core Courses (30 Hours)	30
Executive Modules (6 hours)	6
Integrative Management Course (3 hours)	3
International elective (3 hours)	3
Other electives (12 hours)*	12
TOTAL MBA PROGRAM 54	
Proficiency Work Required:	
Computer Proficiency	
	ay be lacking proficiency in computer software usage. MBA students are
•	along with Microsoft Word, Excel, and Powerpoint. If you are not
proficient in these areas, we recommend th	at you take a preparatory computer workshop. Proficiency computer
workshops will not count toward program	hour requirements.
Quantitative Proficiency (3)	
ECON 62010, Survey of Economics - Cov	vers basic algebraic and elementary calculus concepts. This course counts
toward the MBA program as a 3 credit hou	r elective. A student has the option of taking a quantitative proficiency test
to try to waive out of the Survey of Econor	mics course. Please contact the Graduate School of Management to
schedule an appointment.	
Additional Notes:	
minimum of twelve (12) hours is required for a c	ective courses and those with a non-business undergraduate degree need 12. A concentration. If a student's program falls below the 39-hour program minimum, ve coursework. Core courses from which a student is waived may NOT be taken as
Signature:	
GSM Adviser	Date:
	Nama
	Name:

# OHIO BOARD OF REGENTS' ADVISORY COMMITTEE ON GRADUATE STUDY (RACGS) GUIDELINES AND PROCEDURES FOR REVIEW AND APPROVAL OF GRADUATE DEGREE PROGRAMS

Revised and Approved by RACGS

April 5, 1974 February 2, 1990 June 7, 1991 November 8, 1974 June 4, 1993 July 11, 1975 September 5, 1975 February 4, 1994 May 1977 April 1, 1994 May 6, 1994 May 1, 1981 September 17, 1987 July 23, 1999 April 7, 1989 October 24, 2003

Available online at http://regents.ohio.gov/rgp/racgs

• • •

#### PART C: GUIDELINES FOR SUSPENDING A GRADUATE DEGREE PROGRAM

#### I. SUSPENSION OF A GRADUATE DEGREE PROGRAM

When a university has decided to suspend admission to a graduate degree program, the university will inform the OBR and other members of RACGS. A university may suspend a graduate degree program if the institution plans to reactivate the program at some future date. At any time within seven years of the initial suspension, the university may reactivate the program simply by informing OBR and the other RACGS members that the program will be admitting students once again. It is the responsibility of the university's Graduate Dean to determine whether or not changes in the specific field of study, since the degree program was suspended, warrant the submission of a full planning proposal to OBR and RACGS.

#### II. DISCONTINUATION OF A GRADUATE DEGREE PROGRAM

- A. If a suspended graduate degree program is not reactivated within the specified seven-year period, the program will be declared discontinued. If at a subsequent date after the seven-year period the university plans to reactivate a discontinued graduate degree program, the university must seek formal approval from OBR through RACGS in the same manner as required for approval of a new graduate degree program. In the view of RACGS, disciplinary changes in a specific area of study during a seven-year period may be significant enough that a new or substantially revised, program may need to be developed.
- B. When a university has no plans to reactivate a suspended graduate degree program, the Graduate Dean should inform OBR and RACGS that the degree program has been discontinued. It is understood that if the university ever plans to reactivate the suspended graduate degree program, it will be necessary to seek the approval of OBR and RACGS through the established procedures for development of a new graduate degree program.

# MEMORANDUM OF AGREEMENT BETWEEN KENT STATE UNIVERSITY, USA & NATIONAL TAICHUNG UNIVERSITY TAIWAN

Kent State University ("KSU") (Ohio, USA) and National Taichung University (Taiwan) ("NTCU"), wishing to establish cooperative relations between the two institutions, and especially to develop academic and cultural interchange between them through mutual assistance in the areas of education and research, hereby resolve to cooperate in the development of programs and academic exchanges subject to the following agreed upon terms and conditions.

#### Article 1: Objective of the Agreement.

The purpose of this agreement shall be to establish a mutually-beneficial educational and pedagogical relationship between the Department of Social Studies Education ("SSE") at NTCU and the Department of Geography at KSU. This agreement establishes the formal understanding of the scope of operations between these two leading educational institutions, and commits to writing the intent and mutual assent of both parties to engage in a dual degree program.

#### Article 2: Scope of Agreement.

This Agreement shall be carried out, subject to the availability of funds of either party, and subject to the approval of the President of Kent State University and the President of NTCU, through activities and programs for the exchange of students. The activities and programs engaged in are limited to those programs specifically stated in this Agreement.

#### Article 3: Implementation of Agreement as applied to the Dual Degree program

A dual degree program as defined in this Agreement allows students to benefit from the educational experience in the Department of Social Studies Education at NTCU and in the Department of Geography at KSU. This program will admit and educate qualified students originating from SSE, who will pursue a Master of Arts degree in the Department of Geography at KSU, and will admit and educate qualified students originating from KSU, who will pursue a M.E. degree at SSE. This program fosters international education and collaborative research efforts between the two departments. Upon successful completion of the degree program requirements, students shall be awarded a M.E. degree by NTCU and a M.A. degree by KSU.

#### Article 4: General program requirements.

- 1. In this Agreement, unless the context implies otherwise:
  - a. "Exchange students" shall mean students participating in the exchange implemented herein;
  - b. "Home institution" shall mean the university at which the student intends to graduate from; and
  - c. "Host institution" shall mean the university that has agreed to receive the exchange students from the home institution.

- Tuition and fees. Students from NTCU attending Kent State University will be assessed out-of-state tuition fees, and students from KSU attending NTCU will pay tuition as determined by NTCU, which may not be greater than the tuition charged to nonresidents.
- 3. Housing and travel. The host institution will facilitate the arrangement of lodging for exchange students, but all expenses incurred for travel, lodging, and other incidental costs associated with the program (laboratory fees, special activity fees, etc.) shall be borne by each individual exchange student. Arrangements for other school-to-school payments may be negotiated as necessary and must be agreed to in writing by both parties.
- 4. Student conduct and academic policy. While at the host institution, exchange students are subject to the student conduct and academic policies of the host institutions for matters specifically related to their program. All exchange students under this program must adhere to all course load requirements for exchange visitors and student visas under federal and state laws. Failure to follow such laws will result in immediate expulsion from KSU. Both KSU and NTCU retain sole discretion to dismiss a student from the program at any time for failure to maintain appropriate standards of conduct according to the hosting university's policies and standards. Student so dismissed will be deregistered from all class, all tuition and fees will be forfeited in accordance with each university's policy, and the student so dismissed will be expelled from student housing and escorted to the airport by a designated official. Neither university is responsible for any fees due to the airline, which must be paid by the student or will be charged to the home university if student does not have the necessary funds. Notice of such dismissal must be sent to the Dean of Students, or equivalent office, at the student's home institution.
- 5. Kent State University retains at all times the ultimate authority over all admission and subsequent academic decisions at KSU, while NTCU retains the ultimate authority over all admission and subsequent academic decisions at NTCU. In addition to assuring that coursework credit will transfer, all students from NTCU must have the appropriate level of TOEFL (or alternative ILTS) and other test scores required for their respective degree program. If it is determined that a student does not have a sufficient level of English proficiency, they will be required to undertake appropriate ESL education prior to formal admission to the program.
- 6. The Kent State University will supply all administrative services in regard to the applicable programs for this Agreement for the academic year, including the total program and the total student body. All facilities will be open to the NTCU participants. The Kent State University does not assume any liability for hospital or medical fees for the NTCU participants.
- 7. Program Specific Requirements for the Dual Degree Program.
  - a. Program coordinators. Each student in this degree program shall be co-advised by one faculty member from SSE/NTCU and one faculty member from the Department of Geography at KSU. Additional faculty members from either department can be invited to form an advisory committee.

- b. Admission of students. Students may apply for admission to this program only by nomination by SSE/NTCU or by the Department of Geography at KSU. Nominations are accepted if students meet the criteria specified in this Agreement.
- c. Qualifications of application.
  - i. 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/computerbased):
    - 3. Students admitted to this program shall meet the minimum requirement for GRE score (combined score of 1,000 for Verbal and Quantitative); and
    - 4. Students admitted to this program shall follow the application procedures specified by the Department of Geography at KSU for the admission to the M.A. program at KSU.
  - ii. All current M.A. students in the Department of Geography at KSU 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); and
    - 2. Students admitted to this program shall submit a statement outlining research interests and research plan to be carried out while attending NTCU.
- d. Program requirements.
  - i. 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 KSU faculty, up to 12 credit hours can be transferred from NTCU to KSU, 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 KSU to NTCU with an official transcript showing when the courses were taken and the grades earned approved by NTCU faculty.

NTCU will review and ensure the course work meets the standards and requirements fro M.E. degree program at NTCU. KSU will review and ensure the course work meets the standards and requirements for M.A. degree programs at KSU. If necessary, students are expected to take additional credit hours at either university to meet the degree requirements set forth by the respective university.

- ii. 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 Department of Geography at KSU. 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.
  - At KSU, students in this degree program shall work with the advisory committee to develop a proposal for the Masters 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.
  - 2. At SSE/NTCU, students are encouraged to take two thesis credits before attending the Department of Geography at KSU to engage in the early phase of thesis research. Students from KSU 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 beginning course work at KSU.

#### e. Award of degree.

- i. Upon successful completion of all programs and University requirements and deadlines, students in this dual degree program shall be awarded an M.E. degree by NTCU and an M.A. degree by KSU.
- ii. In the case that students from NTCU in this degree program cannot fulfill all requirements for the M.A. degree at KSU, students shall be allowed to transfer completed credit earned at KSU to NTCU to continue their M.E. degree at NTCU.

#### Article 4: Term, and Termination.

This Agreement will be effective upon its mutual signing and remain in effect for a period of four (4) years, and may be amended or extended upon written agreement by both parties. This Agreement may be cancelled by either party in writing with 90 days notice, subject to modifications by amendment or subsequent individual program agreement. In the event that the agreement is not renewed or is terminated in any other way, any related activities in progress at the time of termination of this Agreement will continue until the current semester in which the termination takes place is completed.

#### Article 5: Miscellaneous.

1. Indemnification. To the extent permitted by law, each party agrees to be liable for the acts and omission of its own officers, employees and agents engaged in the scope of their employment arising under this Agreement, and each party hereby agrees to be

responsible for any and all liability, claims, costs, expenses or damages arising from any claim with respect that party's role in connection with this Agreement.

- 2. No agency. Nothing herein shall be construed to create an agency relationship between the home and host universities, or any employment relationships between the institutions for any faculty or staff member provided under the exchange program. The parties are independent contractors and no legal relationship is intended by this Agreement.
- 3. Compliance with laws. The parties will comply with all applicable laws and regulations in their respective countries in performing their obligations hereunder.

#### 4. Ohio Compliance Requirements:

"NTCU warrants that it is not subject to an "unresolved" finding for recovery under O.R.C. Section 9.24. If this warranty is found to be false, this Agreement is void *ab initio* and NTCU shall immediately repay to Agency any funds paid under this Agreement."

Campaign contributions. "NTCU hereby certifies that all applicable parties listed in Division (I)(3) or (J)(3) of O.R.C. Section 3517.13 are in full compliance with Divisions (I)(1) and (J)(1) of O.R.C. Section 3517.13."

Conflicts of interest and Ethics compliance. "No personnel of NTCU or member of the governing body of any locality or other public official or employee of any such locality in which, or relating to which, the work under this Agreement is being carried out, and who exercise any functions or responsibilities in connection with the review or approval of this Agreement or carrying out of any such work, shall, prior to the completion of said work, voluntarily acquire any personal interest, direct or indirect, which is incompatible or in conflict with the discharge and fulfillment of his or her functions and responsibilities with respect to the carrying out of said work.

Any such person who acquires an incompatible or conflicting personal interest, on or after the effective date of this Agreement, or who involuntarily acquires any such incompatible or conflicting personal interest, shall immediately disclose his or her interest to other party in writing. Thereafter, he or she shall not participate in any action affecting the work under this Agreement, unless the other party shall determine in its sole discretion that, in the light of the personal interest disclosed, his or her participation in any action would not be contrary to the public interest.

NTCU represents, warrants, and certifies that it and its employees engaged in the administration or performance of the Agreement are knowledgeable of and understand the Ohio Ethics and Conflicts of Interest laws and Executive Order No. 2007-O1S, as found at www.ethics.ohio.gov.

# D. <u>Declaration Regarding Material Assistance/Non-Assistance to a Terrorist Organization:</u>

"NTCU hereby represents and warrants to Kent State University that it has not provided any material assistance, as that term is defined in O.R.C. Section

2909.33(C), to any organization identified by and included on the United States Department of State Terrorist Exclusion. If these representations and warranties are found to be false, this Agreement is void ab initio NTCU shall immediately repay to Kent State University any funds paid under this Agreement."

- 5. Anti-Kickback Enforcement Act of 1986, Public Law 99-634 (41 USCA §§51-58), By agreeing to this binding Agreement, the transacting parties (1) certify that they have not paid kickbacks directly or indirectly to any employee of Kent State University for the purpose of obtaining this or any other agreement, purchase order or contract from Kent State University and; (2) agree to cooperate fully with any Federal Agency investigating a possible violation of the Act.
- 6. Use of logos, etc. Neither the home nor the host institution may use any identifying marks of the other without the express written permission of the other party.
- 7. Equal Opportunity. Both NTCU and Kent State University subscribe to a policy of equal opportunity and will not discriminate on the basis of race, gender, religion, national origin, marital status, sexual orientation or physical disability.
- 8. Authoritative Version. The English version of this Agreement shall be the authoritative version of the Agreement for all purposes. In the event of a conflict between the English version and any translation of this Agreement, the English version shall control.
- 9. Severability. If any section or provision of this Agreement is held illegal, unenforceable or in conflict with any law by a court of competent jurisdiction, such Section or provision of this Agreement shall be deemed severed from this Agreement and the validity of the remainder of this Agreement shall not be affected thereby.

INTENDING TO BE LEGALLY BOUND, by signing below, each party acknowledges its agreement with the terms and conditions of this Agreement and each signatory represents and warrants that he/she is authorized to sign on behalf of and to bind his/her party to all of the terms and conditions of this Agreement as of the Effective Date.

Provost

National Taichung University (NTCU), Taiwan

Dr. Robert G. Frank

Provost

Senior Vice President of Academic Affairs Kent State University, Kent, Ohio, USA

Lee Min Wei

(Date) Dean, College of Humanities & Liberal Arts

National Taichung University (NTCU), Taiwan

(Date)

Chair, Department of Social Studies Education National Taichung University (NTCU), Taiwan

Timothy Moerland

(Date)

Dean, College of Arts & Sciences

Kent State University, Kent, Ohio, USA

Chair, Department of Geography Kent State University, Kent, Ohio, USA

Preparation Date 5-Feb-09 Curriculum Bulletin

# EPC Agenda | 24 August 2009 | Attachment 11 | Page 1 **CERTIFICATION OF CURRICULUM PROPOSAL**

		Effective Date	Fall 2010	Approved by	EPC
Department	EFSS				
College	EH - Education,	Health and Human	Services		
Degree	CER6 - Certifica	te Post-Baccalaura	te CER8 - C	Certificate Post N	//aster's
Program Name C610/C809	Pervasive Deve	lopmental Disord	ers Specialist	Certificate	Program Cod
Concentration(s)	Cond	entration(s) Code(	s)		
Proposal	Revise Program				
admissions criteria Certificate.	ation and Speech P , and course requir	ements for the Per	vasive Develo <sub>l</sub>	omental Disorde	urrent name, ers Specialist
·	vision change progr				
Current total credit	nours: 21	Proposed total	realt nours 2 i		
Speech Pathology	program that includ and Audiology. Ad ree in any education nent.	missions criteria wo	ould be broade	ned to include it	ndividuals with a
This program has l Education. The rev	ther departments, p been a joint prograi vision includes a co d is in agreement v	m between Speech urse from the Scho	Pathology and	d Audiology and	Special
This program has l Education. The rev been consulted an	been a joint prograi vision includes a co d is in agreement w	m between Speech urse from the Scho vith the revisions.	Pathology and ol Psychology	d Audiology and Program and S	Special PSY faculty has
This program has l Education. The rev been consulted an	been a joint prograi vision includes a co d is in agreement v	m between Speech urse from the Scho vith the revisions.  REQUIRED EN	Pathology and ol Psychology	d Audiology and Program and S	Special
This program has beducation. The revision been consulted an Department Chair	been a joint prograi vision includes a co d is in agreement w	m between Speech urse from the Schovith the revisions.  REQUIRED EN	Pathology and ol Psychology	d Audiology and Program and S	Special PSY faculty has
This program has Education. The revised been consulted an Department Chair College Dean	been a joint program  vision includes a co d is in agreement w  w  kSchool Director	m between Speech urse from the Schowith the revisions.  REQUIRED EN Campus Dean	Pathology and ol Psychology	TS 3	Special PSY faculty has
This program has Education. The revision been consulted an Department Chair College Dean	been a joint program  vision includes a co d is in agreement w  w  kSchool Director	m between Speech urse from the Schowith the revisions.  REQUIRED EN Campus Dean	Pathology and ol Psychology	TS 3	Special PSY faculty has

### **Autism Spectrum Intervention Specialist Certificate Requirements**

Course #	Course Name	Required or Alternate Course	Credit
SPED 53030	Applied Behavior Analysis I (3)		
SP&A 6/74500	Language Science (3)		<del></del>
SPED 6/73030	Psychopharmacological Interventions in Special Education (3) OR		
SPED 6/73959	Medical Aspects of Life Span Disabilities (3)		
SPSY 6/77973	Consultation in the Helping Professions (3) OR		
SPED 63954	Practical Applications Five to Eight (3)		
SP&A 64309/SPED 64309	ASD: Theory and Diagnosis (3)		
SP&A 64310/SPED 64310	ASD: Life Span Interventions (3)		
Capstone project options:			
SPED 63300	Research Applications in SPED (3) OR		
SPED 53030	Applied Behavior Analysis II (3) OR		
SP&A 64096	Individual Investigation: SP&A (3) OR		
SP&A 64098	Research in SP&A (3) OR		
SP&A 64199	Thesis I (3)		
	•		
Student Signature		Date	
Judent Signature			
Advisor Cignoture		Date	

#### EDUCATIONAL FOUNDATION AND SPECIAL SERVICES

#### **Special Education Program**

#### Transmittal Memo

#### **February 5, 2009**

Title: Revision to the Pervasive Developmental Disorders Specialist Certificate

Summary: The Pervasive Developmental Disorders Specialist Certificate (PDD Certificate) has been offered to graduate and postgraduate students in Special Education and Speech Pathology and Audiology for approximately 5 years. The Special Education and Speech Pathology & Audiology faculty seek to revise the current name, admissions criteria, and course requirements for the Pervasive Developmental Disorders Specialist Certificate. They would like to propose that the program be titled, Autism Spectrum Intervention Specialist Certificate to better reflect terminology used within educational settings and the educational emphasis of the program. Currently, enrollment in the PDD certificate program has been limited by the relatively restrictive admissions critieria of including only graduate or post graduate students in special education and speech pathology and audiology. A large number of interested individuals in related fields including general education, counselling, occupational therapy, early childhood education, and school psychology have been turned away. The SPED and SP&A Faculty propose to revise admissions criteria to include individuals with baccalaureate degrees in any education, health, or human services field who meet additional admissions criteria specific to GPA and letters of recommendation and are in need of specialized training in this field. Feedback from current and past participants collected via survey, indicate that although they are/were generally very pleased with the program they would have liked to have more options in terms of course offerings. Revisions to course requirements are proposed that would allow for greater accessibility and flexibility for participants.

Course offerings for the Autism Spectrum Intervention Specialist Certificate would include:

SP&A 6/74309/SPED 64309, Autism Spectrum Disorders: Theory and Diagnosis

SP&A 6/74310/SPED 64310, Autism Spectrum Disorders: Life Span Interventions

SP&A 6/74500, Language Science

SPED 53030, Applied Behavior Analysis I

SPED 63954, Practical Applications Five to Eight or SPSY 6/77073 **OR** Consultation in the Helping Profession

SPED 6/73030 Psychopharmacological Interventions in Special Education **OR** SPED 63959 Medical Aspects of Lifespan Disabilities

SPED 63300, Research Applications in Special Education; **OR** SPED 53030, ABA II; **OR** SP&A 64096, Individual Investigations: Speech Pathology & Audiology; **OR** SP&A 64098, Research in SP&A; **OR** SP&A 64199, Thesis I.

Course offerings for the current PDD Certificate include:

SP&A, 6/74309, PDD Spectrum Disorders: Theory and Diagnosis

SP&A, 6/74310, PDD Spectrum Disorders: Life Span Interventions

SP&A, 6/74500, Language Science

SPED, 53030, Classroom and Behavioral Management I: Theory and Techniques (now changed to ABA I)

SPED, 6/73030, Psychopharmacological Interventions in Special Education SPED, 53010, Family Professional Collaboration SP&A 6/74350, Communication Modalities and Assistive Technology SP&A 64096, Individual Investigations, OR SPED 63992, Advanced Practicum

This proposal is submitted by the SPED and SP&A faculty in order to revise the PDD Certificate program name, admissions requirements, and course content for the purpose of better meeting the needs of current and future participants.

#### **Proposal Summary**

Title: Revision to the Pervasive Developmental Disorders Specialist Certificate

**Subject Specification:** The Special Education and Speech Pathology & Audiology faculty seek to revise the current name, admissions criteria, and course requirements for the Pervasive Developmental Disorders Specialist Certificate.

**Background Information:** The Pervasive Developmental Disorders Specialist Certificate (PDD Certificate) has been offered to graduate and post graduate students in special education and speech pathology and audiology for approximately 5 years. It is a 21 hour program. The name of the program was chosen to reflect medical diagnosis terminology. Students enrolling in the PDD Certificate program have had a limited number of choices in terms of course offerings.

#### Rationale:

Enrollment in the PDD certificate program has been limited by the relatively restrictive admissions criteria of including only graduate or post graduate students in special education and speech pathology and audiology. A large number of interested individuals in related fields including general education, counseling, occupational therapy, early childhood education, and school psychology have been turned away.

The terms Pervasive Developmental Disorders (PDD) and Autism Spectrum Disorders (ASD) are used to represent the same conditions. The term, ASD is most frequently used within educational settings and therefore by potential participants in the certificate program. Changing the name to Autism Spectrum Intervention Specialist Certificate would better reflect the educational emphasis of the program.

Feedback from current and past participants collected via survey, indicates that although they are/were generally very pleased with the program they would have liked to have more options in terms of course offerings to allow for greater individualization to meet varied skills and needs. Revisions to course requirements would allow for greater accessibility and flexibility for participants.

PDD Certificate participants have been required to take SPED 6/73030, Psychopharmacology. This is also a course that is required of all special education majors and as a result is sometimes unavailable to Certificate students (reaches maximum enrollment with SPED majors). SPED 6/73959, Medical Aspects of Disabilities in Early Childhood is a course that was established to meet the needs of students working on a particular grant. It has not been used in several years and faculty were in agreement that it could be modified to meet the needs of Certificate participants, therefore provding an alternative to Psychopharmacology. It will be available to all graduate level students, not just those pursuing the Certificate.

**Alternatives and Consequences:** The faculty involved in the PDD Certificate program has discussed this topic several times and feel that this is the preferred course of action. Alternatives and consequences have been carefully weighed and there is agreement that the proposed revisions would lead to increased student enrollment and satisfaction, and would not place additional burden on University resources.

#### **Specific Recommendation and Justification:**

- 1. Change the name of the Pervasive Developmental Disorders Specialist Certificate to the Autism Spectrum Intervention Specialist Certificate to correspond to the terminology most frequently used within educational settings.
- 2. Change the name of required courses SP&A 64309 PDD Spectrum Disorders: Theory and Diagnosis to Autism Spectrum Disorders: Theory and Diagnosis and SP&A 64310 PDD Spectrum Disorders: Life Span Interventions to Autism Spectrum Disorders: Life Span Interventions to ASD to be consistent with the new Certificate name.
- 3. Change admissions requirements to include individuals in any education, health or human services field who have at least a bachelor's degree, an undergraduate GPA of 3.0, and 2 letters of recommendation. Professionals in fields outside of special education and speech pathology and audiology are involved with individuals with ASD and are in need of specialized training. It is also conceiveable that engagement in the certificate program would lead some participants to pursue a graduate degree.
- 4. Revise course options for participants enrolling in the certificate program to allow for increased flexibility and individualization for participants. Specific changes include:
  - a. Discontinue the requirement for SPED 63992 or SP&A 64492, Advanced Practicum and replace it with a capstone experience, SPED 63300, Research Applications in Special Education; OR SPED 53030, ABA II; OR SP&A 64096, Individual Investigations: Speech Pathology & Audiology; OR SP&A 64098, Research in SP&A; OR SP&A 64199, Thesis I. Given the differing backgrounds of certificate participants and the potential distance of students from the main Kent campus, it is impossible to provide a well supervised practicum experience to all participants. Completion of a capstone project would allow for individualization of final projects to meet student needs. Additionally, including research, thesis, and non-thesis options would allow graduate students to focus on their autism related studies as they complete graduate degree requirements.
  - b. Discontinue the requirement for SP&A 64350 Communication Modalities and Assistive Technology, and emphasize information about assistive technology in the SP&A 64310 Lifespan Interventions course. Few participants enrolling in the Autism Spectrum program will require the degree of specialized knowledge included in the CMAT course. Students who would require that degree of specialized knowledge would be speech and language pathologists and they are required to take the course as part of their graduate degree program.
  - c. Discontinue the requirement for SPED 53010, Family and Professional Collaboration and replace it with two course options for participants, SPED 6/73954 Practical Applications Five to Eight and SPSY 6/77973 Consultation in the Helping Professions. Feedback from current and former students indicated that they would like (have liked) emphasis on content included in Practical Applications and Consultation in Helping Professiosns to a greater degree than that included in Family and Professional Collaboration. This change would allow for greater student choice and access to content identified as being more consistent with participant needs.
  - d. In addition to the current requirement for SPED 6/73030 Psychopharmacological Interventions in Special Education add the option of SPED 6/73959 Medical Aspects of

Lifespan Disabilities. This would provide participants with increased choice and also alleviate the possibility of enrollment load on Psychopharmacology which has been a concern as all SPED majors must take this class.

5. Crosslist the two PDD courses with SPED. This would ensure that graduate students in both SPED and SP&A could easily utilize the two ASD courses to fulfill requirements of their graduate program.

To summarize, a side by side comparison of the current and proposed Certificate Program is included as an attachment to this document.

#### Timetable and Actions Required:

The proposal will be submitted to SP&A Faculty Advisory Council on March 3, 2009 and the Educational Foundations and Special Services Curriculum Committee on March 4, 2009. The proposal will be submitted to the EHHS Graduate Council on March 20, 2009. Program revisions will be implemented beginning fall semester, 2010.

#### **Autism Spectrum Intervention Specialist Certificate**

#### **Core Courses:**

SPED 53030 Applied Behavior Analysis I
SP&A 6/74500 Language Science
SPED 6/73030 Psychopharmacological Interventions in Special Education **OR** SPED 6/73959 Medical
Aspects of Life Span Disabilities
SPSY 6/77973 Consultation in the Helping Professions **OR** SPED 63954 Practical Applications Five to Eight
SP&A 64309/SPED 64309 Autism Spectrum Disorders: Theory and Diagnosis
SP&A 64310/SPED 64310 Autism Spectrum Disorders: Life Span Interventions

#### Capstone project options:

SPED 63300 Research Applications in Special Education **OR**SPED 53030 Applied Behavior Analysis II **OR**SP&A 64096 Individual Investigation: Speech Pathology & Audiology **OR**SP&A 64098 Research in SP&A **OR**SP&A 64199 Thesis I

Side by side comparison of current and proposed Certificate Program

Current PDD
) Certificate
Program

SPED 53010  SPED 53010  SPED 63992  Course Title  Course Title  Course Title  Course Title  Hours  Hours  Hours  Hours  Hours  Hours  A Hours  Hours  Hours  A Hours  Hours  A Hours  Hours  A Hours  Hours  A Hours  A Hours  A Hours  A Hours  Hours  A Hours	21		Total Hours
PDD: Theory and Diagnosis  PDD: Life Span Interventions  Language Science  Communication Modalities and Assistive Technology  Classroom Behavior Management I (Now: Applied Behavior Analysis I)  Psychopharmacology  Family Professional Collaboration	-	Advanced Practicum	SPED 63992
PDD: Theory and Diagnosis  PDD: Life Span Interventions  Language Science  Communication Modalities and Assistive Technology  Classroom Behavior Management I (Now: Applied Behavior Analysis I)  Psychopharmacology  Family Professional Collaboration	`	Individual investigations OB	SPA 64096 OR
PDD: Theory and Diagnosis PDD: Life Span Interventions Language Science Communication Modalities and Assistive Technology Classroom Behavior Management I (Now: Applied Behavior Analysis I) Psychopharmacology	ω	Family Professional Collaboration	&PED 53010
PDD: Theory and Diagnosis  PDD: Life Span Interventions  Language Science Communication Modalities and Assistive Technology  Classroom Behavior Management I (Now: Applied Behavior Analysis I)	ω	Psychopharmacology	SPED 6/73030
PDD: Theory and Diagnosis PDD: Life Span Interventions Language Science Communication Modalities and Assistive Technology Classroom Behavior Management I		(Now: Applied Behavior Analysis I)	a    
PDD: Theory and Diagnosis PDD: Life Span Interventions Language Science Communication Modalities and Assistive Technology	ω	Classroom Behavior Management I	%PED 53030
PDD: Theory and Diagnosis PDD: Life Span Interventions Language Science Communication Modalities and Assistive		Technology	Aug
x/ Course Title  PDD: Theory and Diagnosis  PDD: Life Span Interventions  Language Science	2	Communication Modalities and Assistive	SPA 6/74350
Course Title  PDD: Theory and Diagnosis  PDD: Life Span Interventions	သ	Language Science	\$PA 6/74500
Course Title  PDD: Theory and Diagnosis	3	PDD: Life Span Interventions	SPA 6/74310
Course Title	3	PDD: Theory and Diagnosis	\$PA 6/74309
Course Title			<u> S</u> Vumber
	Hours	Course Title	Course prefix/

# Proposed Autism Spectrum Intervention Specialist Certificate

21		Total Hours
	Thesis I	SPA 64199
~	Research in SP&A OR	SPA 64098 <b>OR</b>
	Individual Investigation: SPA OR	SPA 64096 <b>OR</b>
	Applied Behavior Analysis II OR	SPED 53030 OR
<u>н</u>	Research Applications in Special Ed. OR	SPED 63300 OR
		Choose 1:
	Consultation in the helping professions	SPSY 6/77073
ω	Practical Applications Five to Eight OR	SPED 63954 OR
		Choose 1:
	Medical Aspects of Lifespan Disabilities	SPED 63959
	Psychopharmacology <b>OR</b>	SPED 6/73030 OR
ω		Choose 1:
ω	Applied Behavior Analysis I	SPED 53030
ω	Language Science	SPA 6/74500
		SPED 64310
ω	ASD: Life Span Interventions	crosslisted with
		SPA 6/74310
		SPED 64309
ω	ASD: Theory and Diagnosis	crosslisted with
		SPA 6/74309
J		Number
Hours	Course Title	Course prefix/

#### TILLETT, THERESE

From:

TILLETT, THERESE

Sent:

Sunday, August 16, 2009 10:00 PM

To:

TANKÉRSLEY, MELODY; ROWAN, LYNNE

Cc:

Nancy Barbour

Subject:

EPC - certificate Autism Spectrum Intervention Specialist

#### Hello, Melody and Lynne,

The proposed certificate is on the August EPC agenda. I wanted to let you know that I reviewed it and noted a couple of changes on the documents. You don't need to do anything with what you've submitted. However, you might want to correct the materials you have.

- The original certificate, established in 2003, was total 17 credits, not 21 (I found no revision since 2003). Therefore, you are increasing your hours.
- Be aware that with this revision, you've hit the maximum number of credits to get a certificate approved without involving OBR.
- The course Consultation in the Helping Profession is SPYS 6/7973 (not 6/7073).
- Title for SPED 6/73030 is Pharmacological Interventions in Special Education (not Psychopharmacological ...).
- SPA 64096 was never in the original program, so that is a new addition.
- SPA 64096 is 1 credit (not 3).
- SPA 64098 is 1 credit (not 3).
- SPA 64199 is 2 credits (not 3).

#### Let me know if you have any questions. Therese

Therese E. Tillett | Director of Curriculum Services | Office of the Provost Kent State University | Library, Ste. 384 | 1 Eastway Dr., | Kent, Ohio 44242 Tel: 330-672-8558 | Fax: 330-672-2645 | ttillet1@kent.edu | www.kent.edu Curriculum Services: www.kent.edu/administration/provost/curriculum svcs

#### PART C: GUIDELINES FOR SUSPENDING A GRADUATE DEGREE PROGRAM

- II. DISCONTINUATION OF A GRADUATE DEGREE PROGRAM
  - B. When a university has no plans to reactivate a suspended graduate degree program, the Graduate Dean should inform OBR and RACGS that the degree program has been discontinued. It is understood that if the University ever plans to reactivate the suspended graduate degree program, it will be necessary to seek the approval of both the OBR and RACGS through the established procedures for development of a new graduate degree program.

Ohio Board of Regents' Advisory Committee on Graduate Study (RACGS) Guidelines and Procedures for Review and Approval of Graduate Degree Programs (24 October 2003)

Per the above Regents' Advisory Committee on Graduate Study (RACGS) Guidelines and Procedures, the purpose of this document is to inform the Ohio Board of Regents and RACGS that, effective August 22, 2009, Kent State University is withdrawing from the Memorandum of Understanding with the Consortium of Eastern Ohio Master of Public Health (CEOMPH) and will suspend its associated MPH degree program. Sister institutions (University of Akron, Cleveland State University, NEOUCOMP, Ohio University and Youngstown State University) were originally informed of this possibility through a variety of mechanisms beginning with a press release by Kent State University President Lester A. Lefton in April 2007. Conversations took place during the intervening two years, and a formal meeting to discuss the best interest of the CEOMPH and its students was held on the Kent State Kent Campus on June 30, 2009. All CEOMPH-participating institutions were invited and present either in person or by speaker phone. It was the consensus of the group that for Kent State University to move forward with its plan to develop a College of Public Health, it would have to withdraw from the CEOMPH or risk the Consortium's accreditation status.

The presidents of all CEOMPH institutions were notified of this decision by President Lefton through certified mail. Similarly, all current and incoming CEOMPH students admitted through Kent State University as their home institution received this information through certified registered mail, return receipt requested, followed by an evening meeting on the Kent Campus to answer student questions and concerns. Tuition scholarships for one academic year were awarded to all continuing students; incoming students received a tuition scholarship for one semester. Kent State graduate personnel transferred student records to the new home institution, per each student's written permission, to ease in their transition.

It is understood that if Kent State University ever plans to reactivate the suspended graduate degree program, it will be necessary to seek the approval of both the Ohio Board of Regents and RACGS through the established procedures for development of a new graduate degree program.



TO: Educational Policies Council

FROM: Provost and Senior Vice President Robert G. Frank

SUBJECT: Agendas for Monday, 21 September 2009, 3:20 p.m., Room 204

DATE: 14 September 2009

In the event that any of the action or information item 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, 18 September, to ensure that the materials are available at the meeting for review.

#### **UNDERGRADUATE COUNCIL**

#### **ACTION ITEMS**

Approval of minutes of 24 August 2009.
 Attachment 1

#### Office of the Provost

2. Revision of the Liberal Education Requirements. Included in the revision is a name change, to the Kent Core.

**Effective Fall 2011** 

URCC Co-Chair Donald R. Williams

Attachment 2

3. Establishment of a university policy to require baccalaureate-seeking students in non-degree majors (e.g., Exploratory, pre-major, college-specific general) to declare a degree major before 45 semester credit hours have been earned. This policy does not extend to associate degree, graduate and certificate students.

Effective Fall 2010

Associate Vice President Sally A. Kandel

Attachment 3

#### **LESSER ACTION ITEMS**

#### College of Education, Health and Human Services

School of Lifespan Development and Educational Services

1. Revision of the program requirements for two concentrations in the Intervention Specialist [INSP] major within the Bachelor of Science in Education [BSE] degree. In Moderate/ Intensive Educational Needs [MDIN], requirement SPED 43061 is replaced with SPED 43060. In Educational Interpreter [EI], requirement EDPF 29525 is replaced with EDPF 29535; requirement SPED 43192 (taken twice) is removed; and update language on the Sign Language Proficiency Interview is added. Total credit hours to program completion are unchanged at 130 for Moderate/Intensive; and decrease, from 131 to 129, for Educational Interpreter.

**Effective Fall 2009** 

#### **LESSER ACTION ITEMS continued**

#### **College of Nursing**

Establishment of an accelerated track in the BSN for Registered Nurses [RN] concentration in the Nursing [NURS] major within the Bachelor of Science in Nursing [BSN] degree program. Eligible students who have completed a majority of their Liberal Education Requirements and foundation courses (typically through an associate degree) will be able to take NURS courses at a faster pace, with no semester breaks, and graduate in less than 12 months. All current requirements for admissions, progression and graduation for the program are unchanged. Effective Spring 2010

#### GRADUATE COUNCIL

#### **ACTION ITEMS**

 Approval of minutes of 24 August 2009. Attachment 1

#### **College of Nursing**

 Establishment of a Nurse Educator [NUED] concentration in the Nursing [NURS] major within the Master of Science in Nursing [MSN] degree program. Total credit hours to program completion are 30.

Effective Fall 2010

Associate Dean Karen W. Budd

Attachment 4

#### College of Public Health

3. Establishment of the Master of Public Health [MPH] degree and the PhD degree in Public Health [PH]. The MPH degree comprises five concentrations: Epidemiology [EPI], Biostatistics [BST], Environmental Health Sciences [EHS], Social and Behavioral Sciences [SBS] and Health Policy and Management [HPM]. The PhD degree comprises three concentrations: Epidemiology [EPI], Prevention Science [PRSC] and Health Policy and Management [HPM]. Sixty-one new courses are being established for the programs. Total credit hours to program completion are 45 for the MPH and 90 for the PhD.

Effective Fall 2010

Associate Dean Sonia A. Alemagno

Attachment 5: Proposal | Letters of Support | External Curriculum Review | College Organizational Chart | Faculty CV | Courses

#### **LESSER ACTION ITEMS**

#### College of the Arts

School of Music

1. Revision of the program requirements for the Music Education [MUED] major within the Master of Music [MM] degree program. Changes include replacing requirements MUS 63271 and 63283 with new courses MUS 63241 and 63242; and adding a new capstone course, MUS 63198, as an option for the final project. In addition, all courses in the program will be offered as web-based to allow the full program to be completed online. Total credit hours to program completion decrease, from 32 to 30.

Effective Fall 2010

#### **COURSE CHANGES**

•	•								
а	Title Abbreviation	d	Diversity	Н	Credit Hours I	New	New	s	Schedule (activity)
С	Cross-List/Slash	Ε	Credit-by-Exam	Inact	Inactivate	Р	Prerequisite	Т	Title
С	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**

MPH	60092	MPH Practicum (1-3)Inact	
MPH	60095	MPH Special Topics (1-5)Inact	
MPH	60098	Research: Capstone Project (3-6)	
MPH	60101	Public Health Concepts (3)	
MPH	60102	Social and Behavioral Sciences in Public Health (3)	
MPH	60103	Epidemiology in Public Health (3)Inact	
MPH	60104	Biostatistics in Public Health (3)	
MPH	60105	Health Services Administration in Public Health (3)	
MPH	60106	Environmental Health Sciences in Public Health (3)	
MPH	60108	Public Health Practice and Issues (3)	
MPH	60110	Grant Writing in Public Health (3)	
MPH	60196	Individual Investigation in Public Health (1-3)Inact	
		Course Changes Effective Fall 2010	
BST	Biostat	istics (course subject)New	
EHS	Enviror	nmental Health Sciences (course subject)	
EPI	Epidem	niology (course subject)New	
HPM	Health	Policy and Management (course subject)	
SBS	Social	and Behavioral Sciences (course subject)New	
BST	52019	Biostatistics in Public Health (3)New	
BST	63012	Survival Analysis (3)New	
BST	63013	Experimental Designs (3)New	
BST	63014	Applied Regression Analysis (3)New	
BST	63015	Categorical Data Analysis (3)	
BST	73010	Qualitative Methods for Public Health Research (3)New	
BST	73011	Multivariate Analysis (3)New	
BST	83012	Survival Analysis (3)New	
BST	83013	Experimental Designs (3)New	
BST	83014	Applied Regression AnalysisNew	
EHS	52018	Environmental Health Concepts in Public Health (3)New	
EHS	53009	Emerging Environmental Health Issues and Response (3)New	

#### **Course Changes Effective Fall 2010 continued**

EHS	53012	Environmental and Occupational Health (3)	. New
EHS	63010	Applied Risk Assessment (3)	. New
EHS	63011	Application of Risk Analysis in Environmental Health (3)	. New
EPI	52017	Fundamentals of Public Health Epidemiology (3)	. New
EPI	63014	Epidemiology of Chronic Disease (3)	. New
EPI	63015	Epidemiology of Infectious Diseases (3)	. New
EPI	63016	Principles of Epidemiologic Research (3)	. New
EPI	63017	Epidemiological Analysis (3)	. New
EPI	72028	Methods of Evidence-Based Public Health (3)	. New
EPI	73024	Emerging Issues in Chronic Disease Epidemiology (3)	. New
EPI	73025	Emerging Issues in Infectious Disease Epidemiology (3)	. New
EPI	73026	Design and Implementation of Health Surveys (3)	. New
EPI	73027	Biological Basis of Public Health (3)	. New
EPI	73029	Public Health Surveillance Systems (3)	. New
EPI	73033	Environmental Epidemiology (3)	. New
EPI	73034	Longitudinal Data Analysis (3)	. New
EPI	83017	Epidemiological Analysis (3)	. New
HPM	52015	Emerging Issues in Public Health Policy and Management (3)	. New
HPM	52016	Public Health Administration (3)	. New
HPM	53003	Health Care Systems (3)	. New
HPM	53004	Public Health Policy, Law and Ethics (3)	. New
HPM	53005	Financial Management for Public Health Organizations (3)	. New
HPM	53006	Cost Benefit Analysis of Public Health Programs (3)	. New
HPM	53007	Public Health Programs: Planning, Implementation and Evaluation (3)	. New
HPM	72015	Emerging Issues in Public Health Policy and Management (3)	. New
HPM	72030	Grant Writing in Public Health (3)	. New
HPM	73021	Health Care Finance (3)	. New
HPM	73022	Strategic Management of Health Care Organizations (3)	. New
HPM	73023	Operations Management in Public Health (3)	. New
HPM	73031	Public Health Policy Analysis (3)	. New
MUS	42171	Music From World Cultures (3)	. New
MUS	52171	Music From World Cultures (3)	. New
MUS	63198	Capstone Project (3-6)	. New
MUS	63241	Inquiry in Music Teaching and Learning I (3)	. New
MUS	63242	Inquiry in Music Teaching and Learning II (3)	. New
MUS	63261	Advanced Studies in Secondary Choral and General Music (3) to:  Advanced Studies in Teaching Choral Music	. TaPDc

#### Course Changes Effective Fall 2010 continued

MUS	63262	Advanced Studies in Instrumental Music (3) to: Advanced studies in Teaching Instrumental Music	TaDc
MUS	63263	Advanced Studies in General Music for Children (3) to: Advanced Studies in Teaching General Music	TaPDc
MUS	63274	Foundations of Music Education (3)	Dc
MUS	67243	Technology for Music Teaching and Learning (3)	New
NURS	60592	Practicum in Nursing Higher Education (4) to: Nursing Education Practicum	TaD
NURS	60604	Nursing Health Care Issues in a Specialty Area (2) to: Nursing Health Care Clinical Issues in a Specialty Area	TaD
PH	60172	Culminating Experience Seminar (3)	New
PH	60192	Practicum Experience (3-6)	New
PH	80199	Dissertation I (15)	New
PH	80299	Dissertation II (15)	New
SBS	50002	Quantitative Methods in Social and Behavioral Sciences (3)	New
SBS	50020	Public Health Prevention (3)	New
SBS	50030	Seminar in Public Health Prevention (3)	New
SBS	53008	Grant Writing in Social and Behavioral Sciences (3)	New
SBS	54634	Social Determinants of Public Health (3)	New
SBS	73018	Theories of Prevention Science I (3)	New
SBS	73019	Theories of Prevention Science II (3)	New
SBS	73020	Advanced Methods in Prevention Science (3)	New
SBS	80100	Emerging Issues in Prevention Science (3)	New
SBS	80198	Directed Research in Prevention Science (1-15)	New
		Corrections—24 August 2009 Agenda	
Report	ed as pro	erequisite changes on previous agenda:	
MUS	55141	Kent State University Chorale (1)	D
MUS	55212	Kent State University Orchestra (1)	D
MUS	55223	Wind Ensemble (1)	D
MUS	75141	Kent State University Chorale (1)	D
MUS	75212	Kent State University Orchestra (1)	D
MUS	75223	Wind Ensemble (1)	D

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



TO: Educational Policies Council

FROM: Robert G. Frank, Provost

SUBJECT: ADDENDUM to the EPC agenda for Monday, 21 September 2009,

3:20 p.m., KSC 204

DATE: 18 September 2009

The following is an addendum to the original 14 September 2009, EPC agenda:

#### **DISCUSSION ITEM**

 Establishment of a Regional College to serve as the administrative home for programs and associated curricular issues unique to the Regional Campuses. Included in the college will be three schools—Applied Business, Health Occupations and Professional Studies—which will serve as academic units for faculty members.

Attachment 6



# EDUCATIONAL POLICIES COUNCIL Minutes of the Meetings of Monday, 24 August 2009

Minutes of the EPC Undergraduate Council Pages 1–3
Minutes of the EPC Graduate Council Pages 3–8

#### **EPC UNDERGRADUATE COUNCIL**

**Ex-officio Members present:** Deans John R. Crawford, James E. Dalton, Laura Cox Dzurec, Verna M. Fitzsimmons, Timothy S. Moerland, Gary M. Padak, Mark W. Weber, Donald R. Williams; Associate Dean Joanne M. Arhar; provost representative Stephane E. Booth; dean representative Richard H. Kolbe for Robert B. (Yank) Heisler, Jr.

**Ex-officio Members not present:** Faculty Senate Chair Thomas Janson, Deans Wanda E. Thomas, Stanley T. Wearden

**Faculty Senate-Appointed Representatives present:** Paul P. Abraham, David A. Kessler, Linda L. Williams, Lowell S. Zurbuch

Faculty Senate-Appointed Representatives not present: Min He, Mandy Munro-Stasiuk

**College Undergraduate Curriculum Council Representatives present:** David A. Dumpe, Diana L. Fleming, Bruce J. Gunning, Shawn Simmons

**College Undergraduate Curriculum Council Representatives not present:** Charles L. Harker, John W. Hawks, Stephen M. Zapytowski

#### **Observers present:**

**Observers not present:** Sean Mostov (Undergraduate Student Government)

**Consultants and Guests present:** Linnea A. Carlson-Stafford, Mary Dellmann-Jenkins, Mary Ann Haley, LuEtt J. Hanson, Linda L. Pallock

Associate Provost Stephane E. Booth called to order the EPC Undergraduate Council at 3:20 p.m. on Monday, 24 August 2009, in room 204 of the Kent Student Center.

#### Action Item 1: Approval of minutes of 18 May 2009.

Dean Timothy S. Moerland made a motion to approve the minutes, seconded by Dean Mark W. Weber. With no corrections or comments, the motion passed unanimously.

Action Item 2: Revision of the policy language regarding students' right to update their catalog year. Current statement Students may elect to complete a degree program under the most recent catalog is changed to Students may elect to complete a degree program under a more recent catalog.

Associate Dean LuEtt J. Hanson explained that, depending on how much a specific program has changed, it may be more advantageous for a student to change to a more recent catalog rather than the most recent. Currently, she added, if a student wants to change to another catalog that is not the most recent, it is considered an exception to policy.

It was discussed among members the frequency of this happening and the possibility of a limit on the number of times a student may change catalog. Associate Dean Hanson cautioned that, while there is no limit, a student cannot change to a catalog in the past. It is in the advising process where the best catalog is determined for the student. Her motion for approval was seconded by Assistant Professor Shawn Simmons and passed unanimously.

Action Item 3: Revision of the minimum scores for the Praxis I writing and reading examinations to make them consistent with the 25th percentile for the past three years. The minimum score for the Praxis I reading exam decreases, from 175 to 174. The minimum score for the Praxis I writing exam decreases, from 173 to 172.

Associate Dean Joanne M. Arhar made a motion for approval, seconded by Dean Verna M. Fitzsimmons. Members questioned why the college did not change scores to the 25th percentile, the cost, the score range and the regularity of failures. Associate Dean Arhar indicated that most students who fail the first time succeed on the second try; and there is enough time for them to take the test initially, fail, study, retake, pass and graduate in a timely manner. The writing and reading examinations are taken individually, the cost is \$156, and the top score is 200. The item was unanimously approved.

Associate Provost Booth requested motions to discuss any of the information or lesser action items.

Information Item 2: Revision of the curricular policy so that inactivated course numbers may never be reassigned to another course. Current policy is five years before re-use of a course number.

An EPC member agreed that the current five-year policy was problematic and asked why it was being changed to "never," rather than 10 years. Curriculum Services Director Therese E. Tillett answered that the "never" policy was decided by the offices of the Provost and the University Register to solve ever having the problems occurring now with the five-year policy.

Information Item 2: Communication to the EPC as an information item of any agreement where a degree program will be offered off site (i.e., more than 50 percent of the program will be offered at a site other than Kent State's eight campuses). This is in response to a directive from the Higher Learning Commission to approve such sites or risk losing financial aid.

Associate Provost Booth explained that if the Higher Learning Commission, Kent State's accrediting body, has not approved Kent State offering a program off site, the U.S. Department of Education will declare Kent State liable for all the financial aid given to the students in that off-site program. Distance-learning courses are not affected because Kent State has a blanket agreement with the Higher Learning Commission to offer distance-learning courses. The only exception to that blanket agreement, Associate Provost Booth noted, is iLinc courses (video/audio conferencing that is PC-based and synchronous). However, the university does not offer many of those courses.

In response to members' questions, Associate Provost Booth further expounded. Students in these offsite programs (even at a high school, for example) are considered Kent State students. The 50-percent threshold is applied to the total number of hours (not courses) in the program. This policy is for both undergraduate and graduate programs. In answer to a query about establishing these sites as university campuses, she discouraged it due to the bureaucracy required.

#### **Other Business**

Associate Provost Booth concluded the meeting by asking members if the current set-up of the two councils meeting at the same time was an issue to be resolved. There were no responses in the affirmative. Dean Laura Cox Dzurec made a motion to adjourn, which was seconded by Dean Donald R. Williams. The meeting adjourned at 4:45 p.m.

Respectfully submitted,

Therese E. Tillett

**Director of Curriculum Services** 

Ilsese E. Tillett

Office of the Provost

#### **EPC GRADUATE COUNCIL**

**Ex-officio Members present:** Faculty Senate Chair Thomas Janson; Dean Mary Ann Stephens; Associate Deans Karen W. Budd, Jonathan P. Fleming, LuEtt J. Hanson, Ralph Lorenz, Isaac Richmond Nettey, Barbara F. Scholman, John R. Stalvey; associate dean representatives Alexa Sandmann for Nancy Barbour, Frederick R. Schroath for Richard H. Kolbe

#### **Ex-officio Members not present:**

**Faculty Senate-Appointed Representatives present:** 

Faculty Senate-Appointed Representative not present: Paul A. Farrell, Susan J. Roxburgh, Fred T. Smith

**College Graduate Curriculum Council Representatives present:** Nichole Egbert, Ann F. Jacobson, Yuko Kurahashi, John H. Thornton, John D. West

**College Graduate Curriculum Council Representatives not present:** John C. Duncan, Alison J. Smith, Gregory S. Stroh

#### **Observers present:**

**Observers not present:** Aron Massey (Graduate Student Senate)

**Consultants and Guests present:** James R. (J.R.) Campbell, Timothy J. Chandler, Susan M. Cole, Lisa N.H. Delaney, Louise M. Ditchey, Julie A. Gabella, Jay Lee, Jennifer M. Pugh, Molly B. Taggart, Monica Teamer, Paulette Washko

Faculty Senate Chair Thomas Janson called to order the EPC Graduate Council at 3:22 p.m., Monday 24 August 2009, in Kent Student Center Conference Suite. He explained that he will be "floating" between both the undergraduate and graduate council meetings, and Senior Associate Provost Timothy J. Chandler would be running the meeting.

#### Action Item 1: Approval of minutes of 18 May 2009.

Associate Dean Isaac Richmond Nettey moved for approval, seconded by Associate Dean Ralph Lorenz. With no corrections or comments, the motion passed unanimously.

Action Item 2: Clarification of the minimum credit-hours requirement—from 32 to 30—for graduation with a master's degree from Kent State University.

Senior Associate Provost Chandler said that it is assumed that the minimum number of hours required for a master's degree at Kent State University is 32. He added that the university has not communicated that or anything other than that to the Ohio Board of Regents. The Office of the Provost feels that it should now be stated; and that it made sense to adopt the minimum of 30 hours, which meets the policy of the Council of Graduate Schools.

Associate Dean John R. Stalvey asked if the Ohio Board of Regents has a policy, to which, Senior Associate Provost Chandler replied in the negative. Associate Dean Stalvey pointed out that the Ohio Board of Regents considers 32 to 34 hours toward Supplemental Security Income. He then asked if that was the reason 32 hours was used previously. Senior Associate Provost Chandler said perhaps, but it could also be from the conversion from quarters to semesters.

Academic Program Director Karen W. Budd moved for approval of the item, which was seconded by Associate Dean Lorenz.

Faculty Senate Chair Janson pointed out that it is important for all faculty members to understand that they do not need to reduce the total credit hours of their programs to meet the 30-credit-hour minimum requirement.

With no further questions or discussion, the motion passed unanimously.

Action Item 3: Revision of the policy on role and status of graduate student appointees. Current statement Notices of non-reappointment and of reappointment will be given to students <u>prior to April 1<sup>st</sup></u> of the spring semester is changed to Notices of non-reappointment and of reappointment will be given to students <u>earlier but no later than the last day</u> of spring semester.

Dean Mary Ann Stephens explained that the statement in question is the date by which graduate students need to be informed of appointment status. She added that James R. Watson, of Legal Counsel suggested that a date other than April 1<sup>st</sup> be used because: (1) it is very easy for that date to slip by without notice, and if that happens, someone who should not be reappointed will be; and (2) that sometimes a department needs until the end of the semester to make the appropriate decision. She said that Mr. Watson's suggestion was for the deadline to be no later than the last day of the semester.

Associate Dean Stalvey asked if most people understand that the last day of the semester is the Friday following each commencement. He wanted to know if member thought that was too late, or appropriate, because grades will be reported by that time. Senior Associate Provost Chandler said that the departments owe the graduate assistants as much time as possible, but they also owe it to themselves to make the right decision. He added that he does not think that the last day of the semester is unreasonable because most of the departments would inform the graduate assistants prior to that date.

Associate Dean Fredrick R. Schroath agreed that there are times when departments want to wait until the end of the semester. He added that it benefits students if the grades are in because some graduate assistants may want to take revenge out on the students' grades. Faculty Senate Chair Janson clarified that this discussion was in regards to graduate appointees with a monetary assignment. Associate Dean Stalvey stated that one of the concerns is not that graduate assistants are delinquent in their duties, but poor academic performance—but not poor enough to be dismissed; departments do not find that out until after grades are posted.

Associate Dean LuEtt J. Hanson asked for clarification that the discussion was about dismissal of a graduate assistant's appointment not as a student. Senior Associate Provost Chandler said that the discussion was about the appointment not an academic dismissal.

Senior Associate Provost Chandler suggested that the statement provided by Mr. Watson is changed to **Notices of non-reappointment and of reappointment will be given to students <u>no later than the last day of the semester</u>. Associate Dean Stalvey added that departments should be encouraged to inform students earlier if possible.** 

Senior Associate Provost Chandler asked Dean Stephens to follow-up on the procedures and asked if anyone was willing to put forth the motion. Associate Dean Schroath moved for approval of the statement, which was seconded by Associate Dean Stalvey. It passed unanimously.

Action Item 4: Establishment of a Fashion Design and Merchandising [FDM] concentration within the Master of Business Administration [MBA] degree. Total credit hours to program completion are 54.

Associate Dean Schroath introduced the item and said that this is another effort by the College of Business Administration and Graduate School of Management to reach across campus. He said that there is currently a combined degree with the MBA and the BS in Fashion Design and Merchandising. He explained that this is the first concentration created for the MBA; it has four courses. Academic Program Director Louise M. Ditchey explained that because of the combined degree, the College of Business Administration and Graduate School of Management and the School of Fashion Design and Merchandising work closely together. She added that the School of Fashion Design and Merchandising asked if the Graduate School of Management would consider creating a concentration because they do not have a graduate school. The difference, she added, between the combined degree and this concentration is that for the combined degree the student must have been a fashion design or fashion merchandising major as an undergraduate, but for this new concentration it does not matter the undergraduate major. Ms. Ditchey said that Fashion Design and Merchandising faculty will teach the four concentration courses, but the students will receive a Master of Business Administration. Associate Dean Lorenz introduced School of Fashion Design and Merchandising Director J.R. Campbell to the council. Senior Associate Provost Chandler commended the School of Fashion Design and Merchandising and the College of Business Administration on their effort.

Associate Professor John H. Thornton moved approval of the item, which was seconded by Professor Ann F. Jacobson. The item passed unanimously

Information Item 1: Revision of the curricular policy so that inactivated course numbers may never be reassigned to another course. Current policy is five year before re-use of a course number.

Senior Associate Provost Chandler explained that this is being done because recycling course numbers is having an adverse impact on Banner prerequisite checking, KAPS and the Repeat for GPA Recalculation Policy. Faculty Senate Chair Janson stated that he understands and supports the freezing of the numbers; however, it will make course number designation more difficult. He said that faculty will require more help from Curriculum Services in assigning numbers. Associate Dean Stalvey asked if this is primarily a problem at the undergraduate level, which Senior Associate Provost Chandler answered in the affirmative. Associate Dean Stalvey then asked if this policy would then cause people to find ways around inactivating numbers. Senior Associate Provost Chandler said that he hoped it would not, but that it may. Faculty Senate Chair Janson added that theoretically it would be possible to use an old number if the course would be the same as when it was inactivated.

Information Item 2: Communication to the EPC as an information item of any agreement where a degree program will be offered off site (i.e., more than 50 percent of the program will be offered at a site other than Kent State's eight campuses). This is in response to a directive from the Higher Learning Commission to approve such sites or risk losing financial aid.

Senior Associate Provost Chandler said that this is something Associate Provost Stephane E. Booth is requesting. He added that if new programs, new degrees or if a program will be offering more than 50 percent of its classes at off-site learning centers, it must be reported to the Higher Learning Commission.

Information Item 3: Communication to the EPC as an information item the decision to suspend admissions to a graduate degree program. This notification will ensure that correct procedures are followed as per guidelines from the Ohio Board of Regents' Advisory Committee on Graduate Study.

Senior Associate Provost Chandler asked that if admissions to graduate programs are to be suspended to let the Education Policies Council know through an information item. Suspended admissions to a graduate program must be reported to the Ohio Board of Regents so that the time clock can be started on the seven-year deadline to inactivate or reactivate the program. Faculty Senate Chair Janson asked if this item was just a reminder and not a new policy; and that programs that have recently suspended admission have been reported. Senior Associate Provost Chandler replied in the affirmative, adding that he believed the reason the item was on the agenda was because former interim dean of graduate studies, Evelyn S. Goldsmith may have run into some issues.

Information Item 4: Establishment of a memorandum of agreement with National Taichung University in Taiwan for eligible students at both universities to earn both a Master of Arts degree in Geography at Kent State University and a Master of Education from the Department of Social Science Education at National Taichung University.

Senior Associate Provost Chandler asked Professor Jay Lee if he would like to add anything. Professor Lee said that there was nothing to add beyond the memo itself other than that students are allowed to transfer up to 12 credit hours; the same as any other student. Senior Associate Provost Chandler said that this is another example of making distinct connections with another specific institution. Professor Lee added that there are similar discussions happening with the schools in Korea.

Information Item 5: Revision of the name, admission policy and program requirements for the Pervasive Development Spectrum Disorders post-baccalaureate [C610] and post-master's [C809] certificates. Name changes to Autism Spectrum Intervention Specialist [C620] [C831]. Revised admission policy opens the program to baccalaureate holders in any education, health or human services field with a minimum undergraduate 3.0 GPA and two letters of recommendation. Required SPA 6/74350 is removed; required SPED 53010 is replaced with SPED 6/73954 or SPSY 6/77973; required SPED 6/73030 becomes an option with SPED 6/73959; required SPA 6/74309 and 6/74310 become options with SPED 64309 and 64310, respectively; required SPED 63992 is replaced with options SPED 63300, 53030, 64096, 64098, 64199. Total credit hours to program completion increase, from 17 to 21.

Senior Associate Provost Chandler introduced the item and said that he found this an appropriate action.

Addendum Information Item: Notification to the Ohio Board of Regents of Kent State University's decision to withdrawal from the Memorandum of Understanding with the Consortium of Eastern Ohio Master of Public Health and suspend its associated Master of Public Health degree, effective 22 August 2009. This action will allow Kent State to move forward to develop its own public health degree programs.

Dean Stephens informed the council that Kent State University's membership in the public health consortium was suspended as of Saturday, August 22, when the last Master of Public Health student graduated. She added that there is an opportunity for students still in the program to receive a scholarship to a sister institution within the consortium to complete their degree. She said, at this time, Kent State University has no intention to reactivate the degree program within the consortium. Senior Associate Provost Chandler said that he felt offering scholarships to students was the right thing to do. He added that all students need to do is inform the director where they intend to enroll, and Kent State will transfer all the information to the new institution. He said that the council should feel pleased that, as a member of the academic community here that we have taken care of our students.

#### Discussion Item 1: The policy and procedures for updating the Graduate Catalog.

Senior Associate Provost Chandler introduced Electronic Editorial Specialist Paulette Washko, who is responsible for the maintenance of the Graduate Catalog. Ms. Washko said that there have been issues in the past few years of departments and deans sending changes through catalog changes that were made without confirming the proper approvals had been received. She said that this past year, there has been a huge clean-up of the catalog's contents and now it is a clean slate. She added that she would now be following the EPC changes, she will make the changes in the catalog before sending the copy out to be proofed by the departments, and anything that needs to be changed will need to be substantiated. Ms. Ditchey asked if that policy would apply to the narratives pieces of the catalog. Ms. Washko replied that it would only apply to program requirements and courses.

Senior Associate Provost Chandler encouraged the members to review their narratives because these are things that our students look at; "it is our front door for them and is should be clean, clear and wide-open". Ms. Washko said that she will be reviewing program requirements, and anything that should be changed will need to go through EPC.

Ms. Budd asked if Ms. Washko will be checking websites against the catalog. Ms. Washko said that she will be checking what is in the catalog, against what is on the admissions application table, against what the department believes it should be. Ms. Budd said that while she appreciated the job Ms. Washko was doing, she spoke with the previous interim dean of graduate studies, and others in that department, about the problems with the College of Nursing's applications tables, and nothing was ever done to correct it. Ms. Washko said that she would now be responsible for the upkeep of the application tables. Mrs. Budd said that the College of Nursing's website is correct, but the information is not in the catalog. She added that there are many other things an applicant needs to know that are not in the catalog or application table because, it is too difficult to get them in. She said that the first place students look for information is on the college's website; there are aspects of program requirements that are not in the catalog, but that what is in the catalog is correct.

Senior Associate Provost Chandler said that the information needs to be consistent in all places and when Ms. Washko sends the catalog materials to the departments they should be taken extremely seriously because this is the university's contract with the students. Ms. Washko added that a website is not a contract and that is why the university has the Graduate Catalog. Associate Dean Stalvey said that he believes some of the frustration comes from the differences in the Graduate Catalog and the Banner application tables. Dean Stephens said that it needs to be looked at as a triangulation process—all three components need to be consistent.

Senior Associate Provost Chandler said that the purpose of the discussion was to let the council know that Ms. Washko is the point person for the Graduate Catalog, and all that is being asked is that due diligence is being done on the triangulation process.

#### Discussion Item 2: The Orienting New Teaching Assistants Program (ONTAP).

Molly Taggart said that ONTAP has been going on since last week. English as a Second Language testing is going on today which is mandatory for international graduate assistants. She added that this is the 19<sup>th</sup> year for the program, and that all graduate students are welcome to attend—they do not have to be on assistantship or new to Kent State. She said that several focus groups with graduate students have found that if students are not on assistantship they feel left out, so not all sessions will make sense, but some may be looking for assistantships in the future. She highlighted the schedule for the week and invited all the council members to attend the fair on Friday. She said that this year there are 350 participants, 50 of which are not graduate assistants.

Associate Dean Nettey asked Ms. Taggart to explain how the student panel works. She said that it is a "fishbowl format" in which questions are written down on paper and pulled out of a fishbowl randomly and answered by the student panel. Ms. Budd asked Ms. Taggart to clarify the costs of sending graduate assistants to the program, and if they are not a graduate assistant how are fees covered. Ms. Taggart said that funding this year is mostly through resource reallocation and donations. She added that graduate assistants are required to attend; at the end of the program they receive a certificate of completion and a check for \$500, which is an advance on their stipend.

Chair Janson asked if a student was unable to attend would they still receive the money. Ms. Taggart replied in the affirmative, saying that it just wouldn't be advanced.

Discussion Item 3: Review of new graduate-level advisor types to be established and assigned to students (e.g., PhD advisor, PhD co-advisor, PhD dissertation advisor, PhD co-dissertation advisor).

Senior Special Assistant Susan M. Cole explained that this request came from the College of Education, Health and Human Services, via the SIS Academic Advisory Committee. She added that one of the recommendations from the Consistency Committee was that an advisor type be assigned on Banner so that students can see who their advisor is on FlashFAST. She said that four types were recommended initially: professional, faculty, honors and athletics. She said that Academic Program Coordinator Nancy Miller from the College of Education, Health and Human Services suggested that additional types be added for Ph.D. students. Ms. Cole explained that this suggestion went to the SIS Advisor Committee, however, that group felt that the recommendation should go to a body with more graduate representation on it; former Dean Evelyn Goldsmith felt that it should come to this kind of committee, to see if these types are something that could be used.

Associate Dean Hanson said that this type of thing may not be important for the student to remember who their advisors are, but it is for the departments to run reports. Associate Dean Lorenz and Stalvey, along with Senior Associate Provost Chandler felt that some of the terms could be confusing. Senior Associate Provost said that this is something that the colleges need to discuss at a lower level and then get back with Dean Stephens. He said that it deserves more conversation and recommended that it be remanded to Dean Stephens and the Graduate Studies Advisory Council (GSAC). Chair Janson said that GSAC no longer exists: while Associate Dean Hanson said that it does. Chair Janson said that he found out that some of the items on this agenda should not have been added because they were not curricular. Senior Associate Provost Chandler said that the reason they are on the agenda is because former Dean Goldsmith asked that they be added. He said that there needs to be informed discussion at this level and not enough is known about this issue to make good policy. Associate Dean Stalvey said that GSAC is an advisory committee to the graduate studies dean; the EPC is the body that makes policy. Chair Janson said that in the Faculty Senate it was difficult to pass the split councils for EPC, and former Dean Goldsmith told them that by splitting EPC into two bodies, GSAC would be eliminated. Senior Associate Provost Chandler said that the process is still being worked through and he would like to see EPC run in its current form for a year and see how it goes.

#### **Other Business**

Senior Associate Provost Chandler asked the members if they were comfortable in the current room, if they would like the two rooms where each council was meeting to be closer together and if the times for the two councils should be staggered. It was determined that the next meeting would be held in the same meeting at the same time.

Respectfully submitted,

Liva MA Delaney

Lisa N.H. Delaney

Academic Program Coordinator, Curriculum Services

Office of the Provost

#### HONORS COLLEGE

#### **Interdepartmental Correspondence**

To: Stephane Booth, Associate Provost

From: Donald R. Williams, Dean; Co-chair, URCC

Subject: Proposal for EPC

Date: September 8, 2009

The University Requirements Curriculum Committee has approved the attached proposal to revise the Liberal Education Requirements, effective Fall 2011.

Cc: Therese Tillett, Curriculum Services

**URCC** 

#### KENT STATE UNIVERSITY

#### **Interdepartmental Correspondence**

To: University Requirements Curriculum Committee

From: Laura Leff, Co-chair, Kent Core Implementation Task Force

Subject: Proposal to Revise the LER

Date: August 26, 2009

The Kent Core Implementation Task Force, a committee of faculty and administrators appointed last spring, proposes to revise the Liberal Education Requirements and change the name to the Kent Core Requirements, effective Fall 2011.

The proposal is based on the report of the LER Core Committee, accepted by EPC in April, 2009. The proposed changes center on a shift to a learning centered, outcomes based curriculum.

The attached Proposal Summary describes the changes in detail, provides sample materials that the URCC might use in soliciting and evaluating course proposals, and outlines faculty development workshops to be offered by the Faculty Professional Development Center beginning this fall.

Please do not hesitate to contact me if there are any questions. I will be happy to meet with the committee when it considers the proposal.

Cc: Stephane Booth, Associate Provost

#### **Proposal Summary**

**Title:** Proposal to Establish the Kent Core Requirements for Undergraduate Education

**Subject Specification:** The purpose of this proposal is to replace the current Liberal Education Requirements (LER) with the Kent Core Requirements (COR).

#### **Background Information:**

In September of 2008, Provost Robert G. Frank established the 21<sup>st</sup> Century LER Core Committee 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." (The Kent Core: Report of the 21<sup>st</sup> Century LER Core Committee, February, 2009)

The committee made a series of recommendations, including a proposed revision to the LER requirements, in its report to the Provost (see http://lercore.kent.edu/wp-content/uploads/2009/03/ler-final-report-32509.pdf). One recommendation was the formation of an Implementation Task Force to develop a formal curricular proposal for consideration by the appropriate governance bodies and establish the criteria and processes for implementation of the recommendations. Members of the Task Force are listed in Appendix I, below.

A fundamental premise of the 21<sup>st</sup> Century LER Core Committee was that Kent State was ready to develop a "learning-centered approach to education". As summarized in the report,

"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 21<sup>st</sup> 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."

This curricular proposal has been developed in this spirit and follows closely the material presented in the LER Core Committee report. The main benefit of adopting this proposal is to begin a shift from the "teaching" paradigm to a "learning" paradigm at Kent State University. As described by the LER Core Committee,

"through the adoption of a learning outcomes approach, we hope to further promote the on-going movement away from a traditional 'pedagogy of coverage' -- in which the faculty member's task has been to cover the requisite content, and the student's task is to learn that content -- and encourage a more complete focus on what students do as learners to facilitate and support their development through

discovering important and appropriate knowledge. By focusing on learning outcomes, we will support and facilitate our students' development."

#### **Description of Requirements**

This curricular proposal describes a plan to replace the Liberal Education Requirements with the Kent Core Requirements as described below and in the Catalog Copy (Appendix II). The requirements will apply to all undergraduate, degree seeking students at Kent State University.

The Kent Core Requirements consist of three broad components: Literacy, Knowledge, and Cultural Awareness. Students will be required to complete at least 36 credit hours of courses that will have been approved for inclusion in the Kent Core. It is recommended that the Literacy Component be completed within the student's first 60 hours of coursework at Kent State, while the other components may be completed throughout the undergraduate program. All Kent Core courses may be used in any major or program, and students may use the Kent Core courses to fulfill program/major/minor requirements. None of the courses in the Kent Core may be taken pass/fail.

Students in AA and AS degree programs will be deemed to have met Kent Core requirements if they complete requirements for the Transfer Module. Associate degree recipients wishing to complete baccalaureate degrees will be required to fulfill all Kent Core requirements.

The Cultural Awareness component of the Kent Core shall be satisfied by taking one domestic and one global diversity course, from a list of approved diversity courses. At least one of the courses must also be from the list of Kent Core courses.

The task force values highly the benefit of a laboratory experience for students, and proposes that a lab be required of all students. Appropriate fiscal resources must be provided for the departments to be able to offer these labs.

#### Other policies

In addition to the above student requirements, we propose the following policies at the unit (department, school) or program level:

- 1. Since fulfilling the Kent Core program is a university requirement, no college, unit, program, major or minor may specify Kent Core requirements beyond those required by the University. Departments may elect to include specific Kent Core courses in their major requirements, however. Colleges may continue to specify college-wide requirements in addition to the Kent Core and major/minor requirements.
- 2. Academic programs that require specific Kent Core courses to meet accreditation/licensure requirements may mandate those courses IF the program can provide evidence that: a) the content in those particular courses is 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 Kent Core courses.

#### Course approval

Courses proposed for inclusion in the Kent Core will be considered at the appropriate department or school and college levels before being submitted to the University Requirements Curriculum Committee (URCC), Educational Policy Council and Faculty Senate.

The criteria for approval as a Kent Core course are the following:

- 1. Courses must clearly fit into and be consistent with the stated Kent Core objectives and purpose. In addition, they must be drawn from disciplines in the literacy or knowledge components, or interdisciplinary courses crossing these disciplines.
- 2. Courses must include measurable learning outcomes that address each of the four Core learning objectives of Knowledge, Insight, Engagement and Responsibility at least to some degree, commensurate with disciplinary expectations, and must address at least one of these learning objectives substantially.
- 3. Courses must include learning activities that effectively lead to the stated learning outcomes, and include appropriate methods for assessing learning.
- 4. While it is expected that the majority of courses will be at the lower division level, courses may be at any undergraduate level (10000, 20000, 30000, 40000). Upper-division courses proposed for the Kent Core may not have prerequisites that already complete a Kent Core category.
- 5. Courses must have substantial content that is not duplicative of an already approved Kent Core course. Units proposing multiple Kent Core courses must provide a rationale for offering any additional course, indicating the substantially different content or approach that contribute to the foundational nature of the Kent Core.
- 6. Units must have the faculty and other resources in order to offer the courses in sufficient frequency and with sufficient enrollment across sections and across campuses so as to contribute meaningfully to the overall Kent Core program.
- 7. Since Kent Core courses will generally be included in the Ohio Transfer Module (OTM), units proposing OTM-eligible Kent Core courses should simultaneously submit documentation applying for OTM status. It is, however, possible to propose Kent Core courses that are not OTM-eligible (i.e., basic foreign language courses, upper-division courses, interdisciplinary courses not fitting the OTM definition). The proposals for such courses should specify the reasons for non-eligibility along with the rationale for inclusion in the Kent Core. (See Interdisciplinary Courses section below.)

8. Courses must be assessed on an annual basis for the purpose of evaluating course effectiveness in attaining learning outcomes. A detailed assessment plan must be provided in the proposal.

Guidelines for submission of proposals will be distributed to departments and schools as soon as possible after approval of this change in requirements. Course proposals will use the Kent Core Proposal Form, which will be available on the Curriculum Services website. The URCC will evaluate the proposal according to an accepted rubric and evaluation form. The proposal form, rubric and evaluation form will be piloted and evaluated by the URCC in October, 2009.

The Faculty Professional Development Center has developed a series of workshops to assist faculty members in the development of course proposals, to be offered during the Fall 2009 and Spring 2010 semesters. Funding will be provided from the Provost's Office to provide a stipend for up to 60 faculty members to participate in the workshops. A summary of these workshops is included in Appendix III. The content of the workshops will be made available in the form of an on-line Kent Core Faculty Handbook, and video versions of relevant sections of these workshops will be available through the FPDC.

We expect additional workshops will be offered in the following two or three years, for a variety of audiences, including adjunct faculty and graduate assistants. We hope to be able to include a session regarding the Kent Core and the learning-centered approach in the Fall 2010 ONTAP program.

Several courses at the university are already in development following a learning-centered, outcomes-based approach. We expect these courses may be ready for approval by URCC and EPC by the end of the Fall 2009 semester. These courses may be offered in the Fall 2010 term with the Kent Core (COR) designation. Other courses will be developed during the fall and spring terms and proposed to URCC and EPC by the end of the Spring 2010 semester, to be offered in Spring 2011. We expect these courses will have been proposed and approved by URCC and EPC by October of 2010, and a full menu of courses will be available to students beginning in Fall 2011.

We therefore propose that the new catalog statement be included in the Fall 2011 catalog, such that all new students entering in the 2011-12 academic year will be subject to the new requirement. This would also apply to students who enter in Summer 2011. Students who entered the University prior to Summer 2011 will need to meet the LER requirements as specified in their respective catalog year, unless they choose to change to the 2011 catalog year, in which case they will need to meet the Kent Core requirements. Approved Kent Core courses taken during the 2010-11 academic year may be used to satisfy those requirements.

#### **Interdisciplinary Courses**

The Ohio Transfer Module defines an interdisciplinary course as:

"...a general education course that has content in at least two of the subject matter areas listed above (English Composition/Oral Communication, Mathematics, Statistics and Formal/Symbolic Logic, Arts/Humanities, Social and Behavioral Sciences, Natural Sciences) with credit hours for the individual course divided into those areas. For example, an OTM interdisciplinary 4 credit hour course could have course content in Social and Behavioral Sciences (2 hours of credit) and Arts/Humanities (2 hours of credit)."

At Kent State University, the Kent Core OTM-Interdisciplinary courses will meet this definition. Courses that do not meet the OTM definition may also be considered interdisciplinary in the Kent Core if they encourage dialogue, collaboration, and exploration between two or more faculty members from different disciplines and areas of expertise, and meet one or more of the following descriptions:<sup>1</sup>

- -course includes common concepts, ideas, issues and topics that are not discipline specific and extend across disciplines.
- -thematic course draws from the expertise and critical perspectives of a variety of disciplines.
- -course creates linkages between concepts and approaches across different disciplines.
- -course uses interdisciplinary pedagogy to explore interdisciplinary content.

#### Effects on programs and offerings

The adoption of these requirements will have significant impacts on current programs and offerings. Departments and schools will be required to consider how the Kent Core Requirements affect their major and minor requirements. Some units will be required to change their requirements accordingly, especially in response to the two policies given on page 2 above.

In addition, the move from the current list of LER courses to the new list of Kent Core courses may necessitate changes in course offerings, especially for lower-division courses.

#### Fiscal and staffing impacts

While no maximum section size is specified, given the change in pedagogy desired for Kent Core courses, some additional, smaller sections of courses might be needed. This will increase the need for faculty members to teach those sections. Our hope is that these courses will lead to increased enrollments overall, however, which under RCM could lead to additional revenue to cover the instructional costs.

<sup>&</sup>lt;sup>1</sup> This definition of interdisciplinary draws from examples at other institutions and from the literature.

The requirement that all students will complete a basic science lab places a financial burden on the departments offering such labs. We propose that some form of subvention be arranged with those units.

The increased faculty development needs in the initial stages of the change in requirements may also necessitate additional resources, including additional staff in the FPDC and funding for travel, faculty workload equivalency, etc. In addition, technical support will be required to record the workshop sessions and to create the on-line faculty handbook. Finally, those designing and offering the workshops may need support (workload equivalency and/or stipend) for their efforts.

#### Program Assessment

The URCC will be charged with conducting a review of the Kent Core program within three years of full implementation and every five years afterward. The Implementation Team and URCC will develop criteria for program review in the coming academic year.

**Alternatives and Consequences:** One alternative to accepting the proposal is to maintain the current requirements. This is not viewed as desirable, however, given the desire for a shift to a new learning centered paradigm. The consequence of not accepting the proposal would be to fail to take advantage of the opportunity to improve core learning outcomes among the undergraduate population.

**Specific Recommendation:** We recommend adoption of the Kent Core Requirements as the university-wide requirement for undergraduate degrees at Kent State University, effective Fall 2011.

#### **Timetable and Actions Required:**

September 2009 URCC approval September 2009 EPC approval

October 2009 Faculty Senate approval

#### **Appendix I: Members of the Implementation Task Force**

Stephane Booth, Provost's Office

Ken Burhanna, Library and Media Services

Diane Davis-Sikora, Architecture and Environmental Design

David Dees, Education, Health and Human Services, Salem Campus

Susan Emens, Technology, Trumbull Campus

LuEtt Hanson, Communication and Information

Mary Louise Holly, Faculty Professional Development Center

Barbara Hugenberg, Communication and Information

Richard Kent, Business Administration

Geoffrey Koby, Arts and Sciences

Mark Kretovics, Education, Health and Human Services

Laura Leff, Arts and Sciences (co-chair)

Elizabeth Smith, Arts and Sciences

Fred Smith, Arts

Yvonne Smith, Nursing

Amanda Thomas, graduate assistant, Provost's Office

Donald Williams, Honors (co-chair)

Appendix II: Catalog Description

#### KENT CORE REQUIREMENTS

GENERAL EDUCATION FOR THE 21<sup>ST</sup> CENTURY

#### **OBJECTIVES**

The Kent Core Requirements are integral to the university's mission to prepare the 21<sup>st</sup> Century Kent State graduate. Kent State University has built its philosophy of undergraduate education on the dynamic relationship among knowledge, insight, engagement, and responsibility. Each course in the Kent Core has a learning-centered focus on outcomes consistent with these overarching learning objectives:

#### Knowledge: To initiate and encourage the process of life-long learning

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.

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 21<sup>st</sup> century literacies (information, financial, cultural, quantitative, digital, and visual) to create, examine, and critique knowledge relevant to real-world problems.
- Apply appropriate 21<sup>st</sup> 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.

### Engagement: To engage in learning that results in informed action and involvement in the human condition.

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.

#### Responsibility: To analyze and understand diverse moral and ethical views.

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.

Kent Core experiences complement major coursework by broadening the students' understanding of the world in which we live. Although each Kent Core course will not address every one of these objectives, nor give them equal emphasis, students' experiences in these courses will demonstrate how knowledge and concepts from major coursework and other disciplines are interwoven. Ideally, Kent State students will develop capabilities and habits of mind and heart that will enable them not only to achieve personal success but also to contribute significantly to the public good.

#### **GUIDELINES:**

1. The Kent Core program requirements may be completed throughout an undergraduate program. It is strongly advised that students complete the foundational Literacy Component as early as possible, however.

- 2. Any approved Kent Core course is accepted in all majors and programs.
- 3. Students may use Kent Core courses to fulfill program/major/minor requirements if they so wish; refer to specific program requirements for additional information.
- 4. Honors equivalent courses shall satisfy Kent Core requirements.
- 5. Students in Associate of Arts and Associate of Science degree programs will be deemed to have met Kent Core requirements if they complete requirements for the Transfer Module. Associate degree recipients wishing to complete baccalaureate degrees will be required to fulfill all Kent Core requirements.
- 6. None of the courses on the Kent Core list may be taken pass/fail.

#### THE KENT CORE

Literacy Compone	15	
CATEGORY	COURSE	CREDITS
Composition	Examples include: ENG 11002 College Writing I-S (3) ENG 11011 College Writing I (3) HONR 10197 Honors Colloquium I (4)  ENG 21011 College Writing II (3) HONR 10297 Honors Colloquium II (4) or Interdisciplinary writing courses tbd (3)	6
Mathematics	List to be determined (3-5)	3
Applied Literacy	See Note 1 below List to be determined (3-5). Examples include: Foreign Language Courses (3-5)	6

Knowledge Compo	Knowledge Component				
CATEGORY	COURSE	CREDITS			
Open Elective	Select from the following interdisciplinary courses (tbd) or from the Mathematics or Knowledge Component categories.	3			
Humanities	list of courses tbd (3)	3			
Fine Arts	Fine Arts list of courses tbd (3)				
Social Sciences	list of courses tbd (6)	6			
Natural Sciences	6-7				
	TOTAL CREDITS	36-37			

#### **Cultural Awareness Component**

The Cultural Awareness Component does not require courses in addition to the Core. Instead, in fulfilling the University Diversity Requirement, students should select at least one course from the Knowledge Component that also is an approved Diversity course. Domestic Cultural Awareness courses are marked in the Core Knowledge list with a small capital D, and Global Cultural Awareness courses with a small capital G.

#### Notes:

1. The applied literacy category is intended to provide students with an opportunity to apply intellectual and practical skills associated with 21<sup>st</sup> century learning across a variety of disciplines. Fulfillment of this requirement can come from many content areas which may include, but are not limited to: courses in foreign languages, communication, philosophy (logic, thinking), statistics, finance, theatre, media, information, technology, mathematics, computer science etc.

## PROFICIENCY TESTING, TRANSFER CREDIT AND OTHER OPTIONS IN MEETING THE KENT CORE REQUIREMENTS.

The following alternatives to formal Kent State coursework may be recognized in fulfilling the 36 hour Kent Core Requirements:

- 1. Credits earned for specified courses within the Kent Core through external creditconferring testing programs, such as the College Board Advanced Placement and CLEP subject examinations.
- 2. Courses transferred from accredited postsecondary institutions, as appropriate for the specific courses for which credit is awarded.
- 3. Credits earned through the university's Credit-By-Exam (CBE) program, as appropriate for the specific course for which credit is awarded.
- 4. Proficiency, as established by placement examinations or other recognized procedures and mechanisms for this purpose, for courses in the Literacy Component only. For example, students who are placed into ENG 21011 and complete it with a passing grade will have met the Composition category requirement. Students meeting requirements through proficiency must substitute other courses, which shall be elective, to earn a minimum of 121 hours of appropriate coursework toward a baccalaureate degree.
- 5. A completed Ohio Transfer Module at another institution satisfies the Kent Core requirements.

#### **Appendix III: Summary of FPDC Workshops**

In order to help faculty adjust to the new Kent Core expectations, a series of workshops has been created that will support faculty members in developing the insights and tools necessary to prepare a high quality URCC proposal. The workshops will be constructed around the following format:

Week One: The Learning Paradigm: What is it and what will it do for my students?

This session will explore the recent research on human learning. In this interactive session, participants will discuss relevant research and explore specific implications for both curriculum design and pedagogical practices.

Week Two and Three: **Learning Outcomes: What are these things and how do I write them?** 

In the first of these two sessions participants will learn the basic principles of how to write measurable learning outcomes for their specific Kent Core courses. Using the basic data sheets, current syllabi, and previous LER approval materials as their guide, participants will identify the key concepts and core learning experiences that are connected with each course. In the second week of this session, participants, in collaboration with department faculty peers, will construct specific course learning outcomes and identify how these outcomes connect with the larger objectives of the Kent Core.

Week Four: Assessing Learning Outcomes: How on earth do I assess this?

In this session participants will explore a variety of assessment strategies that will help faculty members to identify and measure how students are meeting the course and/or Kent Core learning outcomes. Participants will leave this session with a variety of practical assessment strategies.

Week Five: Learning Centered Teaching Strategies: What does this look like in class?

This session will introduce participants to a variety of pedagogical strategies that are designed to engage students in "deep learning". Again, pulling from the latest scholarship on college teaching, participants will leave this session with a variety of pedagogical approaches that have been proven to engage students in meaningful learning.

Week Six: URCC Proposal Review: How does my proposal look?

In this session faculty members will critique and provide peer feedback on draft versions of URCC course proposals. The goal of this session is to engage participants in critique as they develop expertise and gain insights into proposal development for clarity and vision of the proposed courses.

Workshop Considerations:

1) Each participant will be awarded a stipend of \$600 for completion of **all workshop sessions and expectations**.

- 2) Workshops will be offered on two separate days each week (see attached schedule). Participants will choose one of these sessions to attend for the entire period. This will allow us to create a mini-learning communities working together on a specific goal. Each session will last 90 minutes.
- 3) Space will be limited for each of these groups. Ideally, we will limit this to 15 participants for each session. This allows for 30 different faculty members to participate in the fall sessions. These sessions will be repeated in the spring semester and summer (if necessary) for other departments and/or faculty interested in this process.
- 4) Participation in these workshops DOES NOT guarantee URCC approval.
- 5) We encourage URCC participation in these workshops to help inform this committee on the goals of the new Kent Core.
- 6) Each session will be video recorded and turned into a podcast that can be used by participants as they share these ideas with their department colleagues.
- 7) The content of each of these sessions will serve as the faculty handbook that will be available on-line by the Spring 2010 semester.

#### **Kent Core Faculty Workshop Series Schedule**

Session One The Learning Paradigm: What is it and what will it do for my students?

M Sept. 28 10:30-12:00 R Oct. 1 3:30-5:00

Session Two Learning Outcomes – Part I - What are they and how do I write them?

M Oct. 5 10:30-12:00 R Oct. 8 3:30-5:00

Session Three Learning Outcomes – Part II – What are they and how do I write them?

M Oct. 12 10:30-12:00 R Oct. 15 3:30-5:00

Week of Oct. 19<sup>th</sup> Meet with unit faculty peers to discuss course learning outcomes. Week of Oct. 26<sup>th</sup> Meet with unit faculty peers to discuss course learning outcomes.

Session Four Assessing Learning Outcomes: How on earth do I assess this?

M Nov. 2 10:30-12:00 R Nov. 5 3:30-5:00

Session Five Learning Centered Teaching Strategies: What does this look like in class?

M Nov. 9 10:30-12:00 R Nov. 12 3:30-5:00

Week of Nov. 16th Meet with unit faculty peers to discuss course proposal. Week of Nov. 23rd Meet with unit faculty peers to discuss course proposal.

Session Six URCC Proposal Review: How does my proposal look?

M Nov. 30 10:30-12:00 R Dec. 3 3:30-5:00

#### Guidelines:

- One faculty representative from each department will be given priority seating. Additional representatives will be considered on a space available basis. If submitting multiple candidates, departments must rank order them.
- Developing and/or teaching a Kent Core course that will be submitted to the University Requirements Curriculum Committee (URCC) for approval during the 2009-2010 academic year
- The faculty member will choose one session time (either M or R) to meet throughout the semester.

#### Commitment: to

- engage in and complete all six workshops
- work with departmental colleagues related to course development
- take a learning paradigm approach with attention to cultivating environments for learning
- integrate 21<sup>st</sup> century *learning outcomes* into coursework
- work collaboratively with other workshop participants
- share what you learn with others (e.g. syllabus, learning objects, resources)
- pilot the course, documenting and learning from experience; revising syllabus as indicated

## KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

			Preparation Date	e 26-Aug-09	Curriculum Bulletin
			Effective Date	Fall 2011	Approved by EPC
Department					
College	PR - Prov	ost			
Degree					
Program Name	LER	Progra	am Code		
Concentration(s)		_	entration(s) Code(s	;)	
Proposal	Revise Pr		(-, (-	,	
Description of proportion of proposal is to requirements.		iberal Ed	ducation Requirem	nent (LER) and	rename it the Kent Core
Does proposed revision Current total credit h	J	e progra	m's total credit ho Proposed total c	<del></del>	⊠ No
The adoption of thes and schools will be requirements. Som move from the curre in course offerings, Units consulted (oth The committee prep	se requiren required to e units will ent list of LE especially the r department of the proposes	nents will conside be requied to course for lower ents, proposal sal has be	Il have impacts on r how the Kent Co ired to change the ses to the new list division courses.  Ograms or campus has representationeen sought from the representation of the second course in the secon	current progra re Requirements of Kent Core co ses affected by n from each co	eacher education licensure): ams and offerings. Departments ats affect their major and minor accordingly. In addition, the ourses may necessitate changes this proposal): ollege and two regional campuses. as, department chairs and school
			REQUIRED EN	DORSEMENT	S
Department Chair /	School Dire	ector / C	ampus Dean		
Oallana Dana					
College Dean					
			<u> </u>		/
Executive Dean of F	kegional Ca	ampuses	s / Dean of Gradua	ite Studies	
Senior Vice Preside	nt for Acad	emic Aff	fairs and Provost		

## KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Dat	e 31-Aug-09	Curriculum Bulletin
		Effective Date	Fall 2010	Approved by EPC
Department	Provost's Office			
College	PR - Provost		•	
Proposal		12 wit 45 s	cenesta co	redit hows
Proposal Name	45-SGH-limit for	bachelordegree	students in a	non-degree granting/major
•		, ,		
Description of propo	osal:			
		y policy limiting the	e number of st	udent credit hours (SCH) an
undergraduate enro	lled in a baccalaure	eate program can	remain in a noi	n-degree granting major.
Describe impact on enrollment and staff				achment and duplication issues;
				r students to ensure that students
select a degree grai	nting major before	they accumulate n	nore than 45 St	CH.
Units consulted (oth	-	= :	•	this proposal): he August Dean's meeting.
Deans endorsed thi		ight campus acaut	eniic deans at t	The August Dealt's meeting.
-				
		REQUIRED EN	DORSEMENT	s
Department Chair /	Sahaal Director / C	omnus Doan		//
Department Chair /	School Director / C	ampus Deam		
Callaga Daga				/
College Dean				
E	N	/D	-t- OtII	/
Executive Dean of F			ate Studies	9,1,09
	AG. to			9,1,07
Senior Vice Preside	nt for Academic Aff	fairs and Provost		

#### **Proposal Summary**

Title: 45 SCH limit for bachelor degree students in a non-degree granting major to be effective Fall 2010

**Subject Specification:** This proposal recommends a University policy limiting the number of student credit hours (SCH) an undergraduate enrolled in a baccalaureate program can remain in a non-degree granting major. Graduate, associate degree and certificate students are excluded. This policy was recommended by the Advising Implementation Team (AIT) charged with implementing the decentralized advising model.

**Background Information:** All Kent State University campuses have exploratory and generalist majors enabling students to explore academic areas and/or meet minimum program requirements.

As of the end of Spring term 2009, the Kent Campus had 350 exploratory and 144 generalist students over 45 SCH. The Regional Campuses had 309 exploratory and 54 generalist students over 45 SCH. (See attached chart.) A critical component to success with this population is to help students find a degree path as soon as possible. Instituting an earlier deadline and providing the appropriate support to find an academic direction is fundamental to proactively intervening with this at-risk population.

Retention research consistently shows that students without a degree path are at risk for attrition. At the Kent Campus, the one year retention rates for exploratory, generalists and degree-path students are 67.2, 65.9 and 73.6 respectively (cohorts 2003-2005). RPIE's major movement report shows most students in non-degree majors withdraw after their second year. Therefore, the university has a narrow time frame to intervene with these at-risk students.

Institutional Research and Student Success, in partnership with other areas, will be developing a support process to help students find an academic direction. Creating a reasonable sense of urgency about selecting a major is critical to engaging the student in making this important decision.

Once fully implemented, the Graduate Planning System (GPS) will provide "flags" to the advisors when students are off track from their plan so that interventions with this population can begin during the students' first and second years. More immediately, the GPS website was launched on August 17, 2009 enabling students to shop for degrees based upon 13 broad interest areas. Other support processes under development include designing three five-week career exploration workshops to help students find an academic direction. Arizona State University, our best practice institution, has discovered that most students are ready to select a major after the first workshop.

There are likely to be extenuating circumstances preventing some exploratory and generalist students from declaring a major by 45 SCH. Furthermore, transfer students may come to the university unable to select a major upon admission to the university. Regional Campuses are open admission and must accept and enroll first-year students who lack strong academic preparation and transfer students on academic probation. Advisors will be empowered to

override this policy given individual situations and provide students making satisfactory academic progress one extra semester to find a degree path.

The number of student in non-degree majors will be monitored each semester to ensure that students are receiving the support needed to select a major. Advisors will be the primary contact to informing students of the 45 SCH limit.

Alternatives and Consequences: The consequence of not providing a deadline will be that the "unrequited" student population will continue to grow and students will not receive the support needed to find an academic direction. Furthermore, the university will not impact its graduation rate without a clear process and support system helping students to find an academic direction.

**Specific Recommendation and Justification:** T continue the excellence in action agenda and promote greater student success, the University will place a 45 SCH limit in a non-degree granted major for all baccalaureate students at all campuses and colleges.

#### Timetable and Actions Required:

Approval EPC: August/September 2009

GPS website: August 2009

Development of career exploration workshops: August 2009 – January 2010

Pilot career workshops: Spring Semester 2010 Formal Implementation of Policy: Fall 2010

C:\Documents and Settings\skandel\My Documents\advising\Proposal Summary 45 SCH limit for bachs.docx

Background information:
45 SCH limit for bachelor degree students in a non-degree granting major

KC	Exploratory	Students w	ith 45+ Curr	n Hours End o	of Spring 200	09
Major	46-60	61-75	76-90	91-120	120+	Total
UGS	200	62	44	34	10	350
<u> </u>	KC Genera	alists with 30	0+ Cum Hou	irs End of Spr	ing 2009	
AEDG	12	4	3	4	13	73
CAG	9	5	2	3	4	29
CCIG	3	2	<b>l</b>	3	4	18
EHSC	15	6	8	7	14	73
PFDM	10	<u> </u>	3	l	7	41
Grand Total	249	80	61	52	52	494

RC E	xploratory	Students w	ith 45+ Cum	Hours End o	of Spring 200	)9
Major	46-60	61-75	76-90	91-120	120+	Total
UGS	140	83	38	36	12	309
•	RC Genera	alists with 30	+ Cum Hou	rs End of Spr	ing 2009	
AEDG	2	2		_		4
CAG	3	7	1	5		16
CCIG	3		1	1		5
EHSC	14	5	3	5	2	29
PFDM						-
Grand Total	162	97	43	47	14	363

	Exploratory Students by Campus									
MAJOR	CAMPUS	46-60	61-75	76-90	91-120	120+	Grand Total			
EXPL	AC	3	3	2		ı	9			
	EC	1	4	2	1	1	9			
	GC	18	5	5	4	1	33			
	SA	15	5	2	5	3	30			
	ST	78	54	22	22	4	180			
	TR	18	8	2	4	2	34			
	TU	7	4	3	-		14			
EXPL										
Total		140	83	38	36	12	309			

## Draft catalog language Supporting the 45 SCH limit in non-degree granting majors

DRAFT: September 11, 2009

#### **Exploratory, Pre-Majors and General Majors**

Kent State offers the non-degree Exploratory major, pre-majors and generalist majors within each college and on all campuses to enable bachelor's degree-seeking students to explore academic areas and/or meet minimum program requirements. Baccalaureate students in these non-degree majors must declare a degree major by the time they have completed earned 45 semester credit hours. Students needing assistance with selecting a major are encouraged to must consult with their academic advisor.

#### **Special Non-Degree Students** http://www.kent.edu/catalog/2009/Policies/Non-degree.cfm

Admission as a special non-degree 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 non-degree students may apply to Kent State for any semester through the Admissions Office. Adult students may apply through the Adult Student Center. A non-refundable \$40 application fee is required. Admission is based on the same criteria detailed in Freshman Students or Transfer Students, whichever is appropriate.

Special non-degree students may remain in this special status for one academic year or until a maximum of 30 45 semester hours of credit is earned. Should special non-degree students wish to pursue a degree program, they may, prior to or upon earning 30 45 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 academic department or school.

# KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Date	te 28-Apr-09	Curriculum Bulletin
		Effective Date	Fall 2010	Approved by EPC
Department	NURS			
College	NU - Nursing			
Degree	MSN	- Master of Scier	nce in Nursing	
Program Name	NURSING	Pro	gram Code I	MEN NURS
Concentration(s)	Nurse Educator			on(s) Code(s) NUED
Proposal	Establish Progr			. ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
Nursing (MSN) pr	oroposal is to add ogram, which will he credits hours	prepare graduated by the property of the MSN with	tes to practice	ion to the Master of Science in e as nurse educators in clinical ator concentration will be 30 or
Does proposed re Current total credi			dit hours? sed total credi	□ Yes □ No it hours 30
issues; enrollmen licensure):	t and staffing con	siderations; nee	d; audience; p	encroachment and duplication prerequisites; teacher education
This proposed cos	urse does not imp	oact on other pro	grams.	
Units consulted (c	ther departments	s, programs or ca	ampuses affe	cted by this proposal):
No classes in othe for nursing educat		re impacted by th	nis course. Th	e course is geared specifically
ODE -	9B.	REQUIRED EN	IDORSEMENT	rs <u>4128109</u>
Department (hair /	School Director / C	Campus Dean		4,24,09
College Dean	Alla	<u> </u>		4 30,09
Senior Vice Preside		·		
Senior vice Preside	int for Academic Al	nans and Provost		



#### INTEROFFICE MEMORANDUM

DATE:

April 28, 2009

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

SUBJECT:

Proposal for the Establishment of a Nurse Educator Concentration in the MSN Program

Per the approval by vote of the College of Nursing Master's Curriculum Committee and faculty, I am requesting that the subject item be placed on the May 18, 200 agenda of the EPC, effective for Academic Year 2009- 2010. This item is a proposal by our Adult Clinical Nurse Specialist graduate faculty to establish a Nurse Educator concentration in the MSN Program.

The College of Nursing Master's Curriculum Committee and Faculty have reviewed and approved this proposal.

Enclosed is the proposal and CCP form for this post-master's certificate program.

Please contact me if there are any questions.

KB/alw

#### Title: Addition of a Nurse Educator Concentration within the Master of Science in Nursing

**Subject Specifications:** The intent of this proposal is to add a nurse educator concentration to the Master of Science in Nursing (MSN) program, which will prepare graduates to practice as nurse educators in clinical specialty areas. The credits hours of the MSN with a nurse educator concentration will be 30 or more hours and will be offered in an online format.

#### **Background Information:**

Thousands of qualified nursing applicants are being turned away from four-year colleges and universities. The AACN's survey found that 49,948 qualified applications were not accepted at schools of nursing last year due primarily to a shortage of faculty and resource constraints. Within this total, applications turned away include 41,385 from entry-level baccalaureate, 1,659 from RN-to-Baccalaureate, 5,902 from masters, and 1,002 from doctoral programs.\*

The top reasons reported by nursing schools for not accepting all qualified students into entry-level baccalaureate programs, include a lack of faculty (62.5%), insufficient clinical teaching sites (53.8%), limited classroom space (42.3%), insufficient preceptors (25.4%) and budget cuts (14.8)\*

The nurse educator concentration will prepare professional nurses with competencies in academic education and/or staff development. The genesis of the concentration was the former "functional role area" of education, which, from 1979 to approximately 1999, could be selected instead of administration or clinical practice within the focal areas of nursing of the adult, psychiatric mental health nursing, and parent-child nursing. During the nineties, changes in healthcare led to the development of nurse practitioner (NP) and clinical nurse specialist (CNS) concentrations as specific clinical practice functional roles. In addition, the administration role choice developed into the nurse management concentration. Interest of applicants in the education functional role area waned and in 1999 the courses associated with it became a post-master's certificate program.

Based on current needs and projected nursing faculty shortages and an increased demand for faculty at all levels of nursing education, addition of a nurse educator concentration within the MSN program is timely and necessary. Graduates of the concentration will be prepared to assume faculty roles in academic nursing programs, and educator roles in staff development and continuing education. This new concentration will provide an option for nurses wishing to pursue graduate study as preparation to teach, but for the past several years, have had to choose an advanced practice or management concentration in order to obtain a Master's degree. Further, the necessary coursework to support entry into a Doctor of Philosophy in nursing, which is considered the preferred degree for academic-based nurse educators, also will be provided by this new nurse educator concentration.

Students will work closely with the program coordinator to design an academic plan and practicum experiences that meet their career and professional development needs. Education

<sup>\*</sup>SOURCE: American Association of Colleges of Nursing, Research and Data Center, 2002-2008

courses emphasize curriculum and instruction theory, learning theory, role development, and program evaluation. Practicum experiences are designed to meet the individual student career goals in relation to the setting for the educational role, such as academic teaching, staff development, or continuing education.

A nine credit hour educator certificate, available for students with previous master's degrees, will continue to be offered. Courses in the certificate program are offered at the graduate level with practicum experiences designed to meet the unique needs of the student. Students graduating from the nurse educator MSN or certificate programs and having two years or more of full-time nursing education employment qualify for credentialing as Certified Nurse Educators from the National League for Nursing.

The curriculum is divided into two components. The core component (12 credits) focus is on knowledge and skills related to nursing theory, health care policy, and issues pertinent to advanced nursing practice, leadership and research common for all MSN graduate students. The concentration component (18 credits) provides an opportunity to apply advanced nursing knowledge to nursing education and to develop competency in the areas of teacher, scholar and collaborator.

Alternatives and Consequences: There is no alternative program within the Kent State University system. Nationally, there is a need for nurse educators and the demand is growing. It is anticipated that this curricular change will increase enrollment in the MSN program.

## Timetable and Actions Required: Presentation to and approval by:

College of Nursing Masters Curriculum Committee	April, 2009
College of Nursing Faculty	April, 2009
University Educational Policy Council	May, 2009

# Graduate requirement sheet for full-time students: Nurse Educator MSN 2 year Plan

Year I was a second	ng sayak dadagaya ya k	*Com/se paragrammental alegation as a few	Credit Control of the
Fall	NURS 60101 <sup>w</sup>	Theoretical Basis For Nursing Practice	3
	NURS 60601 <sup>w</sup>	Nursing Curriculum and Instruction in Higher Education	3
	NURS 60401 <sup>w</sup>	Nursing Research Methods I	2
Total			8
Spring	NURS 60602 <sup>w</sup>	Roles and Evaluation for Nursing Curriculums in Higher Education	3
	NURS 60402 <sup>w</sup>	Nursing Research Methods II	3
	NURS 60604	Nursing Health Care Clinical Issues in a Specialty Area	2
Summer	NURS 60041	Advanced Assessment of Adult Clients	3
Total			11
Total Year 1			19
Year 2		economic description of the second	event a transfer of the present of
Fall	NURS 60045	Pathophysiology for Advanced Practice Nurses	3
	NURS 60592	Nurse Educator Practicum	4 (2hr didactic and 2 hrs clinical/practicum)
Total			7
Spring	NURS 60450 <sup>w</sup>	Ethical And Cultural Issues for Health Professionals	2
	NURS 60451 <sup>w</sup>	Health Policy and Delivery Systems for Health Care Professionals	2
Total			4
Total Year 2			11
Total Program Hours	en e		30: 22 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
	NURS 61005 <sup>w</sup>	Nursing Informatics	3
	NURS 60441*	Pharmacology for Advanced Practice	3
	110103 00441	Nurses	

#### Assessment Plan (AQIP)

The nurse educator synthesizes advanced knowledge of: nursing curriculum and evaluation methods; teaching, learning, and change theory; information and instructional technology; learning environments and student services; communication strategies: teaching skills/techniques and professional development.

The graduate of the Master of Science in Nurse Educator will be prepared to:

- 1. Assume leadership in curriculum, instruction and evaluation by:
  a. acquiring, updating and enhancing integration of theory and practice of instructional methodologies, adult learning theories, cognitive abilities, learning styles and motivation b. exploring the influence of diversity within assessment, planning, implementation and evaluation of nursing education
- 2. Apply scholarly inquiry skills in the context of nursing education by participating in practice-based research.
- 3. Apply the knowledge and skills associated with collaboration to implement and enhance best practices in the teacher and the scholar roles

#### Methods to Assess Learning Outcomes

- 1. Written assignments will be required in the four education courses.
- 2. Clinical evaluation will be carried out by faculty preceptors, with input from clinical preceptors in the practicum courses, using a written clinical evaluation tool and direct observation of student and indirect evaluation through review of written documents.

#### 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, 2011.
- 2. Testing data from the National Certification agencies will be monitored for pass rates.
- 3. Post graduation evaluation surveys (will be distributed and data collection compiled by the Graduate Program Director and reviewed by the education faculty.
- 4. The program will be evaluated annually for strengths and weaknesses.

#### NURSE EDUCATOR CONCENTRATION COURSES

#### **NURS 60601**

#### NURSING CURRICULUM AND INSTRUCTION IN HIGHER **EDUCATION (3)**

Prepares nurses to teach content and facilitate advanced critical thinking in the areas of curriculum planning, design, development, implementation and evaluation in higher education nursing.

#### **NURS 60602**

#### ROLES AND EVALUATION FOR NURSING CURRICULUMS IN **HIGHER EDUCATION (3)**

Focuses on theory, history and techniques of evaluation for nursing educational programs. Faculty and student roles and legal and ethical issues are also addressed. Prerequisite: NURS 60601

**NURS 60604** 

Clinical

NURSING HEALTH CAREAUSSUES IN A SPECIALTY AREA (2) (new course) Focuses on the theory, research, and evidenced-based practice related to biophysiological, psychosocial, cultural, ethical, developmental, environmental and policy factors of a specialty area in nursing practice. Students gain a basic understanding of the multiple factors related to the functional health patterns among individuals in the specialty population. Prerequisite: NURS 60601 Corequisite NURS 60602.

Nurse Educato- Practicum **NURS 60592** 

### -PRACTICUM-IN NURSING HIGHER EDUCATION (4) (new course)

Curriculum design, implementation and teaching experience with nursing master teacher in higher education undergraduate nursing courses. Prerequisite: NURS 60604, NURS 60601 and NURS 60602.

# PROPOSAL TO ESTABLISH A MASTER OF PUBLIC HEALTH AND A PH.D. 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 the establishment of the Master of Public Health (M.P.H.) and the Ph.D. in Public Health degrees.

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.

Kent State University proposes to establish a Master of Public Health degree to be offered in five specialization areas: (1) Epidemiology, (2) Biostatistics, (3) Environmental Health Sciences, (4) Social and Behavioral Sciences, and (5) Health Policy and Management. The plan is to develop a program that will meet accreditation criteria, which requires five specializations:

"The five areas of knowledge considered basic to public health include biostatistics, epidemiology, environmental health sciences, health services administration, and the social and behavioral sciences. A school of public health must provide depth of training in each of these areas, sufficient for a student to pursue a professional degree, concentration, specialty or major, depending on the terminology of the institution. Depth of training requires a critical mass of faculty and sufficient advanced-level courses to support the program. Other public health specialties may be offered when the school has the critical mass of faculty to assure depth of training in those specialties. Generalist training may be offered in addition to the concentrations or areas of specialization.

All degree programs, at all levels and all areas of specialization, offered by a school of public health, including those offered in a format other than regular, on-site course sessions (e.g., distance learning, executive), must be presented for accreditation review. The school is the unit of CEPH accreditation and all degree programs are expected to respond to appropriate CEPH criteria; the sole exception is interdisciplinary degree programs for which control of the curriculum rests outside of public health."

The Master of Public Health with the five specializations will implement the core competencies for master's degrees in public health as described by the Association for Schools of Public Health Education Committee<sup>2</sup>. These competencies are developed to give programs a baseline overview of the knowledge, skills and attributes that are expected of public health professionals.

<sup>&</sup>lt;sup>1</sup> Accreditation Criteria for Schools of Public Health (page 11). Council on Education for Public Health. www.ceph.org/i4a/pages/index.cfm?pageid=3352

<sup>&</sup>lt;sup>2</sup> Master's Degree in Public Health Core Competency Development Project (2006). Association for Schools of Public Health Education Committee. www.asph.org/userfiles/version2.3.pdf

Kent State University also proposes to develop a Ph.D. in Public Health in three specialization areas:

- (1) Prevention Science is an interdisciplinary program aimed at promoting adaptive health behavior in populations across the life course. Graduates of this program will be able to design and evaluate public health interventions and have 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. Given the active research of Kent State University's public health faculty, particularly in the area of violence and substance abuse prevention, students will likely have the opportunity to work on large scale externally funded prevention research.
- (2) <u>Health Policy and Management</u> is an interdisciplinary program that incorporates health services research, health policy analysis, and health care planning and management to address public health risks and to develop health services delivery models. Given the active research of Kent State University's public health faculty in identifying service gaps, developing evidence based practices and policy analysis, the doctoral students in this specialization will emerge with strong skills in the areas of strategic management of public health care organizations, alternative models of service financing and strategies for improving services.
- (3) Epidemiology is designed to train students to examine the conditions and determinants of diseases in populations. Graduates of this program will be able to apply quantitative and qualitative methods to examine critical and/or emerging health issues. Students will gain advanced ability to analyze large data sets in order to project health trends in populations of interest. Students in this specialization will benefit from active faculty research agendas in biopreparedness, public health surveillance systems, chronic disease epidemiology and infectious disease epidemiology.

The plan to offer three specializations is consistent with accreditation criteria<sup>3</sup> that states:

"In order to be accredited, a school of public health shall have sufficient faculty, expertise, availability of advanced courses, and active research sufficient to support the development and offering of at least three doctoral degree curricula. A school can be pre-accredited if one doctoral program has graduated at least one student and the other two are fully functional, with five full time faculty and with the programs, curriculum and courses fully approved and at least one doctoral student enrolled in each program. The doctoral programs may be professional or academic degrees. A doctoral degree relevant to public health would be in one of the major disciplines or major areas of practice within public health."

The Kent State University proposal for the three doctoral specializations is based on high chronic and infectious disease rates in our region and the need for prevention education and research in public health. This rationale is further substantiated by the research strengths of the Kent State University faculty in the new College of Public Health and workforce needs in Ohio and nationally.

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 degree programs, as proposed, not only enhance the "community engagement" of the university, but also foster 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. 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 funds to create 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.

<sup>&</sup>lt;sup>3</sup> Accreditation Criteria for Schools of Public Health (page 18). Council on Education for Public Health. www.ceph.org/i4a/pages/index.cfm?pageid=3352

### 3. Describe any unique characteristics or resources that make it particularly appropriate for your institution to offer the proposed program.

There are several distinguishing plans for the Kent State University College of Public Health:

- The College of Public Health will be the only school in Ohio to offer all three degree levels of public health education. The plans for the college have been endorsed by the LEAP (Liberal Education and America's Promise) Compass Project of the Association of American Colleges and Universities, whose senior director wrote, "We are pleased to learn that Kent State University has made such a significant commitment to public health education through the new college and degree programs. This is an institutional act of citizenship and a critically important move into emerging leadership among public health schools and programs."
- The College of Public Health will implement an academic health department model, offering to Northeast Ohio health departments the opportunity to fully collaborate and co-locate services on Kent State University's eight campuses. This approach will enable Kent State University students to fully participate in daily public health functions as a key component of their formal public health education. Practitioners will serve on curriculum committees and other key college committees and will have the opportunity to teach as adjuncts. Further, the presence of public health faculty and graduate students in disciplines such as biostatistics and epidemiology will offer enhanced data analysis services to the public health system.
- ➤ The College of Public Health will develop a primary focus on prevention, which may serve as a national, if not international, model to other public health programs and, ultimately, positively affect the health of Ohioans, who will be offered the opportunity to participate in the development of new evidence-based prevention programs.

Together, these distinguishing features will make the Kent State University College of Public Health unique in the region and in Ohio.

Because of the multidisciplinary nature of public health, many of the elective courses to be offered in this program will be offered in collaboration with existing colleges:

Arts and Sciences
Biology
Geography
Justice Studies
Psychology

Education, Health and Human Services
Community Health Education
Human Development and Family Studies
Nutrition

Nursing

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 Ph.D. degree in biomedical sciences in partnership with NEOUCOM and, more recently, 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 Ph.D. 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

Sociology

1. Explain the rationale of this program.

The public health challenges facing Ohio are daunting. The state of Ohio has chronic disease rates above national averages: heart disease 224.3 per 100,000 (211.1 U.S.), 9.5 percent of Ohioans have diabetes (8.1 percent U.S.); 14.1 percent of the adult population (ages 21-64) in Ohio are disabled (12.8 percent U.S.); 61.2 percent of Ohioans are obese (60.0 percent U.S.); 23.0 percent of adults in Ohio smoke (19.3 percent U.S.); and poor mental health among adults is at 36.1 percent (33.3 percent U.S.)<sup>4</sup>.

<sup>&</sup>lt;sup>4</sup> The Henry J. Kaiser Family Foundation (2009), www.statehealthfacts.org/profileglance.jsp?rgn=37

More than 851,000 Ohioans suffer from substance dependence or abuse; however, only 11 percent of those needing treatment for alcohol and drug problems presently receive it. About half of all workers' compensation claims in Ohio are related to alcohol or drug abuse in the workplace. Approximately 80 percent of Ohio inmates have a substance disorder<sup>5</sup>. Over 80 percent of adolescents involved in the criminal justice system report witnessing or being victimized by high levels of violence at home, at school or in their neighborhood; and nearly one-third of these youths report significant mental health problems<sup>6</sup>.

As a result, the need for expertise in public health in Ohio is critical, particularly in the areas of infectious disease prevention (e.g., HIV, STD, pandemic flu); chronic disease prevention (e.g., obesity, heart disease, substance abuse, tobacco use, mental illness); and violence and injury prevention.

The number of schools of public health in the United States loosely correlates with populations in the largest states. For example, California and New York have four schools of public health each, Texas and Florida have three schools each, and Pennsylvania has two. In contrast, Ohio, the seventh largest state, has only one school of public health, at The Ohio State University.

Projected public health workforce needs at the national level:

According to an assessment released by the Association of Schools of Public Health<sup>7</sup>:

The public health workforce is diminishing over time (there were 50,000 fewer public health workers in 2000 than in 1980).... At the same time, the U.S. population is growing (a projected 19% increase from 2000 to 2020), and an additional 23% of public health professionals are eligible to retire by 2012.... More than 250,000 additional public health workers will be needed by 2020 to avert a public health crisis.... Over the next 12 years, schools of public health would have to train three times the current number of graduates to meet projected needs.

A December 11, 2008, U.S. News & World Report listed health policy specialists among the top thirty "best careers" in the country for the coming year. Besides local, state and national health agencies, students will be able to pursue positions at hospitals and clinics, the insurance industry, pharmaceutical companies, managed care organizations, consumer advocacy agencies, wellness centers, laboratories, consulting firms, and voluntary health organizations.

National trends as estimated by the Bureau of Labor and Statistics<sup>8</sup> also indicate a substantial need for public health programs, with approximately *220,000* new positions by 2016 in the five public health specializations—as proposed for the Kent State University Master of Public Health—across the public and private sectors.

#### **Employment Data Matrix Summary Table, 2006–2016**

Occupation	Numeric Change
Epidemiology	612
Statistics	1,909
Environmental Health	59,221
Social and Behavioral Sciences	115,174
Health Policy and Management	42,985
Total	219,901

<sup>&</sup>lt;sup>5</sup> White Paper on the Costs of Untreated Substance Abuse in Ohio (2008). Ohio Alliance of Recovery Providers.www.ohioarp.org/Ohio-Alliance-of-Reovery-Providers/white-page

<sup>&</sup>lt;sup>6</sup> Flannery, D., Singer, M., & Wester, K. (2001). Violence exposure, psychological trauma and suicide risk in a community sample of dangerously violent adolescents. Journal of the American Academy of Child & Adolescent Psychiatry, 40 (4), 435-442.

<sup>&</sup>lt;sup>7</sup> Public Health Workforce Crisis FAQs. Association of Schools of Public Health (February 27, 2008). www.asph.org/document.cfm?page=1040

<sup>&</sup>lt;sup>8</sup> National Employment Data Matrix. Bureau of Labor and Statistics. www.bls.gov/emp/empoils.htm

It should be noted that the data does not include new job opportunities for public health graduates, especially in epidemiology and biostatistics, in the private sector such as with pharmaceutical and insurance industries. The table also does not include many retraining needs. Finally, from the Bureau of Labor and Statistics: "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."

#### Projected public health workforce needs at the state level:

The United Health Foundation projects that by the year 2020 the public health workforce shortages for the state of Ohio will be *in excess of 10,000 workers*. The public health training from all the current Ohio programs is not expected to meet the workforce needs in Ohio given current graduation averages.

It is important to observe that *there is currently no undergraduate program in public health in Ohio*. The Association of Schools of Public Health has encouraged academic institutions to find multiple approaches to recruit and educate students about career opportunities in public health<sup>9</sup>. Kent State University feels strongly that initiating a new school with three levels of higher education is a responsive action to this challenge. Furthermore, Kent State University College of Public Health's plan to develop dual degree programs (e.g., collaboration with the College of Nursing to establish a dual B.S.N./B.S.P.H. degree program) would clearly address the pathways needed to develop a new generation of public health nurses and professionals in other disciplines with public health training.

#### Projected public health workforce needs at the regional level:

The Ohio Department of Jobs and Family Services has provided projections for employment in public health occupations from 2004-2014<sup>10</sup>. Increases in employment in these public health occupations vary from 4.6 to 24.4 percent, with 32 percent of the projected 46,080 jobs located in Northeast Ohio.

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 public health, including academic positions for those trained at the doctoral level or continue to pursue graduate and professional programs in public health, business, law or medicine.

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 internship and dissertation 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 graduate and professional programs (including the Master of Public Health program offered by 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.

According to an assessment released by the Association of Schools of Public Health (ASPH) on February 27, 2008<sup>11</sup>: "The public health workforce is diminishing over time (there were 50,000 fewer public health workers in 2000 than in 1980)...At the same time, the U.S. population is growing (a projected 19 percent from 2000 to 2020) and an additional 23 percent of public health professionals are eligible to retire by 2012.... More than 250,000 additional public health workers will be needed by 2020 to avert a public health crisis." Further, "Over the next 12 years, schools of public health would have to train three times the current number of graduates to meet projected needs."

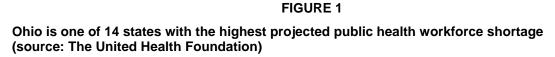
The United Health Foundation projects the public health workforce shortages for the state of Ohio by the year 2020 to be *in excess of 10,000 workers*. Based on the data available on the public health graduates from all the current Ohio programs, it is highly unlikely that the currently available public health program can meet the workforce needs in Ohio.

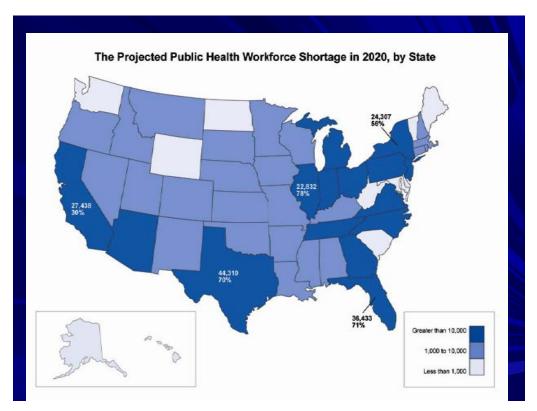
-

<sup>&</sup>lt;sup>9</sup> Pathways to Public Health. Association of Schools of Public Health. http:// pathwaystopublichealth.org

<sup>&</sup>lt;sup>10</sup> Ohio Labor Market Information. Ohio Department of Jobs and Family Services. ohiolmi.com.

<sup>&</sup>lt;sup>11</sup> American Schools of Public Health, http://www.asph.org/document.cfm?page=1040





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.

Figure 2 on the next page summarizes these data for public health occupations. Increases in employment in these public health occupations vary from 4.6 percent to 24.4 percent. Although students from the Kent State College of Public Health will be recruited internationally, nationally and statewide, the data in Figure 2 are further disaggregated into regions 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, Holmes, Coshocton and Muskingum counties)

Region 12 (Ashtabula, Trumbull and Mahoning counties)

Of the 46,080 jobs in public health occupations projected for the state in Figure 2, 14,790 (32.1 percent) of public health jobs are projected in the four regions in Northeast Ohio.

### Figure 2 Projected Employment in Public Health Occupations in Ohio, 2004-2014

For each public health occupation, the projected employment<sup>12</sup> (with projected change in parentheses) in Ohio from 2004-2014 is listed.

Occupation	Region 8 <sup>13</sup>	Region 9 <sup>14</sup>	Region 10 <sup>15</sup>	Region 12 <sup>16</sup>	State
Environmental Science and					960
Protection Technologies, Including	N/A <sup>17</sup>	N/A	N/A	N/A	(4.6)
Health					(4.0)
Occupational Health and Safety	N/A	N/A	N/A	N/A	620
Technician	IN/A	IN/A	IN/A	IN/A	(5.1)
Health and Safety Engineers, Except	140	110			1,030
Mining Safety Engineers and	(0.0)	(0.0)	N/A	N/A	(7.0)
Inspectors	(0.0)	(0.0)			(7.0)
Occupational Health and Safety	230	150	N/A	N/A	1,990
Specialists	(4.5)	(7.1)	IN/A	IN/A	(8.4)
Environmental Scientists and	280	370	N/A	N/A	3,200
Specialists, Including Health	(7.7)	(12.1)	IN/A	IN/A	(10.0)
Environmental Engineering	400	120	N/A	N/A	1,370
Technicians	(14.3)	(20.0)			(14.4)
Medical and Health Services	2,270	1,420	390	510	12,260
Managers	(14.6)	(16.4)	(11.4)	(18.6)	(15.5)
Medical and Public Health Social	1,880	580	440	250	7,370
Workers	(16.0)	(20.8)	(12.8)	(13.6)	(16.6)
Health Educators	370	270	N/A	120	1,890
Health Educators	(19.4)	(12.5)		(20.0)	(17.8)
Mental Health Counselors	500	370	170	130	3,600
	(19.0)	(19.4)	(13.3)	(18.2)	(19.5)
Substance Abuse and Behavioral	480	350	N/A	110	2,580
Disorder Counselors	(20.0)	(20.7)	IN/A	(10.0)	(20.0)
Environmental Engineers	410	270	N/A	N/A	1,510
Environmental Engineers	(28.1)	(28.6)	IN/A	IN/A	(20.4)
Mental Health and Substance Abuse	1,320	N/A	N/A	380	7,560
Social Workers	(22.2)	13/7	14/7	(22.6)	(23.5)
Industrial-Organizational	N/A	N/A	N/A	N/A	140
Psychologists					(24.4)
TOTAL	8,280	4,010	1,000	1,500	46,080

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.

#### Data taken from:

http://www.ohioworkforceinformer.org/cgi/dataanalysis/AreaSelection.asp?tableName=Occpri

Finally, it should be recognized that there are many job opportunities available to the graduates of public health programs. A January 15, 2009, US News & World Report listed public health among the top ten "best careers" in the country for the coming year. Besides local, state and national health agencies, students could 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.

<sup>&</sup>lt;sup>12</sup> **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 US, State, and regional characteristics that are likely to affect the region's economy. (http://www.bls.gov/emp/)

Region 8 encompasses Lorain, Cuyahoga, Lake, and Geauga counties.

<sup>&</sup>lt;sup>14</sup> Region 9 encompasses Medina, Wayne, Summit, Stark, and Portage counties.

<sup>&</sup>lt;sup>15</sup> Region 10 encompasses Columbiana, Carroll, Jefferson, Harrison, Belmont, Tuscarawas, Guernsey, Homes, Coshocton, and Muskingum counties.

<sup>&</sup>lt;sup>16</sup> Region 12 encompasses Ashtabula, Trumbull, and Mahoning Counties.

All values entered as N/A refer to statistics that are not available per the Ohio Workforce Informer.



Figure 1: Ohio Economic Development Regions

In developing the College of Public Health and planning the M.P.H and Ph.D., Kent State has contacted health commissioners in Northeastern Ohio to seek their input and opinions. We received responses from health commissioners in or near the counties in which Kent State campuses are located. Responses were received from:

Alliance City Carroll County Mahoning County Summit County
Ashtabula City Elyria County Medina County Trumbull County
Ashtabula County Geauga County Portage County
Canton City Kent City Stark County

With regards to expected retirements in the next three years, the fourteen responding agencies indicated that they are expecting to have sixty-four openings, in addition to their current unmet staff needs. The greatest needs were in the areas of administrative staff, public health program managers, public health nurses and environmental health workers. 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.

Letters of support for the proposed programs are in Appendix A.

### 4. Indicate any licensure or certification requirements for which this program will prepare students.

MPH students in Environmental Health may be interested in the Certification as a Registered Sanitarian. Students in the program will be eligible to sit for the licensure exam leading to certification as a Health Education Specialist from the National Commission for Health.

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.

In addition, Kent State University has recently 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.

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 wil allow the university to extend its community outreach and its image building. The program will also 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. Another benefit of the program will be to health departments in the surrounding areas as well as to the academic researchers at Kent University. During our preliminary personal visits with public health officials at Departments of Health in the Kent State area, health commissioners in these areas have shown interest in collaborative research and demonstration projects with faculty members on campus.

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 of current Kent State University undergraduate juniors and seniors was conducted with a response from 1,421 students (11 percent sample of 12,567 juniors and seniors). The survey was conducted during two weeks in March 2009 via an online survey of which all juniors and seniors were asked to reply. Of the responding students, 50.3 percent indicated being somewhat or very interested in a public health career, and 45.5 percent indicated being somewhat or very interested in graduate education in public health. At the end of the survey, 156 students asked to be contacted when the graduate degrees become available. It is assumed that a subset of these students will comprise the first incoming classes for the graduate degree programs.

Student Survey	of Public Heal	th Specialization	Interest
Oludelii Oui ve	, oi i abiic i icai	ui obecializatioi	

Specialization Area	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)

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.

The Ohio State University is the only Council on Education for Public Health-accredited school in the state. Ohio institutions offering the M.P.H include:

Case Western Reserve University Consortium of Eastern Ohio Northwest Ohio Consortium Ohio State University University of Cincinnati Wright State University As the only program in Northeast Ohio, it is important to distinguish the Consortium of Eastern Ohio Master of Public Health (CEOMPH) program from the proposed Kent State University Master of Public Health, as there have been concerns expressed about whether the proposed Kent State University program will compete with the existing CEOMPH program. The CEOMPH mission statement<sup>18</sup> states:

The mission of the Consortium of Eastern Ohio Master of Public Health program is to provide accredited public health education designed for the working professional.

The CEOMPH final self-study 19 states:

CEOMPH seeks to meet the educational needs of professionals in the eastern Ohio community who are seeking to further their careers through advanced training in public health. Class size has been limited to no more than 40 students; although class sizes have been in the range of 22-33 students each year. There have been enough applicants to date that large-scale recruitment has not been a priority of the program.

#### Comparison of the two programs:

Consortium of Eastern Ohio Master of Public Health	Kent State University's Proposed Programs
Generalist M.P.H. program	Will offer B.S.P.H., M.P.H. with five specializations, and Ph.D. in three specializations
Targets "working professionals"	Will recruit traditional full-time students
Moving toward completely online program	On-site instruction with optional synchronous communication modality
Few students with the M.P.H. have plans to enter doctoral programs (0 in 2006; 3 in 2007; 1 in 2008)	Both B.S.P.H. and M.P.H. may feed into the Ph.D.

Kent State University anticipates collaboration with the CEOMPH program once the college of public health is fully operational. CEOMPH students may take courses at Kent State University, transferring them to their home institution, and will have access to many public health elective courses. Kent State University's B.S.P.H. students may elect to enter the CEOMPH generalist program (particularly those who want to enter the workforce full time) or other Northeast Ohio programs, such as the NEOUCOM medical or pharmacy programs. Finally, Kent State University looks forward to continuing their many research collaborations with faculty across the CEOMPH program.

There is only one Ph.D. in Public Health in Ohio, at The Ohio State University. The Ohio State University School of Public Health graduated an average of four doctorates in public health each year from 2002 to 2007<sup>20</sup>.

Kent State University proposes that the available Ph.D. programs in Ohio at The Ohio State University and Case Western Reserve University are not sufficient to meet the national need for doctorate trained personnel in public health.

<sup>&</sup>lt;sup>18</sup> Mission Statement. Consortium of Eastern Ohio Master of Public Health. www.neoucom.edu/MPH/index.php?page=About CEOMPH

<sup>&</sup>lt;sup>19</sup> Accreditation 2009 Self Study (March 2009, pg. 179). Consortium of Eastern Ohio Master of Public Health. www.neoucom.edu/MPH/index.php?page=Accreditation\_2009

<sup>&</sup>lt;sup>20</sup> 2008 Annual Data Report. Association of Schools of Public Health. www.asph.org/UserFiles/2008%20Data%20Report.pdf (page 73)

#### 8. Explain how these programs differ from the one proposed.

The differentiation of the programs by specialization for the M.P.H is as follows:

Case Western Reserve University	Consortium of Eastern Ohio	Northwest Ohio Consortium	Ohio State University	University of Cincinnati*	Wright State University
Population Health Research	Generalist M.P.H.	Environmental & Occupational Health and Safety Science	Environmental Health Sciences	Public Health Leadership, Management and Policy	Emergency Preparedness
Global Health		Public Health Epidemiology	Epidemiology	Health Promotion and Education	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	*Not a CEPH accredited program	Health Promotion and Education
		Public Health Nutrition	Biostatistics		
			Veterinary Public Health		
			Clinical Investigation		

The Kent State M.P.H. will be offered in the five CEPH-required specializations: Social and Behavioral Sciences, Health Policy and Management, Biostatistics, Environmental Health and Epidemiology. Therefore, the Kent State M.P.H. will not offer a generalist M.P.H. (and therefore will not duplicate the Consortium of Eastern Ohio program) and is most comparable to the Ohio State University programs.

The specializations offered by Ohio State's Ph.D. program are in biostatistics; environmental health sciences; health behavior and health promotion; epidemiology; and health services management and policy. The Kent State Ph.D. program will offer three specialization, duplicating epidemiology and health policy and management, however, differentiating the social and behavioral and science program in prevention science.

Case Western Reserve School of Medicine offers a Ph.D. in Epidemiology and Biostatistics with a specialization in Health Services Research. However, this degree is not a Ph.D. in Public Health.

#### 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 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.

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<sup>21</sup> and his 2008 State of the University Address.

<sup>&</sup>lt;sup>21</sup> "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)

## 2. Describe how and when institutional clearances or approvals for the new program were achieved.

The final, full proposal was approved by the following bodies:

Provost and Senior Vice President	September 14, 2009
Educational Policies Council	September 21, 2009 estimated
Faculty Senate	TBD
Kent State University Board of Trustees	

## 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 members were external constituencies (i.e., NEOUCOM, Summa Health System, and 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 interim dean of The Ohio State University's School of Public Health and founding dean of Florida International University's College of Public Health.

The curriculum was subsequently reviewed by Mary Peoples-Sheps, Dr.P.H., senior associate dean for public health, College of Public Health and Health Professions, University of Florida. Dr. Peoples-Sheps review is presented in Appendix B. She writes, "The Program Development Plans for the Master of Public Health (M.P.H) and Doctor of Philosophy (Ph.D.) degree at Kent State University are consistent with the requirements of the Council on Education for Public Health (CEPH), the Department of Education accrediting body for schools of public health, and reflects an appropriate response to the need/demand for public health researchers and academics in Ohio and nationally. In addition, the proposal demonstrates a thoughtful design process and a strong plan for future development."

#### E. Academic Control

#### Describe administrative arrangements for the program (department, college and/or school involved).

The proposed M.P.H. and Ph.D. programs will be housed in the College of Public Health. The organizational chart of the College of Public Health is presented in Appendix C. Kent State University has initiated a formal search for a dean of the College of Public Health. In the interim, Kent State University Senior Vice President and Provost Robert G. Frank is the college's acting dean. Dr. Frank previously served as dean of the College of Public Health and Health Professions at the University of Florida, Gainesville.

As of September, Kent State University College of Public Health has 15 full-time, tenure-track faculty members (two will begin in October, 2009 and one in January, 2010). Faculty recruitment will continue throughout academic year 2009-10. It is anticipated that the College of Public Health will have 25 full-time faculty members by fall 2010 when the first student cohorts arrive. The current faculty have been assigned to the development of new courses in place of a teaching load during academic year 2009–2010. In general, all faculty members are participating or invited to participate in the development of college formation-related activities, including curriculum development, proposal writing and reviews, development of handbooks, and recruitment of faculty members. All of these activities are discussed and approved in the faculty meetings.

The College of Public Health has appointed an interim associate dean for academic affairs (Dr. Alemagno). There will also be a minimum of two full-time non-tenure-track instructors to assist in undergraduate teaching, as well as a full-time student advisor by the time students arrive. The College of Public Health has a full time Business Manager and a full time Administrative Assistant.

An assistant dean for community relations (Kenneth Slenkovich) was hired on July 1, 2009, to develop the College of Public Health's community partners program. This community partners program will include several components: continuing education for public health professionals, student internships and job placement, student recruitment, and joint academic-community projects and research.

Kent State University has already identified more than 15 adjunct faculty members—including practitioners from local health departments who have teaching experience—and more than 20 faculty members from across the Kent State University campus who have served as reviewers for the Public Health curriculum and have requested to remain engaged in efforts of the College of Public Health. The College of Public Health faculty will review and vote on each adjunct faculty appointment in the college according to standardized requirements. In addition, the college faculty and administrators will adhere to all the requirements of the Kent State University collective bargaining agreement.

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 due to the need to address CEPH requirements, 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 M.P.H 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. Kent State University anticipates research collaborations with Northeastern Ohio universities conducting health research.

3. Specify the articulation arrangements with other institutions that will be in effect for the program. Attach appropriate documentation for such arrangements, if any.

No such agreements are in place at this time.

#### F. Curriculum

1. Describe the program, including each option and concentration, as it would appear in a catalog.

#### CURRICULUM FOR THE PROPOSED MASTER OF PUBLIC HEALTH

The Master of Public Health curriculum consists of a minimum of 45 credit hours organized in four curricular domains:

- 1. Core courses (18 credit hours)
- 2. Courses required for each specialization (15 credit hours)
- 3. Elective courses (6 credit hours)
- 4. Practicum and culminating experience (6 credit hours)

Core Courses (18 credit hours)

SBS	50020	Public Health Prevention
BST	52019	Biostatistics in Public Health
EHS	52018	Environmental Health Concepts in Public Health
EPI	52017	Fundamentals of Public Health Epidemiology
HPM	52016	Public Health Administration
HPM	52015	Emerging Issues in Public Health Policy and Management

(15 credit hours)

Specialization	is. (13 credit flours)	
EPI 63017 EPI 63015 EPI 63014	Epidemiology of Infectious Diseases	
BST 63014 EPI 63017 BST 63013	Categorical Data Analysis Applied Regression Analysis Epidemiological Analysis Experimental Designs Survival Analysis	
EPI 63016 EHS 53012 EHS 63010 EHS 63011	Health Sciences Principles of Epidemiologic Research Environmental and Occupational Health Applied Risk Assessment Application of Risk Analysis in Environmental Health Emerging Environmental Health Issues and Response	
SBS 50002 SBS 50030 SBS 54634 SBS 53008	Quantitative Methods In Social and Behavioral Sciences Seminar in Public Health Prevention Social Determinants of Health Behaviors Grant Writing in Social and Behavioral Sciences Public Health Programs: Planning, Implementation and Evaluation	
HPM 53007 HPM 53006 HPM 53005 HPM 53004	nd Management Public Health Programs: Planning, Implementation and Evaluation Cost Benefit Analysis of Public Health Programs Financial Management for Public Health Organizations Public Health Policy, Law and Ethics Health Care Systems	

Specializations:

#### Electives (courses must be approved by faculty advisor) (6 credit hours)

In addition to the elective courses available in other public health specialization areas and beyond the required courses in a student's specialization within the College of Public Health, there are many graduate-level courses available from other Kent State University colleges. Examples of electives from other disciplines at Kent State University are presented below. These electives are graduate-level courses in health education (College of Education, Health and Human Services); and sociology, philosophy, public administration and political science (College of Arts and Sciences).

HED	64010	Health Informatics
HED	64051	Behavioral Aspects of Disease
HED	64055	Needs Assessment and Program Planning
HED	64057	Evaluation of Health Promotion Programs
HED	64059	Communication and Marketing in Health Education and Promotion
HED	64060	Grant Writing for Health Education and Promotion
HED	64080	Advocacy and Policy Issues in Health Education and Promotion
PADM	60370	Public Management Concepts and Practices
PADM	60373	Public Budgeting
PADM	60474	Health Care Reimbursement
PHIL	50005	Health Care Ethics
POL	60303	Regulatory Policy

#### **Practicum and Culminating Experience**

(6 credit hours)

PH 60172 Culminating Experience Seminar

PH 60192 Practicum Experience

The Practicum and Culminating Experience are requirements for all Master of Public Health students. Students 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.

#### **CURRICULUM FOR THE PROPOSED PH.D. IN PUBLIC HEALTH**

The Ph.D. in Public Health is a 90 credit hour program. Each specialization consists of four major components:

- 1. Public health prerequisites (12 credit hours)
- 2. Core courses research tools (12 credit hours)
- 3. Dissertation (30 credit hours)
- 4. Courses required for each specialization (36 credit hours)
  Includes 9 hours of Content Specific Methods courses, 15 hours of Content Specific Courses,
  and 12 hours of Content Related Electives

Prerequisites			(12 credit hours)
EHS BST HPM EPI	52019 52016	Emerging Environmental Health Issues and Response Biostatistics in Public Health Public Health Administration Fundamentals of Public Health Epidemiology	
Public Health Core – Research Tools			(12 credit hours)
BST EPI SBS HPM	72028 50020	Multivariate Analysis Methods of Evidence Based Public Health Public Health Prevention Grant Writing in Public Health	
Dissert	ation		(30 credit hours)
PH PH	80199 80299	Dissertation I Dissertation II	
Specia	lizations	(36 credit hours)	

#### Prevention Science Specialization

Content Specific Method Courses (9 credit hours) 73029 Public Health Surveillance Systems EPI 83014 Applied Regression Analysis **BST** BST 73010 Qualitative Methods for Public Health Research Content Specific Courses (15 credit hours) SBS 73018 Theories of Prevention Science I SBS 73019 Theories of Prevention Science II 73020 Advanced Methods in Prevention Science SBS SBS 80198 Directed Research in Prevention Science SBS 80100 Emerging Issues in Prevention Science

#### Content Related Electives (12 credit hours)

Content related elective courses should be selected by the student with a 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.

Example of content electives in violence prevention available in political science (College of Arts and Sciences):

POL 70702 Justice Institutions

```
POL
       70703 Community and Domestic Violence
       70704 Theories of Crime and Delinguency
POL
POL
       70705 Comparative Justice Institutions and Policy
POL
       70706 Victimology
       70707 Law, Justice and Society
POL
       70791 Seminar in Justice Politics and Policy
POL
And other electives as approved by the faculty advisor
```

#### Health Policy and Management Specialization (36 credit hours)

#### Content Specific Method Courses (9 credit hours)

83014 Applied Regression Analysis BST 73031 Public Health Policy Analysis HPM EPI 83017 Epidemiological Analysis

#### Content Specific Courses (15 credit hours)

80198 Directed Research in Prevention Science

HPM 73021 Health Care Finance

HPM 73022 Strategic Management of Health Care Organizations

HPM 73023 Operations Management in Public Health

72015 Emerging Issues in Health Policy and Management HPM

#### Content Related Electives (12 credits hours)

Content related elective courses should be selected by the student with a 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.

Example of content electives in public program evaluation available in political science (College of Arts and Sciences) and in health education (College of Education, Health and Human Services):

70379 Program Evaluation I POL

POL 70384 Public Agency Management

HED 74055 Needs Assessment and Program Planning in Health Education

HED 74057 Evaluation of Health Promotion Programs

HED 74062 Administration of Health Promotion Programs

And other electives as approved by the faculty advisor

#### Epidemiology Specialization (36 credit hours)

#### Content Specific Method Courses (9 credit hours)

BST 83013 Experimental Designs **BST** 83012 Survival Analysis ΕPI

83017 Epidemiological Analysis

#### Content Specific Courses (15 credit hours)

73024 Emerging Issues in Chronic Disease Epidemiology ΕPI ΕPI 73025 Emerging Issues in Infectious Disease Epidemiology EPI 73026 Design and Implementation of Health Surveys EPI 73027 Biological Basis of Public Health EPI 73033 Environmental Epidemiology

#### Content Related Electives (12 credit hours)

Content related elective courses should be selected by the student with a 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. Example of content electives for biostatistics:

EPI 73034 Longitudinal Data Analysis PSYC 71684 **Experimental Design and Methods** Multivariate Techniques in Sociology SOC 72217

And other electives as approved by the faculty advisor

## 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.

#### All courses listed are new.

BST 52019 Biostatistics in Public Health (3)

Provide students with an understanding of basic statistical methods in public health research, as well as to provide the skills to perform and interpret basic statistical procedures. Students learn how to use statistical analysis software to analyze real data from public health-related studies. They then learn how to interpret the analysis and present the results to public health professionals and educated lay audiences. Prerequisite: graduate standing.

BST 63012 / 83012 Survival Analysis (3)

Introductory course in survival analysis for graduate students in public health. Covers survival functions, hazard rates, types of censoring and truncation. Methods of focus will include life tables, Kaplan-Meier plots, log-rank tests, Cox regression models and parametric survival models. Inference for recurrent event and competing risks models will also be covered. Prerequisite: BST 52019 and graduate standing (master's class) / doctoral standing (doctoral class).

BST 63013 / 83013 Experimental Designs (3)

This course is designed to introduce students to experimental research methods, in public health settings. The course first introduces a number of quasi-experimental and experimental study designs, then identifies a number of statistical methods that can be used to draw correct causal inferences from the study. Students are expected to develop two research proposals, first using quasi-experimental then an experimental design and develop a statistical program for each study. Prerequisite: BST 52019 and graduate standing (master's class) / doctoral standing (doctoral class).

BST 63014 / 83014 Applied Regression Analysis (3)

This course focuses on developing student proficiency in building and evaluating various regression models for public health studies. Topics covered will include exploratory and descriptive methods, simple and multiple linear regression models, predictor selection, binary and multinomial logistic regression models, survival analysis, repeated measures, and generalized linear models. Prerequisite: BST 52019 and graduate standing (master's class) / doctoral standing (doctoral class).

BST 63015 Categorical Data Analysis (3)

This course provides an applied introduction to the most important methods for analyzing categorical data in public health. Topics covered include contingency tables, logistic regression, generalized linear models, modeling matched pairs and clustered responses. Prerequisite: BST 52019 and EPI 52017 and graduate standing.

BST 73010 Qualitative Research in Public Health (3)

This course will survey major methods of qualitative research and explore issues and applications in public health, including integrating qualitative and quantitative methods. Approaches examined will include: Ethnography; grounded theory; phenomenology; focus groups; narrative analysis; and Photovoice. Community-Based Participatory Research is explored as an approach for conducting qualitative research in Public Health. Prerequisite: doctoral standing.

BST 73011 Multivariate Analysis (3)

Multivariate statistical methods are designed to evaluate more than one variable at a time. This course is an application-oriented introduction to essential multivariate statistical methods used in public health. Topics covered include matrix theory, data screening and preliminary analyses, multivariate normal distributions, multivariate versions of the general linear model (MANOVA, multivariate multiple regression, MANCOVA), discrimination and classification, canonical correlation analysis, and methods of analyzing covariance and correlation structures (Principal components and factor analysis). The course will also introduce and explore methods of handling missing data. Prerequisite: BST 52019 and doctoral standing.

#### EHS 52018 Environmental Health Concepts (3)

This course is provides a comprehensive overview of the core topics in Environmental Health as related to Public Health. Prerequisite: graduate standing.

EHS 53009 Emerging Environmental Health Issues and Response (3)

This course is provides an overview of emerging environmental health issues that will impact the public's health. Prerequisite: graduate standing.

EHS 53012 Environmental and Occupational Health (3)

Survey of major concepts and issues relating health and safety in the workplace. Emphasis is on the application of public health principles and decision-making practices used by various worker populations for the prevention of injury and disease on the job. Protective equipment, hazardous conditions, environmental toxins, risk assessment and prevention science guides discussions. Prerequisite: graduate standing.

EHS 63010 Applied Risk Assessment (3)

This course is designed to introduce the student to environmental and occupational hazards, assessing the risks associated with hazard exposure. Standard principles of risk assessment is emphasized including methods of hazard identification and regulation, quantitative exposure measurement, dose and toxicity relationships, and risk management. Analysis of public policy regulatory guidance and health advisory watchdog recommendations are evaluated. Prerequisite: EPI 52017 and graduate standing.

EHS 63011 Application of Risk Analysis in Environmental Health (3)

Students are introduced to methods in risk analysis that are applied by U.S. federal, state, and local agencies in their assessment of chemical toxicants. Linkages between risk assessment, risk management, and risk communication are studied as components of this process, along with issues and controversies in the analysis of environmental health risks. Prerequisite: EPI 52017 and graduate standing.

EPI 52017 Fundamentals of Public Health Epidemiology (3)

This required epidemiology course for all M.P.H students introduces principles, methods, and application of epidemiology. It covers the history of epidemiology, concepts of disease causation and prevention, measures of disease frequency and excessive risk, epidemiologic study designs, causal inference, outbreak investigation and screening. It provides experience with calculation of rate standardization, measures of disease frequency, association, and impact, and sensitivity and specificity of screening tests. The course highlights applications of epidemiology to understanding of disease etiology, transmission, pathogenesis, and prevention, evaluation and public policy development. Prerequisite: graduate standing.

EPI 63014 Epidemiology of Chronic Diseases (3)

With a life course approach to chronic disease epidemiology, this course will focus on cardiovascular, respiratory and cerebrovascular diseases and cancer. Health and disease are addressed from a multicausal perspective which includes individual behaviors, psychosocial issues and sociodemographic, biological and physiological factors. Time points for prevention and intervention are identified. Prerequisite: graduate standing.

EPI 63015 Epidemiology of Infectious Diseases (3)

Surveys the history, principles, methods and practice of infectious disease epidemiology, by (1) defining and understanding infectious disease epidemiology surveys, (2) collecting and measuring surveillance data, (3) interpreting epidemiology data and (4) predicting evidence-based outcomes. Primarily a course in epidemiology. Students learn some infectious disease microbiology as well. Prerequisite: EPI 52017 and graduate standing.

#### EPI 63016 Principles of Epidemiologic Research (3)

This epidemiologic methods course required for all epidemiology track M.P.H students builds on the fundamental epidemiology course to explore deeper the concepts and methods in epidemiologic research. It reviews the measures of disease frequency, association, and impact, and epidemiologic reasoning and causal inference, and covers methods and techniques for designing, implementing, analyzing, and interpreting various epidemiologic study designs. It discusses advantages and limitations of various study designs and explores threats to validity, precision, and generalizability of epidemiologic studies. Prerequisite: EPI 52017 and BST 52019 and graduate standing.

#### EPI 63017 / 83017 Epidemiological Analysis (3)

This epidemiology methods course provides practical instruction in the analysis and interpretation of data from various epidemiologic study designs including cross-sectional, case-control and cohort studies. The course reviews statistical concepts and epidemiologic studies designs, outlines a strategy for data analysis and reviews relevant methodologic issues and applies stratified analysis methods and multivariable regression models to the studies. It develops an understanding of the underlying principles and assumptions, practical application, and correct interpretation of the epidemiologic results. Through laboratory exercises, the course provides hands on experience on the application of epidemiologic analysis methods and presentation of the results. Prerequisite: EPI 52017 and BST 52019 and EPI 63016 and graduate standing (master's class) / doctoral standing (doctoral class).

#### EPI 73024 Emerging Issues in Chronic Disease Epidemiology (3)

This course will cover emerging chronic disease issues on a global level and students will understand the life course approach to chronic disease epidemiology. Putative factors and infectious agents are examined as causes of chronic disease and chronic syndromes. Issues related to screening and surveillance are understood. Students will appreciate issues pertaining to study design, modeling, and data analysis in life course epidemiology of chronic disease. Prerequisite: doctoral standing

#### EPI 73025 Emerging Issues in Infectious Disease Epidemiology (3)

This course will investigate global emerging and reemerging infectious diseases. Students will evaluate root causes of infectious disease emergence and predict outcomes. Data from primary literature is used to predict alternate outcomes. Specific disease models are used to evaluate and compare prevention, treatment and eradication strategies. Prerequisite: EPI 63015 and doctoral standing.

#### EPI 73026 Design and Implementation of Health Surveys (3)

This course will cover survey design, variable construction, survey administration and data collection methods, variable coding and manipulation, and data analysis. Students will understand sampling methods, and sample size. Large health surveys are discussed. Students will gain practical experience through design and implementation of a health survey which can be used to facilitate dissertation research or a publication. Prerequisite: doctoral standing.

#### EPI 73027 Biological Basis of Public Health (3)

This course will integrate the sciences of biology and molecular biology into the principles and practice of public health. Implicit in this course are learning objectives that establish the ecology of infectious disease, the impact of vaccines in disease prevention, and the role of environmental toxins on human health and disease. Additionally, students will propose policy, regulations and legislation designed to protect human health within the realm of personalized medicine. Prerequisite: doctoral standing.

#### EPI 72028 Methods of Evidence Based Public Health (3)

This course explores tools and techniques used to quantitatively determine the effectiveness of public health interventions in the social sciences. Prerequisite: doctoral standing.

#### EPI 73029 Public Health Surveillance Systems (3)

This course introduces students to surveillance systems of both infectious and non-infectious diseases as well as intentional and non-intentional injury. Students are exposed to the theory and practice of surveillance illustrated with examples existing systems from around the world. The course will culminate in a project where the student will create and evaluate a surveillance system of their own design. Prerequisite: doctoral standing.

EPI 73033 Environmental Epidemiology (3)

This is a comprehensive course on concepts in Enviornmental Epidemiology and statistical methods in environmental epidemiology including causal inference models Prerequisite: doctoral standing.

EPI 73034 Longitudinal Data Analysis (3)

In this course, students will learn about statistical techniques for analyzing longitudinal, or repeated measures, data. The course will focus primarily on application of the various statistical models covered, with direct application illustrated using standard statistical software. Topics that are covered include univariate and multivariate analysis of variance for repeated measures, mixed-e¿ects models (HLM or multilevel models), covariance pattern models, generalized estimating equations (GEE), mixed-e¿ects logistic regression models and missing data in longitudinal studies. Prerequisite: BST 52019 and doctoral standing

HPM 52015 / 72015 Emerging Issues in Public Health Policy and Management (3)

An overview of emerging challenges in public health policy and management. Examples include pandemic H1N1 response, biopreparedness, national health care reform, public health financing challenges, global tuberculosis drug resistance. Prerequisite: graduate standing (master's class) / doctoral standing (doctoral class).

HPM 52016 Public Health Adminstration (3)

Public health administration comprises efforts to improve the health of communities. This course provides an overview for public health administration and practice, including organization, law, legislative relations, financing, workforce issues, leadership and surveillance. Prerequisite: graduate standing.

HPM 53003 Health Care Systems (3)

This course provides a systems approach to delivering health care and public health services in the US. The course includes an overview of public health, outpatient, inpatient, managed care, long term care and health services for special populations. Prerequisite: graduate standing.

HPM 53004 Public Health Policy, Law and Ethics (3)

This course provides a comprehensive review of health policymaking, public health law, and ethical principles as applied to public health decision making. Prerequisite: graduate standing.

HPM 53005 Financial Management for Public Health Organizations (3)

This course provides an overview of financial management of public health organizations. Topics include planning for public health program budgeting, understanding costs and short and long term financing, accountability and control, reporting results and financial statement and financial conditions analysis. Prerequisite: graduate standing.

HPM 53006 Cost Benefit Analysis of Public Health Programs (3)

Provides an overview of cost-benefit analysis as applied to the evaluation of public health programs. Students will apply principles of cost benefit analysis and related cost utility analysis to case studies in the public health sector. Prerequisite: graduate standing.

HPM 53007 Public Health Programs: Planning, Implementation and Evaluation (3)

An overview of developing, implementing and evaluating public health programs. The course will examine how public health programs can target different levels within a population, different determinants of health and strategies and interventions. Prerequisite: graduate standing.

#### HPM 72030 Grant Writing in Public Health (3)

Students in this doctoral level course for Public Health learn the basics of grant writing for federal (NIH) and non-federal funding agencies with a particular emphasis on the components required of most grant proposal submitted for funding. This includes rationale for seeking funds, collaborations with community organizations, and working with consultants and subcontractors. Participants also learn about the basic sections of grant writing such as specific aims and hypotheses, developing your literature review, background and significance, research design and methodology, developing a budget, and conducting research with human subjects. Participants have the opportunity to write sample grant proposals, learn about the review and scoring process and post-award grant management. Prerequisite: doctoral standing.

#### HPM 73021 Health Care Finance (3)

This course covers the financial environment of health services in the US, including accounting principles, financial statement analysis, delivery models, management control processes of budgeting and capital project analysis, managerial accounting, program development and financial plan. Prerequisite: doctoral standing.

HPM 73022 Strategic Management of Health Care Organizations (3)

This course covers the financial environment of health services in the United States, including accounting principles, financial statement analysis, delivery models, management control processes of budgeting and capital project analysis, managerial accounting, program development and financial plan. Prerequisite: doctoral standing.

HPM 73023 Operations Management in Public Health (3)

This course provides a framework for health care operations management including the history of performance management and tools for applying operations management to public health care delivery systems. Prerequisite: doctoral standing.

HPM 73031 Public Health Policy Analysis (3)

Provides a framework for conducting public health policy analysis. The course applies concepts to case studies of health policies at the local, state and federal levels. Prerequisite: doctoral standing.

PH 60172 Culminating Experience Seminar (3)

Seminar component of the Practicum Experience; course must be taken at the same time as the Practicum Experience; students prepare a final portfolio and seminar presentation integrating theory and practice. Prerequisite: graduate standing. Corequisite: PH 70192.

PH 60192 Practicum Experience (3-6)

Observational and participation in public health activities of a public health agency, hospital, or other approved organization. The student completes the field experience with joint supervision from the university and approved organization or agency. Prerequisite: graduate standing.

PH 80199 Dissertation I (15

Registration for two semesters required, first semester dissertation work beings and continues until completion of 30 hours. SU grading; IP permissible. Prerequisite: doctoral standing.

PH 80299 Dissertation II (15)

Continuing registration required of doctoral students who have completed the initial 30 hours of dissertation and continuing until degree requirements are met. SU grading. IP permissible. Prerequisite: doctoral standing.

#### SBS 50002 Quantitative Methods in Social and Behavioral Sciences (3)

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, STATA, to manipulate data and prepare students for remaining course work in this sequence. Prerequisite: graduate standing.

#### SBS 50020 Public Health Prevention (3)

This course provides an overview of the science of prevention and intervention research for graduate students in the Social and Behavioral Sciences in Public Health. Course examines prevention and intervention science, ethics, and principles of community based research and evaluation. Prerequisites: graduate standing.

#### SBS 50030 Seminar in Public Health Prevention (3)

This course explores case studies in public health prevention. Topic areas include HIV, substance abuse, domestic violence and injury prevention. Prerequisites: graduate standing.

#### SBS 53008 Grant Writing in Social and Behavioral Sciences (3)

Students in the M.P.H Social and Behavioral Sciences will learn the basics of grant writing for federal and non-federal funding agencies with a particular emphasis on the components of most proposals for funding. This includes rationale for seeking funds, collaborations with community organizations, and working with consultants and subcontractors. Participants will also learn about the basic sections of grant writing such as specific aims and hypotheses, developing your literature review, background and significance, research design and methodology, developing a budget, and conducting research with human subjects. Participants will have an opportunity to write sample grant proposals, learn about the review and scoring process, and post-award grant management. Prerequisite: graduate standing.

#### SBS 54634 Social Determinants of Health Behaviors (3)

This course overviews the social determinants of health and the dynamic interplay between individual behaviors and community structures (systems orientation) including public policy, social and built environments, commercial messages, access to services, cultural norms, psychosocial hazards, and poverty both as causal effects that either provide opportunity or constraints to health. The course will also examine systems approaches to preventing public health threats from issues including substance use (alcohol, tobacco and other drugs), physical inactivity, poor dietary practices, unsafe sexual behaviors, violence and injury and mental health. Prerequisite: graduate standing.

#### SBS 73018 Theories of Prevention Science I (3)

Prevention Science is inherently transdisciplinary and multitheoretical, focusing on a variety of public health issues with particular emphasis on the leading health indicators including mental health, substance abuse, tobacco, physical activity, nutrition, overweight and obesity, environmental health, violence, sexual behavior, immunization and access to health care. The transdisciplinary nature of prevention science includes epidemiology, statistics, political science, economics, laboratory sciences, biological sciences and social and behavioral sciences. Prevention science advances evidenced-based prevention programs and policies through empirical research as well as practice-based evidence along a continuum of universal, selective and indicated prevention strategies. This course will emphasize the history and theory of prevention science. Prerequisite: doctoral standing.

SBS 73019 Theories of Prevention Science II (3)

Prevention Science is inherently transdisciplinary and multitheoretical, focusing on a variety of public health issues with particular emphasis on the leading health indicators including mental health, substance abuse, tobacco, physical activity, nutrition, overweight and obesity, environmental health, violence, sexual behavior, immunization and access to health care. The transdisciplinary nature of prevention science includes epidemiology, statistics, political science, economics, laboratory sciences, biological sciences and social and behavioral sciences. Prevention science advances evidenced-based prevention programs and policies through empirical research as well as practice-based evidence along a continuum of universal, selective and indicated prevention strategies. This course will emphasize prevention science methods and applications across health populations. Prerequisite: SBS 73018 and doctoral standing.

SBS 73020 Advanced Methods in Prevention Science (3)

This course focuses primarily on advanced quantitative methods in the application of prevention science. Prerequisite: doctoral standing.

SBS 80100 Emerging Issues in Prevention Science (3)

The purpose of this course is to survey relevant challenges and issues facing prevention science researchers. Prerequisite: doctoral standing.

SBS 80198 Directed Research in Prevention Science (1-15)

Directed research or individual investigation for doctoral students. Prerequisite: doctoral standing.

3. Describe the specific methods that will be used for re-evaluation 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.

Kent State University intends to seek accreditation for the M.P.H program from the Council on Education for Public Health (CEPH). "The Council establishes, monitors, and periodically revises the criteria by which it evaluates graduate public health schools and programs. The criteria define expectations in regard to mission and goals, organizational setting, governance, resources, instructional programs, research, service, faculty, students and evaluation and planning. Accreditation is a voluntary process initiated by the university. CEPH's accreditation procedures require that the school or program undertake a self-evaluation, submit a self-study document and host a team of qualified peer reviewers who validate the self-study during an on-site visit to the campus."

#### 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.

The faculty moving into the new college from existing positions have been awarded nearly \$20 million in external research as principal investigators from 2002 to 2009; the active awards at the inception of the college total \$5 million for the seven existing full-time faculty members (excluding Dr. Frank who has an administrative appointment as provost). This compares to approximately \$9.5 million for the public health faculty at The Ohio State University School of Public Health this year, as reflected on The Ohio State University website.

	•	•
Principal Investigator	FY2002–2009 Total Grants	Current Active Awards
Sonia Alemagno	* 3,196,871	246,936*
Thomas Brewer	263,363	215,276
Daniel Flannery	9,669,213	3,750,088
David Hussey	1,687,555	947,623
Eric Jefferis	776,111	110,756
Scott Olds	1,689,326	25,000
Christopher Woolverton	2,669,246	16,187
Total	\$ 19,951,685	\$ 5,311,866

#### **External Grant Funding for College of Public Health Faculty**

#### Faculty of the College of Public Health

**Sonia A. Alemagno** joined Kent State after having spent the past 10 years at the University of Akron. Her most recent roles at the University of Akron were as director of the Institute for Health and Social Policy and chair of the Department of Public Administration and Urban Studies. Dr. Alemagno received the University of Akron Outstanding Researcher Award in 2005. Dr. Alemagno received a Ph.D. in Medical Sociology from Case Western Reserve University in 1990 and has focused her research on substance abuse and HIV/STD prevention, particularly examining public health services delivered within criminal justice settings such as prisons and detention centers. As principle investigator, she has been awarded more than \$5 million in funded research (\$2 million prior to 2002) from agencies that include the National Institute on Drug Abuse, the National Institute on Justice, the Centers for Disease Control and the Substance Abuse and Mental Health Services Administration.

**Madhav P. Bhatta** joined the faculty of Kent State University as part of the new College of Public Health in August 2009. In 2007, Dr. Bhatta received a Ph.D. in Epidemiology from the University of Alabama at Birmingham School of Public Health. In addition, he holds an M.P.H. in Epidemiology and International Health (1999). Dr. Bhatta has taught for the Department of Epidemiology at the University of Alabama at Birmingham (health without borders, infectious diseases surveillance and control, global perspectives—disease control and prevention), has had grant support of over \$125,000, and has published almost a dozen articles and book chapters on topics in public health.

**Thomas W. Brewer** joined the Kent State University faculty in 2002 as part of the Department of Justice Studies. In 2004, he became a research fellow at the Institute for the Study and Prevention of Violence. Dr. Brewer received a Ph.D. in Criminal Justice from the University at Albany–SUNY in 2003. He is a nationally recognized expert in the decision-making patterns of capital juries. He has also studied the temporal and spatial patterns of gun violence and violent crime. Dr. Brewer also designed the Northern Ohio Violent Injury Surveillance System. He has been awarded, as principle or co-principle investigator, more than \$950,000 in extramural funding for his research.

Daniel J. Flannery joined Kent State's Department of Justice Studies in 1997 and became the director of the Institute for the Study and Prevention of Violence in 1998. He was named a University Distinguished Scholar in 2006. He received his Ph.D. in 1991 in clinical-child psychology from The Ohio State University. He is also a licensed clinical psychologist and associate professor of pediatrics at Case Western Reserve University and University Hospitals of Cleveland. He has co-edited two books on youth violence: Youth Violence: Prevention, Intervention and Social Policy (with C.R. Huff) for American Psychiatric Press (1999), and The Cambridge Handbook of Violent Behavior and Aggression (with A. Vazsonyi and I. Waldman) for Cambridge University Press (2007). He is also author of Violence and Mental Health in Everyday Life, published by Roman & Littlefield (2006). His primary areas of research are in youth violence prevention, the link between violence and mental health, and applied community-based research and evaluation. He has been awarded (Pl/co-Pl) more than \$20 million in funded research from agencies that include the Centers for Disease Control and Prevention, the National Institutes of Health, the National Institutes of Justice, the U.S. Department of Education and the Substance Abuse and Mental Health Services Administration.

<sup>\*</sup> Represent grant dollars awarded to Dr. Alemagno at the University of Akron (\$2,949,935) and \$246,936 awarded since arrival at Kent State University in January 2009.

Robert G. Frank is the senior vice president for academic affairs and provost at Kent State University. He has a long history in administration, academic service and professional practice. A board-certified clinical psychologist, Dr. Frank previously was professor of clinical and health psychology and dean of the College of Public Health and Health Professions at University of Florida in Gainesville. Dr. Frank, who became dean at Florida in 1995, also directed the Florida Center for Medicaid and the Uninsured. Prior administrative and academic posts include service at the University of Missouri in Columbia, the National Academy of Sciences, the National Institute of Disability and Rehabilitation Research and the Missouri Department of Health. Dr. Frank holds undergraduate and graduate degrees from the University of New Mexico. Professional memberships include the American Psychological Association, of which he has been a Fellow. In 2003, he received a Distinguished Service Award from the Association.

**Scott F. Grey** joined the faculty of Kent State University as part of the new College of Public Health in July 2009. He is a doctoral candidate in the Department of Epidemiology and Biostatistics at Case Western Reserve University. In addition he holds an M.S. in Epidemiology and Biostatistics with a health policy specialization. For the past four years, Mr. Grey has been the statistician on a large Robert Wood Johnson grant (Zloboda, principle investigator). He has extensive technical skills, has taught several classes (statistical methods in public health, biostatistics and evidence-based medicine) and has published and presented extensively.

**David L. Hussey** joined the Department of Justice Studies at Kent State University in 1992. His Ph.D. was awarded in social welfare in 1992 from Case Western Reserve University. Dr. Hussey's research has focused on youth violence and victimization, and its intersection with behavioral health and evidence based practice. Dr. Hussey studies the correlates and impact of prevention and treatment programs, particularly those that target high-risk youth with multiple interacting comorbidities. Dr. Hussey's background as a clinician researcher and social worker has provided him an opportunity to develop strong relationships with over 50 different community agencies, and the major public child-serving systems (i.e., juvenile justice, child welfare, education, mental health, substance abuse) in Cuyahoga County and the state of Ohio. He has been the principal investigator on over \$6 million in externally funded research.

**Eric S. Jefferis** received a Ph.D. from the University of Cincinnati's Criminal Justice Division in 2004 and joined the Department of Justice Studies at Kent State University that same year. Dr. Jefferis is a social scientist who has extensive research experience in the areas of violence and violence prevention. In addition to his academic appointment at Kent State University, he is also a Research Fellow at the university's Institute for the Study and Prevention of Violence. Dr. Jefferis has served as principle or co-principle investigator on funded research projects that total over \$1.4 million. His teaching interests include research methodologies such as spatio-temporal analyses and evaluation research methods. Prior to joining Kent State University, Dr. Jefferis was a social science analyst at the National Institute of Justice, which is the research, evaluation and development arm of the U.S. Department of Justice.

**Willie H. Oglesby** joined the College of Public Health in October. He received a Ph.D. in Public Health from the University of South Carolina in 2008 and an MSPH in 2002. Prior to coming to Kent, Dr. Oglesby led research on the strategic planning practices of community-based health service organizations, the cost-effectiveness of school-based nursing programs, and policy studies assessing community/institutional capacity to reduce childhood obesity and adolescent STD/HIV risk behaviors.

R. Scott Olds joined Kent State University in 1988 in the Department of Health Education after completing a Doctorate of Health and Safety at Indiana University in 1987. His primary public health research interests include substance abuse prevention among adolescents and college students with an emphasis on alcohol and tobacco use. His work focuses on characterizing adolescent and college student tobacco and alcohol use and translating those findings into prevention programs. The role of normative beliefs and objective measures of alcohol use by college students in naturalistic settings have been the centerpiece of his current work. His substance use prevention research has been funded by the National Institutes of Health, the U.S. Department of Education, the Ohio Department of Health and the Ohio Department of Alcohol and Drug Addiction Services. He has 25 years of public health research and practitioner experience and is actively involved in community assessment and intervention work. He holds graduate degrees in health promotion and in library and information science from Pennsylvania State University, Indiana University and Kent State University. Dr. Olds has had over \$1.6 million in research funding.

**John Staley** received a Ph.D. in Health Policy and Administration and Health Services Research in 2008 from the University of Carolina at Chapel Hill. He has over fifteen years of experience as a practitioner, workplace health researcher and instructor. His areas of interest include health and safety management and health services research. He has taught courses and workshops on occupational health, safety and injury reduction and completed a postdoctoral fellowship at the University of North Carolina at Chapel Hill Injury Prevention Research Center.

Maggie Stedman-Smith joined the faculty of Kent State University as part of the new College of Public Health in August 2009. She has a Ph.D. (2008) and an M.P.H. (2005) in environmental health from the University of Minnesota, School of Public Health. She also has an M.S. in public health nursing from the University of Minnesota, School of Nursing (2005) with over 10 years of clinical experience as a perinatal nurse, and has been the recipient of over \$100,000 in grant-based academic funding. Dr. Stedman-Smith's dissertation focused on mothers' perceptions of children's exposures to pesticides and other environmental health agents using a community-based participatory research (CBPR) methodology called *Photovoice*. She was a co-principle investigator on a CBPR study as part of a community health improvement process with the St. Croix County Department of Health and Human Services, Wisconsin Area Health Education Center, and Hudson Hospital Hudson, Wisconsin).

**Tomas Tamulis** joins the faculty as part of the new College of Public Health in January 2010. He received a Ph.D. in Public Health from the University of South Florida in 2005. He specializes in environmental health and environmental epidemiology and has worked in public health for the last 10 years, most recently as an assistant professor of epidemiology and environmental health at the University of Hawaii. He has had research funding from National Science Foundation and National Institute of Health, and has been the principal or co-principal investigator on seven research projects in the last eight years.

Christopher J. Woolverton joined the faculty in the Department of Biological Sciences at Kent State University in 1995. Dr. Woolverton received his doctorate in medical microbiology from West Virginia University College of Medicine in 1986, and completed postdoctoral training at the University of North Carolina at Chapel Hill. His research area is the detection and control of infectious disease agents; he has six patents in these areas, numerous publications and abstracts and has received over \$3 million in research funding since 2004. His pedagogical research is focused on workforce development of laboratorians. He is the editor-in-chief of the Journal of Microbiology and Biology Education and serves as a reviewer for microbiology-related journals and funding agencies. Dr. Woolverton is coauthor of two undergraduate textbooks on microbiology. He also serves as the director of Kent State University's Center for Public Health Preparedness, overseeing curricular development and training in the areas of laboratory risk assessment, safety, and security. He teaches bioterrorism readiness using the center's BSL-3 Training Laboratory, one of only two in the country. Dr. Woolverton has served on the City of Kent Board of Health since 2005.

**Melissa Zullo** joined the faculty of Kent State University as part of the new College of Public Health in August 2009. She has a Ph.D. (2009) in Epidemiology from Case Western Reserve University and an M.P.H. (2003) from Kent State University/NEOUCOM. Dr. Zullo has been involved in several grant-funded projects, has peer-reviewed articles, and presented at numerous conferences at both the national and regional level. Her dissertation work was on rehabilitation models for congestive heart failure.

For complete faculty vitas, see Appendix D.

An additional 10 full time tenure track faculty will be recruited before fall 2011. These faculty will be targeted recruitment in Biostatistics (4), Health Policy and Management (2), Epidemiology (3), Environmental Health (1).

2. Provide specific information on the number and qualifications of part-time faculty to be used in the proposed program.

See response above.

#### H. Facilities and Support Services

1. Describe facilities and equipment currently in existence at your institution that will be used for the proposed program.

Classroom and laboratory facilities for delivering the program already exist on the Kent campus. The initial college will require academic space and administrative offices for 25 faculty members, 11 administrative staff and 20 graduate students. Kent State has identified initial space sufficient to house the College in three existing buildings in relatively close proximity (Kent, Cartwright and The Michael Schwartz Center).

2. Explain how existing facilities and equipment for the proposed program will affect existing programs.

No negative impact is anticipated.

3. Describe additional facilities, facility modifications and equipment that will be required for use in the proposed program.

There are currently efforts underway to obtain funds to build a new building for the College of Public Health since public health education is considered to be one of the top priority areas for Kent State.

A statistics laboratory is planned prior to fall 2010 with the expense of approximately 20 computers and three printers for delivery of the biostatistics portion of the program.

There will be a need for basic science lab space to teach environmental health techniques and for undergrad research opportunities.

It is also understood that a complete infrastructure will need to be created for administrators, faculty, staff, and graduate students as they are recruited. These items include: office furniture, computers, copiers, telephones, and office supplies.

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. \$5 million in start-up funds is available. A proposal for a \$500,000 building planning grant was submitted on January 16, 2009.

Funding of \$3 million is being provided by the Kent State University President's Initiative Fund with an additional \$2 million pledged to cover additional start up costs. With this total of \$5 million in start up funding, Kent State anticipates that resources will be sufficient, with the exception of resources required for a new building. Additional funding will be provided as necessary.

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.

Library facilities, collections and staff are adequate to serve the proposed graduate programs<sup>22</sup>. 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.

<sup>&</sup>lt;sup>22</sup> Information on Kent State library resources provided by Kay Downey, collection management librarian, University Libraries, Kent State University, March 2009

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 M.P.H and Ph.D. 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

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**

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)

Regulation of Health Care (5)

Social Medicine (24)

Toxicology and Public Health (41)

Transmission of Disease (7)

World Health (36)

#### **Environmental Sciences (255)**

#### <u>Psychiatry</u>

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)

#### FINANCIAL STATEMENT FOR NEW DEGREE PROPOSAL

nstitution: Kent State University			_	
Proposed Program: Master of Public I	Date:	9/11/2009		
Contact Person for Financial Analysis:	Timothy Martin		_	
Phone:				

#### 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: \_\_\_0

Year 2: \_\_44

Year 3: 109

Year 4: \_160

#### **Increased State Subsidy Payments Anticipated**

Academic

Year 1: \$ 0

Year 2: \$ 0

Year 3: \$ 135,024

Year 4: \$\_474,912

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 <a href="system-wide">system-wide</a> 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**

	Yea	r 1		Year 2		Year 3		Year 4
State Subsidy	\$	0	\$ <u> </u>	\$ <u>135,0</u>	<u>)24</u>	\$ <u>474,9</u>	<u>912</u>	
Student Fees	\$	0	\$ <u>332,</u>	<u>024</u>	\$ <u>846,4</u>	<u>94</u>	\$ <u>1,282</u> ,	882
Other	\$	0	\$ <u>707,</u>	900_	\$ 855,9	<u>65</u>	\$ <u>1,023</u> ,	238
Total	\$	<u>0</u>	\$ <u>1,039</u>	<u>,924</u>	\$ <u>1,837</u>	,48 <u>3</u>	\$ <u>2,781</u> ,	<u>031</u>

#### **Increases in Net Expenditures:**

	Year 1	Year 2	Year 3	Year 4
Net Faculty	\$ <u>963,701</u>	\$ <u>1,342,758</u>	\$ <u>1,729,655</u>	\$ <u>1,847,065</u>
Costs	\$ <u>313,203</u>	\$ <u>436,396</u>	\$ <u>562,138</u>	\$ <u>600,296</u>
Administrative	\$ <u>_196,500</u>	\$ <u>445,886</u>	\$ <u>459,263</u>	\$ <u>473,042</u>
Costs	\$ <u>63,863</u>	\$ <u>144,913</u>	\$ <u>149,260</u>	\$ <u>153,739</u>
Support Costs	\$ <u>204,605</u>	\$ <u>274,994</u>	\$ <u>316,013</u>	\$ <u>225,397</u>
Total	\$ <u>1,741,872</u>	\$ <u>2,644,947</u>	\$ <u>3,216,329</u>	\$ <u>3,299,538</u>

Brief Description of Income and Expenditure Increases:	
Academic Year of Program Initiation: <b>2010</b>	
Filed:	
Filed with:	
Date:	

- 1. Indicate the adequacy of expected subsidy and other income to meet these needs.
  - The University has carefully assessed the costs of establishing the program in Public Health. We have budgeted to have more than the number of faculty required to staff the college at our full component of students. We estimate the college will have an annual run rate of more than \$6 million at that point. The University has encumbered adequate funds to cover the start up period until the college demonstrates self sufficiency.
- 2. 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.

Resources have been drawn from several sources. Space for the program has been created by relocating programs in the target facility. Resources to fund the program came from the President's Initiative Fund. Eight faculty with public health expertise, including the provost, were moved to the new college. Additional faculty will be hired. A dean search is also currently in progress. We will also conduct a search for two senior division leaders.



June 16, 2009

Dr. Robert G. Frank
Senior Vice President for Academic Affairs and Provost
Interim Dean, College of Public Health
Kent State University

Dear Dr. Frank,

I am writing to endorse the proposed bachelor of science degree in public health in the soon-tobe-constituted College of Public Health at Kent State University. I write on behalf of the Educated Citizen and Public Health, an initiative that the Association of American Colleges &Universities (AAC&U) first joined and has now stepped forward to lead.

Together with partner organizations, AAC&U has taken with utmost seriousness a call by the Institute of Medicine of the National Academies—a call for an educated citizenry. In 2003, the IOM made the case that all undergraduates should have access to education in public health. This is a call for an educated citizenry capable of responding to the world's escalating health challenges. We firmly believe that an investment in undergraduate public health study is an investment in human health and in healthcare. Addressing the needs of future citizens, we also expect to increase by substantial numbers the flow of students into healthcare professions. An abundance of anecdotal evidence and the survey data we have compiled to date tells us that this is the moment to act. Interest in public health is running high, by all indications, among faculty and students.

The Educated Citizen and Public Health intends to foster curricular and co-curricular program development for undergraduates across all institutional types, bringing integrative study of public health to all 2-year and 4-year undergraduate institutions. The project promotes interdisciplinary and inter-professional collaboration, and links to initiatives that address human health and environmental sustainability. We have drawn on generous help extended by graduate programs in public health and health professions education, including nursing. As the initiative matures, we find evidence, once again, that member campuses are moving ahead of us, pushing their thinking and actions in new directions as they build programs.

The extent of this inter-professional support signals the urgency of the work. We know that the healthcare workforce of the future must be educated today. Shortages loom in many health fields. Public health itself has a near-term need of 250,000 government positions, according to the Association of Schools of Public Health. The nursing shortage now and ahead is staggering. Even in the midst of the severe recession, healthcare jobs of many types are going unfilled.

Baseline research conducted by AAC&U, with support from ASPH, has likewise lent strength to our work. We first completed a catalog scan. The two organizations also commissioned Hart Research Associates to conduct focus groups of university deans and professors and then used focus group results to create a survey. A report on the study will appear in the summer 2009 issue of AAC&U's *Peer Review*, an issue dedicated to integrative public health education. I have briefly summarized some findings below.

The catalog scan tells us that about 16% of undergraduate institutions now offer a major, a minor, or a concentration in public health. The snapshot numbers are certain to increase as institutions participating in the project formally launch programs currently under development. In addition, survey findings (described below) indicate that many institutions not offering undergraduate public health programs plan to do so in the future. Moreover, it is important to note that for the catalog scan we did not systematically search for individual public health courses offered to undergraduates at institutions that do not offer majors, minors, or concentrations in public health. Epidemiology or global health courses, for example, may be offered through many sociology or global studies departments, but they were not counted in this scan unless they were bundled into a public health-related major, minor, or concentration. It is likely that some institutions offering such individual courses will expand on those offerings, leading to future undergraduate programs in public health.

In the second phase of data collection, AAC&U and ASPH collaborated to convene focus groups, which assisted in the design of a research survey sent to all AAC&U member chief academic officers in January 2009. The goal of the survey was to provide insight into the institutional and curricular variability of undergraduate public health programs and to provide baseline data from which to measure growth over time. Among findings: 35% of respondents said that their institutional common set of learning goals or outcomes address health. 22% specified health courses among general education requirements. 34% said that public health or a related field such as community health is offered as a major to undergraduates. To flesh out these initial findings, we analyzed program descriptions to examine the content and structure of the offerings. This review confirmed what we had already learned anecdotally from workshop participants, namely that undergraduate programs and courses vary substantially across many parameters, including the host department or school and the required and elective curricula. The survey results, together with the catalog scan, program analysis, focus groups, and

information from workshop participants, present a picture of the approaches and challenges to developing undergraduate public health programs and curricula. We see clear evidence of growth in interest and activity. We also see opportunities for leadership among the relatively few schools and programs in public health.

The work of public health has but one goal: to diminish human suffering. A pragmatic field of inquiry and endeavor, public health organizes ideas and ideals about human health and wellbeing through action for the world. We are pleased to learn that Kent State University has made such a significant commitment to public health education through the new college and degree programs. This is an institutional act of citizenship and a critically important move into emerging leadership among public health schools and programs.

Respectfully yours,

Senior Director, Liberal Education and America's Promise

Susan albertine

LEAP States Initiative
The LEAP Compass Project
The Educated Citizen and Public Health
Association of American Colleges and Universities

The Educated Citizen and Public Health initiative has been made possible in part by support from the Josiah C. Macy, Jr., Foundation, the Council of Colleges of Arts and Sciences (CCAS), the Centers for Disease Control and Prevention (CDC), the Association of Schools of Public Health (ASPH), the Association for Prevention Teaching and Research (APTR). The American Public Health Association (APHA) has participated and has urged its field affiliates to support the effort.

## 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.

Cc:

Lynette Blasiman Ravenna City Council EPC Agenda | 21 September 2009 | Attachment 5 | Page 36 COSHOCTON COUNTY

## HEALTH DISTRICT

724 South Seventh Street Coshocton, Ohio 43812-2362 NOV 1 3 2008

Phone: 740-622-1426 • Fax: 740-295-7576 • E-Mail: health@coshoctoncounty.net

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., MPH

Abert & Brewn . J

Health Commissioner



## 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.



Phone: 330-674-5035 • Toll Free: 1-877-674-5035 • Fax: 330-674-2528 • www.holmeshealth.org

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.

Shoperely,

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 EPC Agenta | A September 2009 | Attach Intent 15 Page 40 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



## 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.

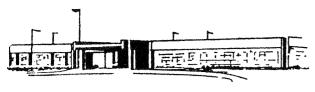
I applaud your vision and encourage you to press forward in the development of a College of Public Health. I look forward to working with you to advance this goal in the greater Canton community. Please let me know how I can help in this important endeavour.

Sincerely yours,

James M. Adams, RS, MPH

Health Commissioner





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

TUSCARAWASerdal 21/NSpytember 2009 HATTAPPA & TANENT

897 East Iron Avenue, P.O. Box 443 Dover, Ohio 44622-0443 Fax#: (330) 343-1601

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, D.O., M.S.

**Tuscarawas County Coroner** 

Tuscarawas County Health Commissioner

### 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

#### **TPP**

Teen Pregnancy Prevention

An initiative of the Geauga County Board of Education and Geauga Job and Family Services

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, BS, RS, RN

Health Commissioner

cc: Board of Health Members

File

EPC Agenda | 21 September 2009 | Attachment 5 | Page 45

PORTAGE COUNTY COMBINED GENERAL HEALTH DISTRICT

Portage County Administration Building 449 South Meridian, 3rd Floor Ravenna, Ohio 44266

DuWayne O. Porter, M.P.H., R.S. Health Commissioner

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



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



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, BA of Ed, O.C.P.S. II

Sue E Whitehulat

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







January 7, 2009

Thomas F. Zenty III
Chief Executive Officer

11100 Euclid Avenue Cleveland, Ohio 44106 216 844 7565 Phone 216 844 3276 Fax

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,

cc:

Thomas F. Zenty III

Received

Patrick Mullin, Chair of the Board, Deloitte & Touche Lester A. Lefton, President, Kent State University

JAN 1 3 2009

President's Office

NOV 1 9 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

Chris Abbuhl

Escape

[xperience Enjoy

# Review of Program Development Plan for a Master of Public Health Degree at Kent State University August 10, 2009

### **Overall Assessment**

The Program Development Plan for a Master of Public Health (MPH) Degree at Kent State University is consistent with the requirements of the Council on Education for Public Health (CEPH), the Department of Education accrediting body for schools of public health, and reflects an appropriate response to the need/demand for trained public health practitioners in Ohio. In addition, the plan demonstrates a thoughtful design process and a strong plan for future development.

### **Specific comments**

## **Accreditation Criteria**

To be accredited as a school of public health by CEPH, schools must meet 27 specific criteria that cover 1) the mission, independence and organization of the school, 2) instructional programs, 3) creation, application, and advancement of knowledge, and 4) faculty, staff and students. Kent State's plan for program development addresses each of these major categories.

- By establishing a college of public health with all of the rights, privileges, and responsibilities of other colleges at Kent State, and providing adequate human and financial resources, the first set of criteria will be addressed.
- The MPH curriculum described in the plan is consistent with requirements for MPH degrees and, notably, includes three more credits of critical foundation courses than most accredited MPH degrees in the nation.
- The faculty already identified for the new college have substantial funded research programs and, for many of them, long-standing research agendas that suggest continuing funding in the future.
- With regard to faculty size and qualifications, CEPH requires 3 full-time faculty members and another 2 full-time equivalent faculty members for each specialization. Kent State's plan is to meet this criterion by fall 2010 when the first cohort of MPH students is admitted.
- A particular issue for schools of public health is student diversity. The plan identifies several viable approaches to assuring a diverse group of students. In addition, students who are attracted to careers in public health tend to come from underrepresented minority groups.
- Staffing for proposed college, as shown in the organizational structure on page 5 appears appropriate for the initial stage of the college.

### **Need/Demand for Public Health Practitioners**

The plan presents compelling national, state, and local data to support the contention that the MPH degree with five concentrations is needed at Kent State University to prepare practitioners for Ohio positions in public health. In relation to its size and population density, Ohio does not appear to have sufficient educational programs in public health to replace retiring workers and meet the public health challenges of the 21<sup>st</sup> century. The program proposed by Kent State will focus on several populations who currently do not have access to public health education within the northeast Ohio region, including undergraduate students, PhD students, and full-time, on campus, MPH students.

# **Process of Development and Plans for Future Steps**

The Program Development Plan has been developed carefully, with attention to critical elements that must be taken into account when introducing such a large and significant change.

- Involvement of all public health faculty in a steering committee promotes maximum shared governance and the opportunity to create a unique college;
- Providing faculty buy-out time to develop new courses in 2009-2010 assures that all curriculum requirements will be in place when students arrive in fall 2010;
- Kent State's active involvement in the Academic Quality Improvement Project provides a series of checks and balances designed to promote high quality and innovative curricula.

Plans for the future are responsive to current calls for closer relationships between academic public health and public health practice, including collaborative research and co-location of facilities. These steps will also bring public health faculty in close contact with faculty and practitioners in other disciplines, thus fostering the type of interdisciplinary research, teaching, and practice activity recommended by the Institute of Medicine.

Mary Peoples-Sheps, DrPH Senior Associate Dean for Public Health College of Public Health and Health Professions University of Florida PO Box 100182 Gainesville, FL 32610-0182 352-273-6084 (Voice) 352-273-6199 (Fax)

# Review of Program Development Plan for a Doctor of Philosophy in Public Health at Kent State University August 10, 2009

### **Overall Assessment**

The Program Development Plan for a Doctor of Philosophy (PhD) Degree at Kent State University is consistent with the requirements of the Council on Education for Public Health (CEPH), the Department of Education accrediting body for schools of public health, and reflects an appropriate response to the need/demand for public health researchers and academics in Ohio and nationally. In addition, the proposal demonstrates a thoughtful design process and a strong plan for future development.

# **Specific comments**

## **Accreditation Criteria**

To be accredited as a school of public health by CEPH, schools must meet 27 specific criteria that cover 1) the mission, independence and organization of the school, 2) instructional programs, 3) creation, application, and advancement of knowledge, and 4) faculty, staff and students. Kent State's plan for program development addresses each of these major categories.

- By establishing a college of public health with all of the rights, privileges, and responsibilities of other colleges at Kent State, and providing adequate human and financial resources, the first set of criteria will be addressed.
- The PhD curricula described in the plan are consistent with requirements for PhD degrees in Public Health.
- The three specializations, public health prevention science, public health policy and management, and epidemiology are the three public health disciplines in greatest demand nationwide.
- The faculty already identified for the new college have substantial funded research programs and, for many of them, long-standing research agendas that suggest continuing funding in the future.
- With regard to faculty size and qualifications, CEPH requires 5 full-time faculty members for each PhD specialization. Kent State's plan is to meet this criterion by fall 2010 when the first cohort of students is admitted.
- The plan identifies several viable approaches to assuring a diverse group of students. In addition, it is worth noting that students who are attracted to careers in public health tend to come from underrepresented minority groups.

### **Need/Demand for Public Health Academics and Researchers**

The plan identifies national data to support development of this new PhD in Public Health with three specializations. The job market for PhD graduates tends to be national, rather than regional or state-level, since most positions are in geographically disparate academic institutions, research firms, or research units in private enterprises. The projected need/demand for public health practitioners is paralleled by a need for qualified individuals to teach them. Moreover, health threats from emerging pathogens, continuing challenges of access and quality of healthcare, pervasive health disparities, and our growing understanding of the relationship between behavior and health suggest that public health research in the three PhD specializations proposed by Kent State will persist.

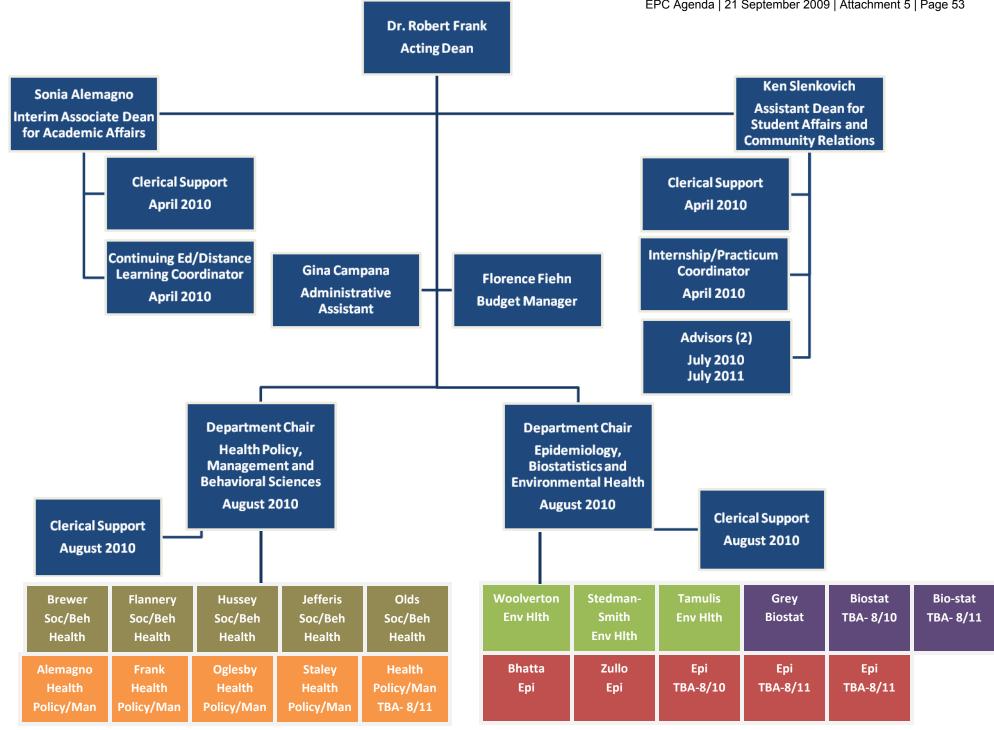
# **Process of Development and Plans for Future Steps**

The Program Development Plan has been developed carefully, with attention to critical elements that must be taken into account when introducing such a large and significant change.

- Involvement of all public health faculty in a steering committee promotes maximum shared governance and the opportunity to create a unique college;
- Providing faculty buy-out time to develop new courses in 2009-2010 assures that all curriculum requirements will be in place when students arrive in fall 2010;
- Kent State's active involvement in the Academic Quality Improvement Project provides a series of checks and balances designed to promote high quality and innovative curricula.

Plans for the future are responsive to current calls for closer relationships between academic public health and public health practice, including collaborative research and co-location of facilities. These steps will also bring public health faculty in close contact with faculty and practitioners in other disciplines, thus fostering the type of interdisciplinary research, teaching, and practice activity recommended by the Institute of Medicine.

Mary Peoples-Sheps, DrPH Senior Associate Dean for Public Health College of Public Health and Health Professions University of Florida PO Box 100182 Gainesville, FL 32610-0182 352-273-6084 (Voice) 352-273-6199 (Fax)



# Appendix D Faculty Curriculum Vitae

Sonia A. Alegmagno	Page	55
Madhav P. Bhatta	Page	69
Thomas W. Brewer	Page	76
Daniel J. Flannery	Page	84
Robert G. Frank	Page	107
Scott F. Grey	Page	126
David L. Hussey	Page	130
Eric Jefferis	Page	145
Willie H. Oglesby	Page	159
R. Scott Olds	Page	169
John A. Staley III	Page	199
Maggie Stedman-Smith	Page	206
Tomas Tamulis	Page	214
Christopher J. Woolverton	Page	224
Melissa D. Zullo	Page	280

# Sonia A. Alemagno, Ph.D.

Graduate School Kent State University Kent, Ohio 44242-0001 salemagn@kent.edu (330) 672-6501 P.O. Box 145 15091 Chillicothe Rd. Russell, Ohio 44072 salemagno@aol.com (440) 338-3346

Education	5. 5	
1991	Ph.D.	Case Western Reserve University
1984	M.A.	Sociology Kent State University
.00.		Sociology
1983	B.A.	John Carroll University, summa cum laude
		Sociology, Communications
Experience		
2009	Interim Assoc	ciate Dean of Graduate Studies
	Senior Resea	rch Associate, Institute for the Study and Prevention of
	Violence	
	Kent State Ur	niversity, Kent, Ohio
2008	Associate Pro	ofessor of Public Administration and Urban Studies
		tute for Health and Social Policy
		versity of Akron Urban University Program (UUP)
		the Northeast Ohio Research Consortium (NEORC) y of Akron, Akron, Ohio
	THE CHITCHEN	, c. /, /
2006-2008		Department of Public Administration and Urban Studies
		ofessor of Public Administration and Urban Studies tute for Health and Social Policy
		rersity of Akron Urban University Program (UUP)
		the Northeast Ohio Research Consortium (NEORC)
	The University	y of Akron, Akron, Ohio
2005-2006	Director Instit	tute for Health and Social Policy
2000 2000		siate Chair, Department of Public Administration and Urban
	Studies	
		ofessor of Public Administration and Urban Studies
	The University	y of Akron, Akron, Ohio
2004-2005	Director, Instit	tute for Health and Social Policy
		ofessor of Public Administration and Urban Studies
	The University	y of Akron, Akron, Ohio
2002-2004	Associate Dire	ector, Institute for Health and Social Policy
	Associate Pro	ofessor of Public Administration and Urban Studies
	The University	y of Akron, Akron, Ohio - Tenure awarded 2005

1998-2002 Associate Director, Institute for Health and Social Policy

Assistant Professor of Public Administration and Urban Studies

The University of Akron, Akron, Ohio

Adjunct Associate Professor of Internal Medicine 1999-2001

> College of Osteopathic Medicine, Nova Southeastern University Fort Lauderdale, Florida. Responsibilities: Development of a new correctional medicine program placing medical students in the Florida prison health system for rotations; assisted in the establishment of a new

Center for Primary Care Research

1996-1997 Research Scientist

Cleveland State University

Urban Child Research Center, Maxine Levin College of Urban Affairs

Responsibilities: Grant and contract management as principal

investigator

1995 Director of Research and Development, TelePractice, Inc.

(One year leave of absence to direct a \$750,000 Small Business

Innovation Research (SBIR) Federal project to develop new technologies

for drug abuse screening)

1994-1998 Quality Assurance Consultant, CIGNA HealthCare of Ohio, Inc.

1993-1994 Senior Research Associate

**NOVA Research Company** 

Responsibilities: Research and program evaluation

projects for a Washington, D.C. based public health research firm

1990-1992 Assistant Director of Research Administration

Case Western Reserve University

Responsibilities: Post-award administration of CWRU School of Medicine grants and contracts, including authorization of research accounts, liaison to external sponsors, Federal compliance, technology

transfer, certifications, industrial agreements

1986-1989 Assistant Director of Research, Department of Family Medicine

Case Western Reserve University School of Medicine

### **Academic Awards/Achievements**

Distinguished Woman in Healthcare Research Award. Presented by the Visiting Nurse Association Healthcare Partners of Ohio in partnership with National City and Cleveland Magazine.

2005University of Akron Outstanding Researcher Award

Awarded by the University of Akron Alumni Association and Board of

**Trustees** 

2004 University of Akron Buchtel College of Arts and Sciences

Distinguished Researcher Award Awarded by the Dean and Department Chairs, Buchtel College of Arts and Sciences

2003 Best Practice Award in Health Promotion. Presented by the National Council on Aging.

#### In Press

Alemagno, S. Drug Abuse Research: A Shifting Paradigm. *Journal of Drug Issues*, 2009 (in press)

### **Publications**

Alemagno, S., Stephens, R., Stephens, P., Shaffer-King, P., White, P. Brief Motivational Intervention to Reduce HIV Risk and to Increase HIV Testing among Offenders under Community Supervision. Journal of Correctional Health Care, 2009. OnlineFirst PDF: 0:1078345809333398v1.

Alemagno, S., Stephens, P., Shaffer-King, P., Teasdale, B. Prescription Drug Abuse of Adolescent Arrestees: Correlates and Implications. Journal of Correctional Health Care, 15 (1): 35-46, 2009.

Alemagno, S., Niles, S., Shaffer-King, P., Miller, W. Promoting Health and Preventing Injury in Pre-school Children: The Role of Parenting Stress. Early childhood Research and Practice, 10 (2), http://ecrp.uiuc.edu/v10n2/alemagno.html.

Niles, S., Alemagno, S. Healthy Town: An on line prevention resource for Geriatric Care Managers. Journal of Geriatric Care Management, 18 (1): 14-17, 2008.

Alemagno, S, Shaffer-King, E, Hammel, R. Juveniles in Detention: How Do Girls Differ from Boys? *Journal of Correctional Health Care*, 12 (1): 45-53, 2006.

Alemagno, S. Dickie, J. Employment issues of women in jail. *Journal of Employment Counseling*, 42 (2): 67-74,2005.

Stephens, R.C., Alemagno, S.A. From Theory to Practice. The Use of Drugs in America Before They Became Illegal in State of Crime and Justice in Ohio, Ohio Department of Criminal Justice Services, 2005.

Alemagno, S.A., Niles, S.A., Treiber, E.A. Using Computers to Reduce Medication Misuse of Community-Based Seniors: Results of a Pilot Intervention Program. *Geriatric Nursing*, 25 (5): 281-285, 2005.

Tonkin, P., Dickie, J., Alemagno, S., Grove, W. Women in Jail: "Soft Skills" and Barriers to Employment. *Journal of Offender Rehabilitation*, 38 (4): 51-71, 2004.

Alemagno, S., Wilkinison, M., Levy, L. Medical Education Goes to Prison: Why? *Academic Medicine*, 79 (2): 123-127, 2004.

Noble, A. M., Alemagno, S.A. Breast Cancer and Women in Prison: Preventive Attitudes and Risk Factors. *Journal of Correctional Health Care*, 10 (2): 205-216, 2003.

Alemagno, S. Dickie, J. Screening of Women in Jail for Health Risks and Needs. *Women and Criminal Justice*, September, 2002

Alemagno, S. Women in Jail: Is Substance Abuse Treatment Enough? *American Journal of Public Health*, 91(5): 798-800, May, 2001.

Dyches H, Alemagno S, Llorens S, and Butts J. Automated Telephone-Administered Substance Abuse Screening for Adults in Primary Care. *Health Care Management Science* 2:199-204, 1999.

Sloboda Z, Stephens Z, and Alemagno, S. PostScript: Where Do We Go From Here? *Journal of Psychoactive Drugs* 30(3), July-September, 1998.

Alemagno S, Wolfe S, Pace R, Shobert R., Butts, J. Managed Public Health in a County Jail. *American Journal of Public Health*, 88 (8): 1265, 1998.

Alemagno, S., Frank, S., Mosavel, M., Butts, J. Screening Adolescents for Health Risks Using Interactive Voice Response Technology: An Evaluation. *Computers in Human Services*, 15 (4): 27-37, 1998.

Niles S, Alemagno S, Stricklin. Healthy Talk: a telecommunication model of health promotion. *CARING: National Association for Home Care Magazine*, 16 (7): 46-50, 1997.

Alemagno S, Cochran D, Feucht T, Stephens R, Butts J, Wolfe S. Assessing Substnace Abuse Treatment Needs among the Homeless: A Telephone-Based Interactive Voice Response System. *American Journal of Public Health*, 86 (11): 1626-1628, 1996

Alemi, F., Alemagno, S., Goldhagen, J., Ash, L., Finkelstein, B., Lavin, A, Butts, John, Ghadiri, A. Computer Reminders Improve On-Time Immunization Rates. *Medical Care*, 34 (10), OS45-OS51, 1996.

Hekelman F, Snyder C, Alemagno S, Vanek E. Humanistic Teaching Attributes of Primary Care Physicians. *Teaching and Learning in Medicine*, 7(1): 29-36, 1995

Blankfield, R., Zyzanski, S., Flocke, S., Alemagno, S., Scheurman, K. Taped Therapeutic Suggestions and Taped Music as Adjuncts in the Care of Coronary-Artery-Bypass Patients. *American Journal of Clinical Hypnosis*, 37 (3): 32-40, 1995.

Alemagno, S., Butts, J. HIV Prevention: A Telecommunications Outreach Model. Institute for Telecommunications in Public Health, Center for Health Sciences and Human Services, Cleveland, Ohio. 1995.

Stephens R, Alemagno S. Injection and Sexual Risk Behaviors of Male Heterosexual Injecting Drug Users. *National Institute on Drug Abuse Monograph*, Chapter in Monograph #143, 1994

Melnikow J, Alemagno S. Adequacy of Prenatal Care among Inner City Women. *Journal of Family Practice*, 37 (6): 575-582, 1993. Hekelman F, Vanek E, Kelly K, Alemagno S. Characteristics of Family Physicians' Clinical Teaching Behaviors in the Ambulatory Setting: A Descriptive Study. *Teaching and Learning in Medicine*, 5(1): 18-23, 1993.

Hekelman, F.P., Stricklin, M.L., Brown, K., Alemagno, S. Clinical research in home care. A report of affiliates of the Visiting Nurse Associations of America. *The Journal of Nursing Administration*, 22 (1): 29-32, 1992.

Frank S, Zyzanski S, Alemagno S. Upper Respiratory Infection: Stress, Support, and the Medical Encounter. *Family Medicine*, 24 (7): 518-523, 1992.

Botkin J, Alemagno S. Carrier Screening for Cystic Fibrosis: A Pilot Study of the Attitudes of Pregnant Women. *American Journal of Public Health*, 82(5): 723-725, 1992.

Alemagno S, Zyzanski S., Stange, K., Kercher, K., Madalie, J., Kahana, E. Health and Illness Behaviors of Type A Persons. *Journal of Occupational Medicine*, 33(8): 891-892, 1991.

Kelly R, Velez-Holvino O, Alemagno S. Serum Cholesterol: Attitudes and Behavior of Family Practice Residents. *The Journal of Family Medicine*, 32(3): 283-288, 1991.

Melnikow J, Alemagno S, Rottman C, Zyzanski S. Characteristics of inner-city women giving birth with little or no prenatal care. *The Journal of Family Medicine*, 32(3): 283-288, 1991.

Kelly R, Zyzanski S, Alemagno S. Prediction of motivation and behavior change following health promotion: role of health beliefs, social support, and self-efficacy. *Social Science and Medicine*, 32(3): 311-320, 1991.

Hauck F, Zyzanski S, Alemagno S, Medalie J. Patient perception of humanism in physicians: Effects on positive health behaviors. *Family Medicine* 22(6): 447-452, 1990.

Blankfield R, Kelly R, Alemagno S, King C. Continuity of Care in a Family Practice Residency Program: Impact on Physician Satisfaction. *The Journal of Family Practice* 31(1): 69-73, 1990.

Garrett R, Zyzanski S, Alemagno S. Immigration, Health Status and Physician Visits in a Puerto Rican Community. *Family Medicine*, 22(1): 14-19, 1990.

Tabenkin H, Zyzanski S, Alemagno S. Physician Managers: Personal Characteristics Versus Institutional Demands. *Health Care Management Review*, 14(2): 7-12, 1989.

Schein, M., Zyzanski, S.J., Levine, S., Medalie, J.H., Dickman, R.L., Alemagno, S.A. The Frequency of Sexual Problems Among Family Practice Patients. *The Family Practice Research Journal*, 7 (3): 122-34, 1988.

Alemagno S, Zyzanski S, Silko G. Urgent Care Centers: What does 'urgent' really mean? *Family Practice Research Journal*, 6(1): 12-21, 1986.

Wentz, S., Wile, M.Z., Zyzanski, S.J., Alemagno, S.A. Change in Medical Student Learning Styles: A Four Year Prospective Study. Proceedings of the Annual Conference on Research in Medical Education Conference on Research in Medical Education, 25, 313-318, 1986.

#### Citation

477 citations from Google Scholar

#### **Presentations**

9<sup>th</sup> All-Ohio Institute on Community Psychiatry Working Together: New Paradigms for Integrated Mental Health Services." "Disasters Happen: Are you Ready? Using E-Technology to Screen Vulnerable Populations for Emergency Preparedness." Cleveland, Ohio. March 20-21, 2009

Technology Supported Health Promotion: The Healthy Town Experience. August 1-2, 2008. Cleveland Clinic 7<sup>th</sup> Audiology Symposium Innovations in Hearing: The Aging Parent. Cleveland, Ohio.

E-technology: Screening Community-Based Seniors for Emergency Preparedness Workshop. 2008 Annual Conference of the National Council on Aging and The American Society on Aging, March 26-30, Washington, DC.

Joint Meeting on Adolescent Treatment Effectiveness, April 25-27, 2007 Washington, DC. Workshop Chair: Identifying Adolescent Substance Abuse Treatment Gaps: A Statewide Model.

Identifying Adolescent Substance Abuse Treatment Gaps: A Statewide Model. Addiction Studies Institute. August 16, 2007.

Health Disparities of Adolescents in Juvenile Detention. January 13, 2006. Case Western Reserve School of Medicine Center for Health Disparities.

Reflections on 40 Years of Drug Abuse Research. May 15-17, 2006, Key Largo, FL.

2006 Joint Conference of The National Council on the Aging and the American Society on Aging – March 2006. Health Promotion Using Tele-Medicine: The Healthy Town Experience.

2006 Joint Conference of The National Council on the Aging and the American Society on Aging – March 2006. How Technology Assists Older Persons to Reduce Their Medication Misuse

2006 Joint Meeting on Adolescent Treatment Effectiveness, March 26-29, Baltimore, Maryland. Sexual Abuse of Juvenile Offenders: Need for Trauma-Focused Intervention.

HIV Rapid Testing. Developing Safe and Healthy Communities: Recover, Reenter, Restore. 12<sup>th</sup> National Conference on Drugs and Crime. September 11, 2005, Cleveland, Ohio.

Methamphetamine Lessons and Applications from Urban and rural Settings. Developing Safe and Healthy Communities: Recover, Reenter, Restore. 12<sup>th</sup> National Conference on Drugs and Crime. September 11, 2005, Cleveland, Ohio.

STD and Other Public Health Risks of Arrestees. STD Conference and Ninth Annual World AIDS Day Conference. December 7, 2005, Columbus, OH.

Promoting and Preserving the Health of Community-Dwelling Seniors: The Health Town Experience. Cleveland State University College of Education and Human Services Second Annual Partnership Conference. February 9, 2005.

Reducing Medication Misuse of Seniors via E-Technology. Cleveland State University College of Education and Human Services Second Annual Partnership Conference. February 9, 2005.

Self-Directed Health Prevention for Seniors: Healthy Town Websites. Cleveland State University College of Education and Human Services Second Annual Partnership Conference. February 9, 2005.

Families with Children: A Partnership for Prevention, October 7, 2004 Presented at Network TUFH/CCPH Atltanta Conference Overcoming Health Disparities: Global Experiences for Partnerships Between Communities, Health Services and Health Professional Schools, Atlanta, GA. (Poster)

Using Computer Technology to Prevent Drug Misuse Among Lower-Income Adults Living in Public Housing. National Gerontological Nursing Association Annual Convention Poster, NGNA Convention, October 10-12, 2003, Houston, TX.

Using technology to reduce drug misuse via E-Technology. Presented at the 29<sup>th</sup> Annual Conference of National Association of Area Agencies on Aging, Atlanta, GA. July 2004.

Screening for Co-Occurring Mental Health and Substance Abuse Disorders in Adult Arrestees in Cuyahoga County, Ohio. The American Society of Criminology, 55<sup>th</sup> Annual Meeting. November 19-22, 2003. Denver, Colorado.

Technology Supported Health Promotion for Seniors. American Academy of Nursing's 30<sup>th</sup> Annual Meeting. November 13-15, 2003, San Diego, CA.

Using Technology to Enhance Motivation of Women in Jail. Workshop Director. 33<sup>rd</sup> Annual Medical Scientific Conference of the American Society for Addiction Medicine. April 28, 2002. Atlanta, Georgia.

Conducting Research and Getting it Published. Faculty Development Workshop, Nova Southeastern University, The College of Osteopathic Medicine of the Fischler Graduate School of Education and Human Services. Ft. Lauderdale, Florida. March, 2002.

Using Technology to Enhance Motivation in Jails Interventions for Women in Jail. Workshop. Presented at the 2001 Ohio Department of Alcohol and Drug Addiction Services (ODADAS) - Ohio Drug and Alcohol Studies Institute. May 15, 2001. Ashland University, Ashland, Ohio.

Motivating Women in Jail. Workshop at the Treating Women's Addictions: Research Confronts Reality" Conference. Owego, New York. October 2, 2000.

### **Grant Reports**

Adolescent Alcohol and Drug Addiction Treatment in Ohio: Gaps and Barriers – the Provider Perspective. February 12, 2008. Found at:

http://www.odadas.state.oh.us/GD/Templates/Pages/ODADAS/ODADASPrimary.aspx?page=4&TopicRelationID=233&Content=4751

Adolescent Alcohol and Drug Addiction Treatment in Ohio: Gaps and Barriers – the Referral Agency Perspective. February 12, 2008. Found at: http://www.odadas.state.oh.us/GD/Templates/Pages/ODADAS/ODADASPrimary.aspx?page=4&TopicRelationID=233&Content=4751

Adolescent Alcohol and Drug Addiction Treatment in Ohio: Gaps and Barriers – the Family Perspective. February 12, 2008. Found at: http://www.odadas.state.oh.us/GD/Templates/Pages/ODADAS/ODADASPrimary.aspx?page=4&TopicRelationID=233&Content=4751

NIDA Final Report. Study Title: HIV Prevention for Community-Based Drug-Using Offenders. October 2007.

The Ohio Substance Abuse Monitoring Network A Targeted Response Initiative – Substance Abuse Among Older Adults. January 2007. Found at: http://www.odadas.ohio.gov/GD/Templates/Pages/ODADAS/ODADASDefault.aspx?pag e=1

The Ohio Substance Abuse Monitoring Network A Targeted Response Initiative – Young Heroin Users and Treatment Experience in Ohio. June 2006. Found at: http://www.odadas.ohio.gov/GD/Templates/Pages/ODADAS/ODADASDefault.aspx?pag e=1

The Ohio Substance Abuse Monitoring Network A Targeted Response Initiative – Methamphetamine Use in The State of Ohio. June 2005. Found at: http://www.odadas.ohio.gov/GD/Templates/Pages/ODADAS/ODADASDefault.aspx?pag e=1

The Ohio Substance Abuse Monitoring Network Surveillance of Drug Abuse Trends in the State of Ohio. Biannual Reports since 2003. Found at: http://www.odadas.ohio.gov/GD/Templates/Pages/ODADAS/ODADASDefault.aspx?pag e=1

Alemagno, S., Shaffer-King, E., Tonkin, P, Hammel, R. Characteristics of Arrestees at Risk for Co-Exisiting Substance Abuse and Mental Disorder. Document No. 207142, 1-17, October, 2004.

#### **Dissertations as Director or Committee Member:**

Khasawneh, Saleh (in progress at the University of Akron) An Exploration of Factors Influencing Government Employees' Adoption and Utilization of Information Technology in Developing Countries: A Case Study of Jordanian Government Institutions. Prospectus Defense Date, March 21, 2009. Committee Member.

Gittner, Lisaann (in progress at the University of Akron) From Farm to Fat Kids: The Intersection of Health and Agricultural Policy. Prospectus Defense Date, March 2, 2009. Committee Member.

Liao, Hsin Chung (in progress at Cleveland State University) The Relationship of Access to Affordable Health Care Service and Health Outcomes: A Case Study of the Physically Disabled Population in Cuyahoga County, Ohio. Committee Member.

Smitananda, Phanompatt Postsecondary Academic Attainment of Asian Americans: Analyses of NELS 1988-2000. Defense Date, November 17, 2008 (Degree, December 2008). Chair.

Lee. Thibodeaux. Measuring the Diffusion of a Federal Drug Policy: Implementation of the Principles of Effectiveness in Ohio Public School Districts. Defense Date, April 28, 2008. Chair.

Maria Veronica Elias. Experiencing Community Process: The Dynamics of Community Improvement in Selected Akron-Area Neighborhoods. Committee Member. Graduation, Summer 2008.

Miriam Mendelson . A Systems Understanding of Terrorism with Implications for Policy. Defended April 14, 2008 (Degree, May 2008). Committee Member.

Kevalin Silphiphat. Predictors of Re-Offending in Ohio Juvenile Offenders: Examining the Role of Child Abuse. Graduated December 2007. Chair.

Beth Shaberg-Stone. Development and Implications of a Body of Scientific Knowledge: A Bibliometric Analysis of the Science of Endocrine Disruption. Completed December 2007at Cleveland State University. Committee Member.

Stacey Buckshaw. Ready School: Accessing the Value of Social Context Variables as Predictors of Schools' Readiness for Children. Graduated May 2007. Chair.

Augustine Hammond. An Assessment of Adolescents' Perceptions of and Attitudes Toward Police Instructors in School-Based Drug Prevention. Graduated Summer 2005. Chair.

Kelly A. Cronin. Customer-Driven Government to Improve the Performance in a Police Agency. Graduated December 2004. Committee Member.

Alyce Rauchenstein. 2007. The Consortium of East Ohio Master of Public Health. Committee Member.

Kirk Norris. 2006. The Consortium of East Ohio Master of Public Health. Committee Member.

### **Teaching Experience**

### **Courses Developed:**

Health Planning and Public Policy (MPA) Seminar in Health Policy (PhD)

**Courses Taught:** 

At Nova Southeastern U.: Special Topics in Correctional Medicine
At The University of Akron: Doctoral Seminar in Program Evaluation

Doctoral Seminar in Policy Analysis and Evaluation

Doctoral Seminar in Health Policy Health Planning and Public Policy Program Evaluation in Urban Studies

Basic Quantitative Research

Policy Issues in Health Care Administration

At Kent State University: Long Term Care

### **Courses Taught & Student Review:**

Fall 2008 – 3980:614 – Ethics in the Public Sector

\*Idea: Teaching Excellence – 4.8 Idea: Course Excellence – 4.8

Spring 2008 – 3980:706 – Program Evaluation

Idea: Teaching Excellence – 5.0 Idea: Course Excellence – 4.7

Fall 2007 – 3980:714 – Seminar in Policy Analysis and Evaluation

Idea: Teaching Excellence - 4.9 Idea: Course Excellence - 4.8

Spring 2007 – 3980:706 – Program Evaluation

Idea: Teaching Excellence – 5.0 Idea: Course Excellence – 4.6

Spring 2006 – 3980:622 – Health Planning and Public Policy

Idea: Teaching Excellence – 4.8 Idea: Course Excellence – 4.9

Fall 2005 – 3980:671 – Program Evaluation in Urban Studies

Idea: Teaching Excellence – 4.9 Idea: Course Excellence – 4.7

Spring 2005 – 3980-714 – Seminar in Public Administration

Idea: Teaching Excellence – 4.4 Idea: Course Excellence – 4.4

Spring 2004 – 3980:600 – Basic Quantitative Research

Idea: Teaching Excellence – 4.6 Idea: Course Excellence – 4.4

Fall 2004 - 3980:600 - Basic Quantitative Research

Idea: Teaching Excellence – 4.8 Idea: Course Excellence – 4.7

Spring 2003 – 3980:706 – Program Evaluation

Idea: Teaching Excellence – 4.9 Idea: Course Excellence – 4.7

Fall 2003 – 3980:671 – Program Evaluation in Urban Studies

Idea: Teaching Excellence – 5.0 Idea: Course Excellence – 4.8

Fall 2002 – 3980:671 – Program Evaluation in Urban Studies

Idea: Teaching Excellence – 4.9 Idea: Course Excellence – 4.7 \*Idea score range from 1-5

**Grants/Contracts as Principal Investigator** 

2008-2009	\$25,000	LifeBanc – GIS Second Chance Trust Fund
2008-2009	\$27,160	LifeBanc – BMV Second Chance Trust Fund
2008	\$22,500	Evaluation of Smith House Therapeutic Community Alcohol & Drug Addiction Services Board Stark County
2008	\$85383	Ohio Substance Abuse Monitoring Program Ohio Department of Alcohol and Drug Addiction Services
2008-2013	\$390,000	Mental Health & Recovery Services Board of Stark County (SAMHSA grant). Supportive Housing Empowerment Linkage & Treatment Enhanced Recovery (Shelter).
2008-2009	\$15,000	Cleveland Department of Public Health. 2008 Comprehensive HIV Prevention Plan Consultant.
2008-2009	\$150,000	Visiting Nurse Association of Cleveland. Ready Seniors Expansion Grant
2007-2008	\$35,000	Ohio Department of Alcohol & Drug Addiction Services Training & Technical Assistance: Access to Recovery
2007-2008	\$94,000	Cleveland Development Block Grant – HIV AIDS Prevention Program – AIDS Funding Collaborative
2007	\$85383	Ohio Substance Abuse Monitoring Program Ohio Department of Alcohol and Drug Addiction Services
2007	\$65,223	Evaluation of Smith House Therapeutic Community Alcohol & Drug Addiction Services Board Stark County

2007	\$ 50,000	Ready Seniors- Emergency Preparedness for Seniors Bruening Foundation/Cleveland Foundation/Dominion Ohio
2006	\$ 34,000	Universities as Developers Urban University Program- NE Ohio Research Consortium
2006-2007	\$150,000	Evaluation of Criminal Justice Treatment Services Ohio Department of Jobs and Family Services Ohio Department of Alcohol and Drug Addiction Services
2005-2008	\$366,489	Ohio Adolescent Treatment Gap Assessment Ohio Department of Alcohol and Drug Addiction Services DHHS Center for Substance Abuse Treatment
2005-2006	\$160,000	Ohio Substance Abuse Monitoring Program Ohio Department of Alcohol and Drug Addiction Services
2004-2006	\$147,000	HIV Prevention for Community Based Drug Using Offenders. NIDA/NIH.
2004	\$ 39,207	Healthy Town Year II: Online Medication Education (WRAAA) Visiting Nurse Association of Cleveland
2004-2005	\$127,036	Healthy Town Families with Children (CDC) Visiting Nurse Association of Cleveland
2004	\$ 50,000	Evaluation of Smith House Therapeutic Community Alcohol & Drug Addiction Services Board Stark County
2003	\$147,000	Nursing Strategy for Computerized Violence Screening National Institute of Nursing Research
2002-2003	\$ 26,761	Screening for Co-Occurring Mental Health & Substance Abuse Disorders (ADAM Supplement) National Institute of Justice Office of Justice Programs
2002-2003	\$ 61,761	Using Computer Technology to Prevent Drug Misuse Among AMHA Senior Residents Akron Metropolitan Housing Authority (AMHA)
2002-2003	\$144,000	Evaluation of Youth Reentry Program in Stark and Summit Counties Ohio Department of Alcohol & Drug Addiction Services
2002-2003	\$ 17,315	Evaluation of Summit County Felony Drug Court Office of Justice Affairs/Oriana House/U.S. Department of Justice
2001-2003	\$463,290	Arrestee Drug Abuse Monitoring ADAM)

		National Opinion Research Center (NORC)
2001-2002	\$ 20,323	Visiting Nurse Association: Healthy Town
2001-2002	\$ 20,000	OBR Individual Research Challenge Match (1999-2001 Biennium) To Arrestee Drug Abuse Monitoring (ADAM) Program Ohio Board of Regents
2001-2002	\$ 14,820	Employment Needs of Women in Summit County Jail Urban University Program
2000-2003	\$ 79,776	Academic Administrative Units in Primary Care DHHS/HRSA and Nova Southeastern University
1999-2001	\$ 51,444	NOVA Faculty Development Nova Southeastern University
1998-2002	\$272,298	New Methodologies in Community Research NIH/NIDA
1998-2001	\$552,728	Arrestee Drug Abuse Monitoring (ADAM) Abt Associates
1998-2001	\$ 20,289	Alcohol Screening & Management Case Western Reserve/Sub NIH-NIAAA
1998	\$ 27,000	Cuyahoga County Juvenile Court Evaluation of Intake Procedures
1995-1997	\$131,000	Cuyahoga County Ohio Sheriff's Office Jail Assessment, Intervention and Linkage Project
1996	\$ 97,000	National Institute on Drug Abuse Small Business Innovation Research Contract HIV Screening of Homeless
1994-1996	\$495,000	National Institute on Drug Abuse Small Business Innovation Research Grant Screening for Alcoholism in Primary Care
1995	\$ 32,000	National Institute on Justice Telephone Screening for Drug Abuse in New Arrestees

# **Recent Community Engagement Projects**

2007	LifeBanc Certified Educator Training Workshop Volunteer

2006

Summa Health Systems Geriatric Research and Education Initiative

2006 University of Akron Medina Center

Health Care Workforce Market Assessment Funded by Department of Labor Grant

2005-2006 University of Akron University Park Alliance Initiative

Community Needs Assessment

#### **Board achievements**

2006-2010 Board member, Trinity High School, Garfield Heights, Ohio

2000-2002 Board member, Girl Scouts of Lake Eric Council, Cleveland, Ohio

1999-2003 Board member, West Side Ecumenical Ministries, Cleveland, Ohio

**Professional Association Memberships** 

American Public Health Association National Commission on Correctional Health Care American Society on Aging American Society for Public Administration

#### **Grant & Journal Review**

Grant Reviewer, Centers for Disease Control, Youth Violence Prevention- Community Level Interventions

International Journal of Pediatric Obesity. Reviewer.

American Journal of Public Health. Reviewer.

Public Health Nursing. Reviewer.

Journal of Correctional Health Care. Reviewer.

Grant Reviewer, National Institute on Drug Abuse Community Research Program

National Institute on Drug Abuse – AIDS Behavioral Research Review Committee

Department of Health and Human Services, Substance Abuse and Mental Health Services Administration Center for Substance Abuse Treatment. Special Emphasis Panel I on Targeted Capacity Expansion, Treatment I, TI-98-006.

### CURRICULUM VITAE

# MADHAV P. BHATTA, MPH, PhD

Current Position: Assistant Professor of Epidemiology

Work Address: 208 Schwartz Center

College of Public Health Kent State University

P. O. Box 5190 Kent. OH 44242

Telephone: (330) 672-6511 Fax: (330) 672-6505 Cell: (205) 602-7569 E-mail: mbhatta@kent.edu

### **EDUCATION**

### **Doctor of Philosophy** in Epidemiology

December 2007

University of Alabama at Birmingham School of Public Health, Alabama

**Dissertation:** Impact of immunosuppression on the incidence and clearance of human papillomavirus in HIV-infected women in Alabama

### Master of Public Health in Epidemiology & International Health

August 1999

University of Alabama at Birmingham School of Public Health, Alabama

Master's Project: Survey of physicians providing obstetrics care in Thailand

on the use of zidovudine for prevention of mother-to-child HIV transmission

### Bachelor of Arts in Biochemistry

August 1995

University of Pennsylvania, Philadelphia, Pennsylvania

### **SPECIAL SKILLS**

Academic Program Development & Management: Experienced in curriculum development and management of degree programs, certificate courses, and short-term training in public health.

*Grants development, Management, and Administration:* Experienced in development, management, and administration of NIH research and training grants.

**Administration and Management:** Over ten years of administrative, financial management, and supervisory experience at an endowed center in a school of public health.

Communication Skills and Cross-cultural Experience: Excellent oral and written communication skills. Over ten years of experience working with individuals and institutions at local, national, and international levels.

*Languages:* Fluency in **English**, **Nepali** and **Baitadeli** (regional language in Nepal). Competency in **Hindi** and basic **Urdu** comprehension.

*Quantitative and Scientific Writing Skills:* Epidemiologic study design and analysis—descriptive, cross-sectional, case-control, and cohort studies; multiple regression—logistic and linear; survival analysis; Experienced in scientific manuscript preparation.

**Data Management & Statistical Analysis Software Applications:** Proficient in SAS, EPI-INFO, Microsoft Access, and Excel. Experience with SPSS, and GraphPad Prism. Experienced in data management and manipulation.

*General Use Computer Applications:* Proficient in Microsoft Word, PowerPoint, Publisher, Front Page, Adobe Acrobat Professional, Adobe Photoshop, Endnotes, and Reference Manager.

# PROFESSIONAL EXPERIENCE

Assistant Professor of Epidemiology College of Public Health	August 2009 - Present
Kent State University, Kent, Ohio	
Program Director Program Manager	2005 – December 2008 2001 - 2005
Graduate Assistant Sparkman Center for Global Health University of Alabama at Birmingham (UAB), Alabama	June, 1999 - 2001
International Public Health Research & Training Intern Thai Red Cross AIDS Research Centre & Chulalongkorn University Bangkok, Thailand	1999
Graduate Research Assistant Department of Epidemiology & International Health UAB School of Public Health, Birmingham, Alabama	1998 - 1999
Project Coordinator AIDS International Research Training Program UAB School of Public Health, Birmingham, Alabama	1997 - 1998
Undergraduate Researcher Division of Hematology, University of Pennsylvania, School of Medicine/ Children's Hospital of Philadelphia, Pennsylvania	1993 - 1995

### **Teaching**

Course Master		
UAB Depart	tment of Epidemiology/Sparkman Center for Global Health	
LCS 104:	Health without Borders	Fall 2008
EPI 604:	Infectious Diseases Surveillance and Control-	
	Field Studies in Resource Limited Settings	
	(The Jamaica Course)	Summer 2008
EPI 650:	Global Perspectives-	
	Disease Control and Prevention	Summer 2008
Course Assistan	t	
UAB Depart	tment of Epidemiology/Sparkman Center for Global Health	
EPI 604:	Infectious Diseases Surveillance and Control-	
	Field Studies in Resource Limited Settings	
	(The Jamaica Course)	2006 - 2007
EPI 650:	Global Perspectives-	
	Disease Control and Prevention	2001 - 2007
IH 615:	Seminar Series in Global Health	2003 - 2004
Graduate Teach	ing Assistant	2000 - 2002
UAB Depar	tment of Epidemiology	
EPI 625:	Quantitative Methods in Epidemiology (2000, 2001)	
EPI 600:	Introduction to Epidemiology (2002)	
Science/Biology	<i>Teacher</i> (4 – 8 <sup>th</sup> Grades)	1990 - 1991
Department		
Budhanilkar	ntha School, Kathmandu, Nepal	
	Other Programmatic Positions in Public/Global Health	
Coordinator		
UAB Peace Cor	ps Master's International Program in Public Health	2008
Director		2006 - 2008
Assistant Direct	or	2001 - 2005
	ternational Public Health Summer Institute	
Program Direct	or	2005 - 2008
	k Program for Global Health	
Consultant/Tech	nical Advisor	2005 - 2007
Certificate (	Course- Leadership in Public Health Management	
AVNI Health Fo	oundation, Mumbai, India	
Director		2004 – 2008
UAB/Edmund E	. Muskie Graduate Fellowship Program in Public Health	
OFFSSIONAT	L AFFILIATIONS	
THITOSOT IV		

Society of Research Administrators International, Member since 2007

American Public Health Association, Member since 2003

International Papillomavirus Society, Member since 2003

Global Health Council, Member since 2001

### AWARDS/HONORS/SCHOLARSHIPS

Golden Key International Honour Society, 2008

UAB Graduate School Fellowship, 2001

Phi Beta Delta Honor Society for International Scholars, 2000

Academic Excellence Award-Doctoral Student, UAB International Scholar & Student Services, 2000

Delta Omega Honorary Public Health Society, 1999

UAB School of Public Health Tuition Fellowship, 1998 & 2000

University of Pennsylvania Undergraduate Scholarship, 1991 – 1995

Government of Nepal Scholarship, Budhanilkantha School, Kathmandu, Nepal, 1981 - 1990

### **SERVICE ACTIVITIES**

UAB Study Away Scholarship Selection Committee, 2008

Council on Education for Public Health (CEPH) Accreditation UAB Site Visit-Workforce Development, Service and Service Learning Group Member, 2008

Delta Omega, Upsilon Chapter, Activities Committee, Co-Chair, 2006 – 2008

Conference at Servants in Faith and Technology (SIFAT) Campus, Lineville, Alabama; Killer in the Kitchen: Indoor Air Pollution and Appropriate Technology Solutions; Organizing Committee, 2006

UAB School of Public Health Global Health Education Committee, 2005

UAB School of Public Health International Health & Global Studies (IHGS) Strategic Planning Committee, 2005

Conference at SIFAT Campus, Lineville, Alabama; State of the World Children 2005: Childhood Under Threat; Organizing Committee, 2005

UAB School of Public Health IHGS Advisory Committee, 2003 – 2004

UAB School of Public Health Ad-hoc Committee for International Health Reorganization, 2003

Conference at SIFAT Campus, Lineville, Alabama; Safe Motherhood: The State of the World's and Alabama's Mothers; Organizing Committee, 2003

UAB School of Public Health Strategic Planning: Areas of Excellence Committee, 2002

UAB School of Public Health Website Development Committee, 2000

UAB School of Public Health Excellence in Teaching Award Selection Committee, 1998

### **PUBLICATIONS**

#### Journal Articles

Buriev U, **Bhatta, MP**, Westfall A,, Saag MS, Hoesley C, Kemp MC. Genital Cytomegalovirus Infection in HIV-1 positive Women during the HAART era (*In preparation*).

**Bhatta MP**, Shrestha S, Vermund SH, Broker TR, Hoesley CJ. Time-to-clearance of human high and low-risk papillomavirus infections among HIV-infected women in Alabama (*In preparation*).

**Bhatta MP**, Vermund SH, Shrestha S, Hoesley CJ. Prevalence and incidence of human papillomavirus infection in HIV-infected women in Alabama (*In preparation*).

**Bhatta MP**, Vermund SH, Hoesley CJ. Human immunodeficiency virus infection in Alabama women: socio-demographic, behavioral, and reproductive health characteristics and factors associated with lack of HIV-1 viral control (under review with *The Journal of American Medical Sciences*).

**Bhatta MP**, Stringer JSA, Phanuphak P, Vermund SH. Mother-to-Child HIV transmission prevention in Thailand: Physician zidovudine use and willingness to provide care. *Int J STD AIDS* 2003;14(6):404-10.

Nichols S, **Bhatta MP**, Lewis J, Vermund SH. Prenatal HIV counseling, testing, and antiviral prophylaxis by obstetric and family medicine providers in Alabama. *Am J Med Sci* 2002;324:305-9.

#### **Book Chapters**

Vermund SH, **Bhatta MP**, Sahasrabuddhe V. Papillomavirus infection. In: Armstrong D, Cohen J, eds. *Infectious Diseases (Vol. 1)*, 3<sup>rd</sup> ed. Mosby, London; 2009.

Vermund SH, **Bhatta MP**. Papillomavirus infection. In: Armstrong D, Cohen J, eds. *Infectious Diseases (Vol. 1)*, 2<sup>nd</sup> ed. Mosby, London; 2004.

Vermund SH, Kristensen S, **Bhatta MP**. HIV as an STD. In: Mayer KH, Pizer HF, eds. *The Emergence of AIDS: Impact on Immunology, Microbiology, and Public Health*. APHA, Washington, D.C.; 2000: 121-38pp.

Vermund SH, Wiener H, Lawson ML, **Bhatta MP**. HIV/AIDS. In: Thomas JC, Weber DJ, Weigle KA, eds. *Epidemiologic Methods for Infectious Diseases*. Oxford University Press, New York; 2000: 404-31pp.

### Abstracts & Poster Presentations

**Bhatta MP**. Building Public Health Capacity Globally through Multi-institutional Partnerships. APHA, 2008. Abstract# 178027.

Kroon EDMB, Ungsedhapand C, Worarien W, Ubolyam S, van Leeuwen R, Khongphatthanayothin M, **Bhatta MP**, et al. A randomized, open label, follow-up study to explore the antiretroviral efficacy and tolerability of switching to therapy with d4T/ddI/saquinavir-SG soft gel versus combivir/saquinavir-SG soft gel in an HIV infected Thai population pretreated with AZT/ddC: 24 weeks interim analysis. 1999 Conference on Retroviruses and Opportunistic Infections: Chicago, USA (Poster).

Ruxrungtham K, Kroon EDMB, Ungsedhapand C, Teeratakulpisarn S, Youngyeantaworn T, Ubolyam S, Weverling GJ, **Bhatta MP**, et al. A randomized, open label study to explore the efficacy of immediate versus deferred switching from ddI/d4T to AZT/3TC in a Thai HIV infected population. 1999 Conference on Retroviruses and Opportunistic Infections, January 1999: Chicago, USA (Poster).

Vermund SH, Lucas S, Bartlett MS, Tang X, **Bhatta MP**, Smith JW, Lee CH. Molecular and clinical evidence for Pneumocystis carinii strains of low pathogenicity from Africa compared to the U.S./Europe/ Australia. 12<sup>th</sup> World AIDS Conference, Geneva. June 1998 (Geneva, Switzerland): Abstract #: 22177 (297).

Stringer JSA, Aira T, **Bhatta MP**, Schwebke J, Sarkar M, Shah SA, Vermund SH. HIV/STD prevention in high risk, low prevalence Asian nations; Bangladesh, Pakistan, and Mongolia. 12<sup>th</sup> World AIDS Conference, Geneva. June 1998 (Geneva, Switzerland): Abstract #: 43523 (949).

### EXTRAMURAL GRANT SUPPORT

UAB Framework Program for Global Health; 1R25TW007501-01 (PI: Ehiri, J); 9/1/2005-2/29/2008; NIH/FIC/UAB Sparkman Center; Role: Program Director (40%)

The purpose of this project was to develop capacity in global health research and education at UAB.

Agents of International Health & Bioterrorism Concern; 5T32AI055438-02 (PI: Vermund, S); 6/1/2004-8/31/2005; NIH/NIAID; Role: Program Director (10%)

The project focused on pre-doctoral and post-doctoral training of 6-fellows a year at UAB on agents of biodefense interest, including key organisms of emerging and international interest.

### **REFERENCES**

Available upon request.

### **CURRICULUM VITA**

### THOMAS W. BREWER

### Personal Information

Office Address: Department of Justice Studies

Kent State University 113 Bowman Hall Kent, Ohio 44242

Phone: 330-672-0315

E-mail: twbrewer@kent.edu

### **Education and Honors**

Ph.D. 2003 University at Albany, Albany, New York

Criminal Justice

M.A. 1999 University at Albany, Albany, New York

Criminal Justice

B.A. 1996 Kent State University Honors College, Kent, Ohio

Criminal Justice Studies Summa Cum Laude

Graduation with Departmental Honors

2001 Frank J. Remington Prize for Interdisciplinary Legal

Studies

1996 Who's Who Among American College and University

Students

1995 Golden Key National Honor Society

1995 National Order of Omega, Greek Organization Honor

Society

1994 Alpha Phi Sigma, National Criminal Justice Honor Society

### **Areas of Teaching Interest**

Teaching Interests Epidemiological Patterns of Violence

Criminological Theory

Law/Public Policy and Social Science Research

Quantitative Methodology

**University Service** 

2008-Present Institutional Review Board

Kent State University

2008-2009 College Curriculum Committee

College of Arts and Sciences

Kent State University

2008-Present Faculty Advisory Committee

Department of Justice Studies

Kent State University

2007-2009 Undergraduate Coordinator

Department of Justice Studies

Kent State University

2002-2009 Faculty Advisor, Alpha Phi Sigma, National Criminal

Justice Honor Society Kent State University

2004-2005 Student Complaint Committee

Kent State University

2003-2004 Faculty Advisory Committee

Department of Justice Studies

Kent State University

Grants Awarded

Fall 2007 Northern Ohio Violent Crime Consortium Initiative

United States Department of Justice, Bureau of Justice

Assistance

Co-Principal Investigator

Award: \$250,000

Fall 2006 Comprehensive Anti-Gang Initiative

Ohio Office of Criminal Justice Services

Co-Principal Investigator

Award: \$110,756

Fall 2006 2007 Census of Law Enforcement Gang Units

Bureau of Justice Statistics Principal Investigator Award: \$215,276

Spring 2006 Mitigation in Capital Sentencing: Evidence from Trial

Transcripts & Juror Interviews National Science Foundation

Co-Investigator Award: \$241,393

Spring 2005 Assessment of G.R.E.A.T. Families in a Faith-Based

Setting

Ohio Office of Criminal Justice Services

Co-Principal Investigator

Award: \$75,000

Fall 2004 National Violent Death Reporting System Pilot Project

The Joyce Foundation Principal Investigator Award: \$20,000

Fall 2003 Ohio Capital Jury Project

Ohio State Bar Foundation

Award: \$28,087

National Science Foundation

Award: \$29,250.00 (through National Capital Jury Project)

Total Award: \$57,337

Spring 2003 Moulton Scholars Program

Faculty Professional Development Center

Kent State University

Award: \$2,000

## Relevant Employment

2008-Present Department of Justice Studies

Kent State University Associate Professor

2008 Department of Justice Studies

Kent State University Awarded Tenure

2004-Present Institute for the Study and Prevention of Violence

Kent State University Research Fellow

2003-2008 Department of Justice Studies

Kent State University Assistant Professor

2002-2003 Department of Justice Studies

Kent State University Instructor (Tenure Track)

New York State Division of Criminal Justice Services

**Division of Statistical Services** 

Consultant on New York Incident Based Reporting Project

2001-2002 New York State Division of Criminal Justice Services

**Division of Statistical Services** 

Graduate Assistant

2000- 2001 New York State Defenders Association

Albany, NY

Research Associate

1992-1998 Ohio Army National Guard

Military Police Sergeant, Military Police Team Leader,

Military Police Desk Sergeant

1988-1992 United States Army

Military Police Officer, Military Police Team Leader,

Traffic Accident Reconstructionist/Investigator

### **Publications**

Bowers, W.J., **T.W.** Brewer, & C.S. Lanier. (2009). The Capital Jury Experiment of the U.S. Supreme Court. In C.S. Lanier, W.J. Bowers, & J.R. Acker (Eds.), *The Future of America's Death Penalty: An Agenda for the Next Generation of Capital Punishment Research* (pp. 199-218). Durham, N.C.: Carolina Academic Press

Slovak, K., **T.W. Brewer**, K. Carlson. (2008). Social Workers and Client Firearm Safety Counseling. *Social Work*. 53(4), 358-366.

Caldwell, H., **T.W. Brewer**. (2008). Death Without Due Consideration? Overcoming Barriers To Mitigation Evidence By "Warming" Capital Jurors To The Accused. *Howard Law Review*. 51(2), 193-250.

Pogorzelski, W., & **T.W. Brewer**. (2007). Reframing Cameras in Court as a Public Policy Issue. *Judicature*. 91(3), 124-134.

**Brewer, T.W.**, E. Jefferis, F. Butcher, T.D. Wiles. (2007). A case study of the Northern Ohio Violent Fugitive Task Force. *Criminal Justice Policy Review*, 18(2), 200-220.

**Brewer, T.W.**, & Flannery, D. (2006). School Violence. In *Encyclopedia of Sociology*. Oxford: Blackwell Publishing. Volume II, 842-844.

Jefferis, E., **T.W. Brewer**, D. Flannery, C. Dogutas, & A. Mosgo. (2006) A Profile of School-Based Prevention Strategies in Northern Ohio. *Law Enforcement Executive Forum*, 6(2), 89-100.

**Brewer, T.W**. (2006). Book Review: Killing as Punishment: Reflections on the Death Penalty in America. By Hugo Adam Bedau, *Criminal Justice Review*, 31(1), 80-82.

**Brewer, T.W**. (2005). The attorney-client relationship in capital cases and its impact on juror receptivity to mitigation evidence. *Justice Quarterly*, 22(3), 340-363.

**Brewer, T.W**. (2004). Race and jurors' receptivity to mitigation in capital cases: The effect of jurors', defendants', and victims' race in combination. *Law and Human Behavior*, 28(5), 529-545.

**Brewer, T.W**. (2005). Race and jurors receptivity to mitigation in capital cases. *Florida Defender*, 17(4), 10-14

Bowers, W.J., Sandys, M., & **Brewer, T.W.** (2004). Killings that cross racial boundaries: A closer look at the roots of racial bias in capital sentencing. *DePaul Law Review*, 53(4), 1497-1538.

Acker, J.R., **Brewer, T.W.**, Cunningham, E., Fitzgerald, A., Flexon, J., Lombard, J., Ryn, B., & Stodghill, B. (2001). No appeal from the grave: Capital punishment and the lessons of history. In S. D. Westervelt, J.A. Humphrey, & M. L. Radelet (Eds.), *Wrongly Convicted: Perspectives on failed justice* (pp. 154-173). Piscataway, NJ: Rutgers University Press

Acker, J.R., **Brewer, T.W.**, Cunningham, E., Fitzgerald, A., Flexon, J., Lombard, J., Ryn, B., & Stodghill, B. (1999). A glimmer in the shadows of death: Condemned prisoners' access to spiritual advisors-an assessment of policies and practices. *Contemporary Justice Review*, 2, 235-260.

### **Unpublished Works**

**Brewer, T.W.**, (2001) The method of projecting the cost of increases in the rates paid to attorneys under County Law Article 18-b in New York State: Report to the New York State Assembly, Ways and Means Committee. New York State Defenders Association: Albany, NY.

**Brewer, T.W.**, & Pogorzelski, W. (1999) Statistical Analysis of Sentencing Patterns in Kidnapping Cases in New York State:1985-1997. Supplemental Brief Filed in Reply for Appellant in *The People of the State of New York v. Nathan Saunders* (New York State Supreme Court Third Appellate Department #75671)

### **Invited Presentations**

"Warming the Jurors to the Accused" - How Jurors Perceive Your Client and His Mitigation, The Center for American and International Law. May 14, 2009.

The Capital Jury Project: Lessons to be Learned from Observations of Texas Death Penalty Trials, The Center for American and International Law. May 14, 2009.

Jury Persuasion Skills for Life, 2008, Cook County, Illinois Public Defender, Chicago, IL. October 30, 2008.

Expert testimony before the Maryland Commission on Capital Punishment. Annapolis, MD. July 28, 2008

What Juries Think: Lessons Learned from the Capital Jury Project, 2008 Death Penalty Seminar, Georgia Office of the Capital Defender, Jekyll Island, GA. May 14-16, 2008

Mitigation and the Capital Jury, University of Akron School of Law. July 24, 2007

Gang Resistance Education And Training (G.R.E.A.T.), Creative Strategies for Community Partnering, Palm Springs, CA. July 25-28, 2006

The Capital Jury Project, Criminal Justice Research Center, The Ohio State University. February 26, 2004.

Race to Execution Symposium, DePaul University College of Law. October 23-25, 2003.

# Expert Courtroom Testimony

State v. Sanchez-Jacobo, Vasquez-Villagomez, Zamora-Camacho (2007) Multnomah County, Oregon

People v. Rios (2007) Allen County, Indiana.

## Conference Papers and Presentations

Brewer, T.W. (2007, November) Modeling the Non-recursive Relationship between Empathy and Receptivity to Mitigation Evidence in Capital Trials. Paper presented at the Annual Meeting, American Society of Criminology, Atlanta, GA

Brewer, T.W. (2005, November) *Capital Juror Receptivity to Aggravating Factors*. Paper presented at the Annual Meeting, American Society of Criminology, Toronto, CA

Brewer, T.W. (2004, November) *Measuring Juror's Agreement on the Existence of Mitigation and Aggravation Evidence in Capital Trials*. Paper presented at the Annual Meeting, American Society of Criminology, Nashville, TN.

Brewer, T.W. (2003, November) *Capital Juror's Acceptance of Mitigation Evidence and the Promise of Eddings v. Oklahoma*. Paper presented at the Annual Meeting, American Society of Criminology, Denver, Co.

Brewer, T.W., & Pogorzelski, W. (2000, November) *Cameras in court: An Examination of media coverage of People v. Boss, 701 NYS.2d 891 (Sup. Ct. Albany County 2000).*Paper presented at the Annual Meeting, American Society of Criminology, San Francisco, CA

Acker, J.R., Brewer, T.W., Cunningham, E., Fitzgerald, A., Flexon, J., Lombard, J., Ryn, B., & Stodghill, B. (1998, November) *A Glimmer of Light in the Shadows of Death: Condemned Prisoners' Access to Spiritual Advisors, an Assessment of Policies and Practices.* Paper presented at the Annual Meeting, American Society of Criminology, Washington, D.C.

# Works in Progress

Brewer, T.W., E. Jefferis, F. Butcher, T.D. Wiles. "The impact of Project Safe Neighborhoods on prosecutorial discretion in firearm cases."

Jefferis, E, T.W. Brewer, F. Butcher, T.D. Wiles. "Displacement of firearm violence under targeted enforcement."

Brewer, T.W. "The role of empathy in capital sentencing decisions."

# Membership in Professional Organizations

American Society of Criminology

# Other Affiliations

PHI KAPPA TAU FRATERNITY

#### **VITA**

#### Daniel J. Flannery

OFFICE ADDRESS HOME ADDRESS

Institute for the Study

and Prevention of Violence Kent State University 230 Cartwright Hall Kent, OH 44242 (330) 672-7917 18148 Clifton Road Lakewood, OH 44107 (216) 226-8568

#### **EDUCATION**

B.A., May, 1984 The University of Notre Dame

Major: Developmental Psychology

M.A., April, 1987 The Ohio State University

Major: Developmental and Clinical Psychology

Ph.D., March, 1991 The Ohio State University

Major: Clinical-child Psychology

Licensed clinical psychologist: Ohio (1995- present), Arizona (1991-2001)

## PROFESSIONAL EXPERIENCE

<u>Director</u>, Institute for the Study and Prevention of Violence, Kent State University, Kent, OH. February, 1998- present.

Professor, College of Public Health, Kent State University, Kent, OH. July 2009- present.

<u>Professor</u>, Department of Justice Studies, Kent State University, Kent, OH. May 2000—June, 2009.

<u>Adjunct Professor</u>, University of Notre Dame, Masters in Education (ACE) Program, Graduate College, Notre Dame, IN. 2003—present.

<u>Associate Professor</u>, Department of Criminal Justice, Kent State University, Kent, OH. September 1997-May 2000.

Adjunct Associate Professor, Department of Pediatrics, Rainbow Babies & Children's
 Hospital, Case Western Reserve and University Hospitals of Cleveland. Cleveland,
 OH. September, 1997- present. Division of Adolescent Health, Department of Family Medicine September 2005-present.

<u>Associate Professor</u>, Division of Child & Adolescent Psychiatry, (with appointments in Department of Psychology, and Center for Adolescent Health), Case Western Reserve University and University Hospitals of Cleveland, Cleveland, OH. July 1994-September 1997.

Updated 8/09

<u>Assistant Professor</u>, Division of Family Studies and Department of Psychology, University of Arizona, Tucson, AZ. January 1991-July 1994.

- <u>Psychology Intern</u>, Psychiatry/Psychology Division, Children's Hospital of Michigan, Detroit, MI. September 1989- September, 1990.
- <u>Psychology Assistant</u>, Children's Hospital Guidance Centers and Children's Hospital Learning Disabilities Clinic, Columbus, OH. June 1987- September 1988.
- <u>Graduate Teaching Associate</u>, Department of Psychology, The Ohio State University, Columbus, OH. September 1986- June 1989.
- <u>Coordinator for Cooperative Education/ Graduate Administrative Associate</u>, College of Engineering, The Ohio State University, Columbus, OH. Jan 1985- Jan 1987.

## **AWARDS AND HONORS**

University Distinguished Scholar, Kent State University, 2006

National Council on Justice, LeadDiversity Cleveland Class of 2002.

Crain's Cleveland Business "40 under 40" Class of 2001.

Elected member, Kent Research Society, 1999.

Glennan Faculty Fellow, Case Western Reserve University, 1996-1997.

Honored member, Strathmore's Who's Who Registry, 1996-97.

Junior Faculty Member Award for Teaching and Research Excellence, University of Arizona, 1993.

Thornburg Dissertation Award (Nominated), Society for Research on Adolescence, 1992.

Participant in NIMH workshop "Preparing Grant Proposals for Research and Training Applications", September 12-13, 1991, Washington, D.C. **Competitive Invitation.** 

Elected Sigma Xi, The Scientific Research Society, Ohio State University Chapter, May 1990.

Awardee, Social Science and Policy Division, <u>Graduate Research and Scholarly Activities</u> Forum, The Ohio State University, Columbus, OH. April 1987.

Distinguished Service Award, The Ohio Cooperative Education Association, 1986 and 1987.

#### PEER REVIEWED PUBLICATIONS

- Lapsley, D.K., Harwell, M., Olsen, L., **Flannery, D**., & Quintana, S. (1984). Moral judgment, personality, and attitude to authority in early and late adolescence. <u>Journal of Youth and Adolescence</u>, <u>13</u>, 527-542.
- Lapsley, D.K., Milsted, M., Quintana, S., **Flannery, D.**, & Buss, R. (1986). Adolescent egocentrism and formal operations: Tests of a theoretical assumption. <u>Developmental Psychology</u>, <u>22</u>, 800-807.
- Montemayor, R., & **Flannery**, **D**. (1989). A naturalistic study of the involvement of children and adolescents with their mothers and friends: Developmental differences in expressive behavior. <u>Journal of Adolescent Research</u>, 4, 3-14.
- **Flannery, D.**, Montemayor, R., Eberly, M., & Torquati, J. (1993). Unraveling the ties that bind: Affective expression and perceived conflict in parent-adolescent interactions. <u>Journal of Social and Personal Relationships</u>, 10, 495-509.
- **Flannery, D.**, Rowe, D., & Gulley, B. (1993). Impact of pubertal status, timing, and age on adolescent sexual experience and delinquency. <u>Journal of Adolescent Research</u>, <u>8</u>, 21-40.
- Flannery, D., & Torquati, J. (1993). An elementary school substance abuse prevention program:

- Teacher and administrator perspectives. <u>Journal of Drug Education</u>, <u>23</u>, 387-397.
- Eberly, M., Montemayor, R., & **Flannery, D**. (1993). Variations in adolescent helpfulness toward parents in a family context. <u>Journal of Early Adolescence</u>, <u>13</u>, 228-244.
- Montemayor, R., Eberly, M., & **Flannery, D**. (1993). Effects of pubertal status and conversation topic on parent and adolescent affective expression. <u>Journal of Early Adolescence</u>, <u>13</u>, 431-447.
- **Flannery, D.**, Torquati, J., & Lindemeir, L. (1994). The meaning and method of affective expression and emotions in adolescence. Journal of Adolescent Research, 9, 8-27.
- **Flannery, D.**, Vazsonyi, A., Torquati, J., & Fridrich, A. (1994). Ethnic and gender differences in risk for early adolescent substance use. <u>Journal of Youth and Adolescence</u>, <u>23</u>, 95-213.
  - *Reprinted* in R. Muus (Ed). <u>Adolescent Behavior and Society: A Book of Readings</u>, Fifth Edition, (1998). McGraw-Hill.
- Rowe, D., Vazsonyi, A., & **Flannery, D**. (1994). No more than skin deep: Ethnic and racial similarity in developmental process. <u>Psychological Review</u>, 101, 396-413.
  - *Reprinted* in BaNikongo, N. (Ed.). Leading issues in African-American Studies (1997). (pp. 311-342). Carolina Academic Press.
- Rowe, D., & **Flannery, D**. (1994). An examination of environmental and trait influences on adolescent delinquency. <u>Journal of Research in Crime and Delinquency</u>, <u>31</u>, 374-389.
- **Flannery, D.**, Montemayor, R., & Eberly, M. (1994). The influence of parent negative emotional expression on adolescent perceptions of their relationship with their parents. <u>Personal Relationships</u>, 1, 259-74.
- Vazsonyi, A., & **Flannery, D**. (1994). An examination of early adolescent delinquency. <u>Medicine And Mind: Journal of Philosophy of Medicine and Medical Psychology</u>, 9, 73-94.
- Fridrich, A., & **Flannery**, **D**. (1995). The effects of ethnicity and acculturation on early adolescent delinquency. <u>Journal of Child and Family Studies</u>, 4, 69-87.
- Rowe, D., Vazsonyi, A., & **Flannery, D**. (1995). Sex differences in crime: Do means and within-sex variation have similar causes? Journal of Research in Crime and Delinquency, 32, 84-100.
- Rowe, D., Vazsonyi, A., & **Flannery, D**. (1995). Ethnic and racial similarity in developmental process: A study of academic achievement. <u>Psychological Science</u>, <u>6</u>, 33-38.
- **Flannery, D.**, Vazsonyi, & Rowe, D. (1996). Caucasian and Hispanic early adolescent substance use: Parenting, personality, and school adjustment. Journal of Early Adolescence, 16, 71-89.
- Embry, D., **Flannery, D**., Vazsonyi, A., Powell, K., & Atha, H. (1996). Peace Builders: A theoretically driven, school-based model for early violence prevention. <u>American Journal of Preventive Medicine</u>, 12, 91-100.
- Findling, R., Schwartz, M., **Flannery, D.**, & Manos, M. (1996). Venlafaxine in adults with attention-deficit hyperactivity disorder: An open clinical trial. <u>The Journal of Clinical</u>

- Psychiatry, 57, 184-189.
- Vazsonyi, A., & **Flannery, D**. (1997). Early adolescent delinquent behaviors: Associations with family and school domains. <u>Journal of Early Adolescence</u>, <u>17</u>, 271-293.
- **Flannery, D.**, Singer, M., Williams, L., & Castro, P. (1998). Adolescent violence exposure and victimization at home: Coping and psychological trauma symptoms. <u>International Review of Victimology</u>, 6, 63-82.
- Flannery, D., Williams, L., & Vazsonyi, A. (1999). Who are they with and what are they doing? Delinquent behavior, substance use, and early adolescents' after-school time. <a href="Manuelland: American Journal of Orthopsychiatry">American Journal of Orthopsychiatry</a>, 69, 247-253.
- Vazsonyi, A., Vesterdal, W., Belliston, L., & **Flannery**, **D**. (1999). The utility of child self-reports and teacher ratings in classifying children's official delinquency status. <u>Studies of Crime and Crime Prevention</u>, 8, 225-244.
- Singer, M., Miller, D., Guo, S., **Flannery, D**., Frierson, T., & Slovak, K. (1999). Contributors to violent behavior among elementary and middle school children. <u>Pediatrics</u>, 104 (4), 878-884.
- Singer, M., & **Flannery**, **D**. (2000). The relationship between children's threats of violence and violent behavior. Archives of Pediatrics & Adolescent Medicine, 154, 785-790.
- **Flannery, D.**, & Quinn-Leering, K. (2000). Violence on college campuses: Understanding its impact on student well-being. Community College Journal of Research and Practice, 24, 839-856.
- Davis, M. & **Flannery**, **D**. (2001). The institutional treatment of gang members. <u>Correction Management Quarterly</u>, <u>5</u>, 37-46.
- **Flannery, D.**, Singer, M., & Wester, K. (2001). Violence exposure, psychological trauma, and suicide risk in a community sample of dangerously violent adolescents. <u>Journal of the American Academy of Child and Adolescent Psychiatry</u>, 40, 435-442.
  - Abstracted in *Youth Update*, <u>Institute for the Study of Antisocial Behavior in Youth</u>, Toronto, CA.
- Hack, M., **Flannery**, **D**., Schluchter, M., Cartar, L., Borawski, E., & Klein, N. (2002). Young adult outcomes of very low birth weight children. <u>New England Journal of Medicine</u>, 346, 149-157.
  - Summary Digest in Perspectives on sexual and reproductive health (2002), 34, 167-168.
- Blankenmeyer, M., **Flannery**, **D**., & Vazsonyi, A. (2002). The role of aggression and social competence in children's perceptions of the child-teacher relationship. <u>Psychology in the Schools</u>, 39, 293-304.
- **Flannery, D.**, Vazsonyi, A., Liau, A., Guo, S., Powell, K., Atha, H., Vesterdal, W., & Embry, D. (2003). Initial behavior outcomes for Peacebuilders universal school-based violence prevention program. <u>Developmental Psychology</u>, <u>39</u>, 292-308.
- Drotar, D., Flannery, D., Day, E., Friedman, S., Creedon, R., Gartland, H., McDavid, L., Tame,

- C., & McTaggert, M. (2003). Identifying and responding to the mental health service needs of children who have experienced violence: A community-based approach. <u>Clinical Child Psychology and Psychiatry</u>, 9, 187-204.
- **Flannery, D.**, Singer, M., & Wester, K. (2003). Violence, coping and mental health in a community sample of adolescents. <u>Violence and Victims</u>, <u>18</u>, 1-16.
- Vazsonyi, A., Belliston, L., & **Flannery, D.** (2004). Evaluation of a school-based, universal violence prevention program: Low, medium and high risk children. <u>Youth Violence and Juvenile Justice</u>, <u>2</u>, 185-206.
- Arendt, R., Short, E., Singer, L., Klein, N., Minnes, S., Hewitt, J., Flynn, S., Carlson, L., Min, M., & **Flannery, D.J.** (2004). Children prenatally exposed to cocaine: Developmental outcomes and environmental risk at seven years of age. <u>Journal of Developmental and</u> Behavioral Pediatrics, 25, 83-90.
- Liau, A., **Flannery, D.J.**, & Quinn-Leering, K. (2004). A comparison of teacher-rated and self-reported threats of interpersonal violence. <u>Journal of Early Adolescence</u>, 24, 231-249.
- **Flannery, D.J.**, Wester, K., & Singer, M. (2004). Impact of exposure to violence in school on child and adolescent mental health and behavior. Journal of Community Psychology, 32, 559-574.
- Singer, M., **Flannery, D.J.**, Guo, S., Miller, D., & Liebrandt, S. (2004). Exposure to violence, parental monitoring and television viewing as contributors to children's psychological trauma. <u>Journal of Community Psychology</u>, 32, 489-504.
- Hack, M., Youngstrom, E., Carter, L., Schluchter, M., Taylor, G., **Flannery, D.J.**, Klein, N., & Borawski, E. (2004). Behavioral outcomes and evidence of psychopathology among very low birth weight infants at age 20 years. <u>Pediatrics</u>, 114, 932-940.
- Hack, M., Youngstrom, E.A., Cartar, L., Schluchter, M., Taylor, G., **Flannery, D.J.**, Klein, N., & Borawski, E. (2005). Predictors of internalizing symptoms among very low birth weight young women. Journal of Developmental and Behavioral Pediatrics, 26, 93-104.
- Spilsbury, J., Drotar, D., Burant, C., **Flannery, D.J.**, Creeden, R., & Friedman, S. (2005). Psychometric properties of the Pediatric Emotional Distress Scale in a diverse sample of children exposed to interpersonal violence. <u>Journal of Clinical Child and Adolescent Psychology</u>, 34, 758-764.
- Jefferis, E., Brewer, T., **Flannery, D.J**., Dogutas, C., & Mosgo, A. (2006). A profile of school-based prevention strategies in northern Ohio. <u>Law Enforcement Executive Forum, 6</u>, 89-99.
- Farrell, A., & **Flannery**, **D. J.** (2006). Youth violence prevention: Are we there yet? <u>Aggression and Violent Behavior</u>, 11, 138-150.
- Aalsama, M., Lapsley, D., & **Flannery, D.J**. (2006). Personal fables, narcissism, and adolescent adjustment. <u>Psychology in the Schools</u>, 43, 481-491.
- Hussey, D., Drinkard, A., & **Flannery, D.J.** (2007). Comorbid substance use and mental disorders among offending youth. <u>Journal of Social Work Practice in the Addictions</u>, 7, 117-138.
- Hussey, D., & Flannery, D.J. (2007). Implementing and evaluating school-based primary

- prevention programs and the importance of differential effects on outcomes. <u>Journal of School Violence</u>, <u>6</u>, 117-134.
- Spilsbury, J., Belliston, L., Drotar, D., Drinkard, A., Kretschmar, J., Creeden, R., **Flannery, D.J.**, & Friedman, S. (2007). Clinically significant trauma symptoms and behavioral problems in a community-based sample of children exposed to domestic violence. <u>Journal of Family</u> Violence, 22, 487-499.
- Spilsbury, J., Kahana, S., Drotar, S., Creeden, R., **Flannery, D.J.**, & Friedman, S. (2008).

  Profiles of behavior problems in children who witness domestic violence. <u>Violence and Victims</u>, 23, 3-17.
- Hussey, D.L., Drinkard, A., Falletta, L., & **Flannery**, **D.J**. (2008). Understanding clinical complexity in delinquent youth: Comorbidities, service utilization, cost and outcomes. <u>Journal</u> of Psychoactive Drugs, 40, 85-95.
- Van Dulmen, M., **Flannery, D.J.,** Belliston, L., & Singer, M. (in press). The Recent Exposure to Violence (REV) Scale: Factor structure and norms. <u>Children and Schools: A Journal of Social Work Practice</u>.
- Jefferis, E., Dogutas, C., Butcher, F., Davis, M., & **Flannery, D**. (in press). Research note: Temporal variations in school-associated, non-fatal violent injuries. <u>Law Enforcement</u> Executive Forum.

#### **BOOKS and MONOGRAPHS**

- **Flannery, D.J.** (1997). <u>School Violence: Risk, Preventive Intervention and Policy</u>. Monograph for the Institute of Urban and Minority Education, Columbia University and the ERIC Clearinghouse for Education, Urban Diversity Series No. 109.
- **Flannery, D.J.,** & Huff, CR. (Eds.). (1999). <u>Youth Violence: Prevention, Intervention and Social Policy</u>. Washington, DC: American Psychiatric Press.
- Oliver, P. et al. (2001). <u>The complete guide to hiring law enforcement officers</u>. Columbus, OH: Law Enforcement Foundation, Inc.
- **Flannery, D. J.,** (Ed.). (2004). <u>Current perspectives on violence prevention</u>. Institute for the Study and Prevention of Violence. Kent State University: Kent, OH.
- Flannery, D.J., (2006). Violence and mental health in everyday life: Prevention and intervention strategies for children and adolescents. Walnut Creek, CA: Altamira Press (Rowman & Littlefield Publishers, Inc.)
- **Flannery, D.J.**, Vazsonyi, A., & Waldman, I. (2007) (Eds). <u>The Cambridge Handbook of Violent Behavior and Aggression</u>. New York, NY: Cambridge University Press.

## **CHAPTERS and EDITED VOLUMES**

Montemayor, R., & **Flannery, D**. (1990). Making the transition from childhood to early adolescence. In Montemayor, R., Adams, G.,& Gullotta, T. (Eds.). <u>Advances in adolescent development</u>, <u>Vol. 2</u>, <u>From childhood to adolescence: A transitional period</u>? pp. 291-301. Beverly Hills, CA: Sage.

- Montemayor, R., & **Flannery**, **D**. (1991). Parent-adolescent relations in middle and late adolescence. In Lerner, R., Petersen, A., & Brooks-Gunn, J. (Eds.). <u>The encyclopedia of adolescence</u>. pp. 740-746. New York: Garland.
- **Flannery, D**. (Ed.) (1993). Affective expression and emotions in early adolescence. <u>Journal of Early Adolescence</u>, <u>Vol. 13 (4)</u>. Newbury Park, CA: Sage.
- **Flannery, D**. (1993). Affective expression and emotions in early adolescence: An introduction. <u>Journal of Early Adolescence</u>, <u>13</u>, 356-360.
- **Flannery, D**. (Ed.) (1994). "Affective expression and emotions during adolescence." <u>Journal of Adolescent Research, Vol. 9 (1)</u>. Newbury Park, CA: Sage.
- **Flannery, D**. (1994). Affective expressions and emotions during adolescence: An introduction. <u>Journal of Adolescent Research</u>, 9, 4-7.
- **Flannery, D**. (1996). A developmental perspective on the effects of violent environments on children. In <u>Violence and Trauma</u>: <u>Understanding and responding to the effects of violence on young children</u>. W. Reed (Ed). Urban Child Research Center, Cleveland State University, Cleveland, OH.
- Flannery, D., Huff, R., & Manos, M. (1998). Youth gangs: Developmental perspectives. In Gullota, T., Adams, G., & Montemayor, R. (Eds.). <u>Delinquent Violent Youth: Theory and interventions</u>, pp. 175-204. <u>Advances in Adolescent Development (Vol. 10)</u> Beverly Hills, CA: Sage.
  - *Reprinted* in Aries, E. (2001). <u>Adolescent Behavior: Reading and interpretations</u>. McGraw-Hill. *Reprinted* in Gilbert & Eby (2004). <u>Violence and gender</u>. Prentice-Hall.
- **Flannery, D**. (1998). <u>Improving school violence prevention programs through meaningful evaluation</u>. ERIC Clearinghouse on Urban Education Digest (No. 132, February). EDO-UD-98-2.
  - *Reprinted* in Van Tongren, P., & Toonen, E. (Eds.). <u>Conflict Resolution in schools: Learning to live together.</u> An international conference reader. September 15-16 2003, Soesterberg, the Netherlands. The European Center for Conflict Prevention.
- Davies, H., & **Flannery**, **D**. (1998). Post-traumatic stress disorder in children and adolescents exposed to violence. In H. Hennes & A. Calhoun (Eds). "Violence among children and adolescents" <u>Pediatric Clinics of North America</u>, 45, 341-353.
- Flannery, D. & Williams, L. (1999). Effective youth violence prevention. In T. Gullotta & S. McElhaney (Eds.). Violence in homes and communities: Prevention, Intervention, and Treatment. National Mental Health Association, pp. 207-243, Thousand Oaks, CA: Sage.
- **Flannery, D.**, & Huff, R. (1999). Implications for prevention, intervention and social policy with violent youth. In Flannery, D., & Huff, CR. (eds). <u>Youth violence: Prevention, Intervention, and Social policy</u>, pp. 293-306. Washington, DC: American Psychiatric Press.
- Embry, D., & **Flannery, D**. (1999). Two sides of the coin: Multi-level prevention and intervention to reduce youth violent behavior. In Flannery, D., & Huff, CR. (eds). <u>Youth violence:</u> <u>Prevention, Intervention, and Social Policy</u>. pp. 47-72. Washington, DC: American

- Psychiatric Press.
- Rushforth, N., & **Flannery, D**. (1999). Role of firearms in youth violence. In Flannery, D., & Huff, CR. (Eds.). <u>Youth violence: Prevention, Intervention, and Social Policy</u>, pp. 201-228. Washington, DC: American Psychiatric Press.
- **Flannery, D.**, & Singer, M. (1999). <u>Exposure to violence and victimization at school.</u> Choices Briefs, Institute for Urban and Minority Education, Teachers College, Columbia University, New York, NY. Series on "Choices in Preventing Youth Violence." (Number 4).
- McTaggert, M., & **Flannery**, **D**. (2001). Entry level assessment center research grant summary and analysis. In P. Oliver et al. (eds.). The Complete Guide to Hiring Law Enforcement Officers (pp. 7-34). Dublin, OH: Law Enforcement Foundation, Inc.
- **Flannery, D.**, & Seaman, M. (2001). Challenges to Evaluating School and Community-based Violence Prevention Programs: A Framework for Action. In. E. Flaxman (Ed.), <u>Evaluating School Violence Programs</u>. ERIC Clearinghouse and Urban Education, Urban Diversity Series No. 113, Columbia University.
- Flannery, D., & Seaman, M. (2001). Evaluating School and Community-Based Violence Prevention Resource Guides: What to Look For, What to Do? In. E. Flaxman (Ed.), <a href="Evaluating School Violence Programs">EVAIUATION SCHOOL VIOLENCE PROGRAMS</a>. ERIC Clearinghouse and Urban Education, Urban Diversity Series No. 113, Columbia University.
- **Flannery, D.**, & Riske, M. (2002). School violence. In D. Levinson (Ed.), <u>Encyclopedia of Crime and Punishment</u> (pp. 1437-1442). Thousand Oaks, CA: Sage.
- **Flannery, D.**, Hussey, D., Biebelhausen, L., & Wester, K. (2003). Crime, delinquency and youth gangs. In G. Adams & M. Berzonsky (Eds). The Blackwell Handbook of Adolescence. (pp. 502-522). Oxford: Blackwell.
- **Flannery, D.** (2004). Opportunity provision and best practice. In J. Kreinert and M. Fleisher (Eds)., <u>Crime and Employment: Critical Issues in Crime Reduction for Corrections</u> (pp. 169-176). Walnut Creek, CA: Rowman & Littlefield.
- Singer, M., & **Flannery**, **D.** (2004). (Eds). Exposure to violence in the community. <u>Journal of Community Psychology</u>, Vol. 32.
- **Flannery, D.**, & Wester, K. (2004). Risk factors related to academic achievement in adolescence (pp. 1-31). In (F. Pajeras & T. Urdan, Eds). <u>Contemporary practices and challenges in the Education of Adolescents.</u> New York: Information Age Publishing.
- **Flannery, D**. (2004). Violence prevention research, practice and policy: Where are we today, and where are we going tomorrow? In D. Flannery (Ed.), <u>Current perspectives on violence prevention</u>. (pp. 1-5). Institute for the Study and Prevention of Violence. Kent State University: Kent, OH.
- **Flannery, D.**, Hussey, D., & Jefferis, E. (2005). Adolescent delinquency and violent behavior. In (T. Gullotta & G. Adams, Eds). <u>Handbook of Adolescent Behavioral Problems: Evidence-based approaches to prevention and treatment</u> (pp. 415-438). New York: Springer.
- **Flannery, D.**, (2006). Effective collaboration between researchers and law enforcement agencies. In

- R. Gultekin et al. (Eds), <u>Istanbul Conference on Democracy and Global Security 2005</u>. Turkish National Police Foreign Relations Department (pp. 638-643). Oncu Press.
- Brewer, T.W., & **Flannery, D.J.** (2006). School violence. In <u>Encyclopedia of Sociology (Vol. II)</u>, (p. 842-844). Oxford: Blackwell Publishing.
- **Flannery, D.**, Singer, M., Van Dulmen, M., Kretschmar, J., & Belliston, L. (2007). Exposure to violence, mental health and violent behavior. In **Flannery, D.J.,** Vazsonyi, A., & Waldman, I. (Eds.). The Cambridge Handbook of Violent Behavior and Aggression (pp. 306-321). New York, NY: Cambridge University Press.
- Flannery, D., Vazsonyi, A., & Waldman, I. (2007). New directions in research on violence: Bridging science, practice and policy. In Flannery, D.J., Vazsonyi, A., & Waldman, I. (Eds.). <a href="https://doi.org/10.108/jns.101/jns.101/">The Cambridge Handbook of Violent Behavior and Aggression (pp. 787-792)</a>. New York, NY: Cambridge University Press.
- Kretschmar, J., & **Flannery, D.J.** (2007). Substance use and violent behavior. In **Flannery, D.J.**, Vazsonyi, A., & Waldman, I. (Eds.). <u>The Cambridge Handbook of Violent Behavior and Aggression</u> (pp.647-663). New York, NY: Cambridge University Press.
- **Flannery, D.**, Buckeye, L., & Singer, M. (2007). Evaluation of mental health services to juvenile offenders project: Follow-up study. In Roth, D., & Lutz, W. (Eds.). New Research in Mental Health: 2004-2005 Biennium, Vol. 17, pp. 103-109. Columbus, OH: Ohio Department of Mental Health.
- **Flannery, D.**, Davis, M., Holzheimer, M., & Baker, R. (2007). Assessing risk of violence using the New Violence Risk Screen (VRS). In Roth, D., & Lutz, W. (Eds.). New Research in Mental Health: 2004-2005 Biennium, Vol. 17, pp. 1110-115. Columbus, OH: Ohio Department of Mental Health.
- **Flannery, D**. (2008). Principles of effective prevention. In Power, F., Nuzzi, R., Narvaez, D., Lapsley, D., & Hunt, T. (Eds.), <u>Moral Education: A Handbook</u>. (pp. 357-360). Westport, CT: Greenwood.
- Jefferis, E., & **Flannery, D.**, (2008). Delinquency. In Power, F., Nuzzi, R., Narvaez, D., Lapsley, D., & Hunt, T. (Eds.), <u>Moral Education: A Handbook</u>. (pp. 124-126). Westport, CT: Greenwood.
- Stormann, C. & **Flannery, D**. (2008). Violence. In Power, F., Nuzzi, R., Narvaez, D., Lapsley, D., & Hunt, T. (Eds.), <u>Moral Education: A Handbook</u>. (pp. 465-466). Westport, CT: Greenwood.
- Stormann, C. & **Flannery, D**. (2008). Conduct disorders. In Power, F., Nuzzi, R., Narvaez, D., Lapsley, D., & Hunt, T. (Eds.), <u>Moral Education: A Handbook</u>. (pp.95-96).Westport, CT: Greenwood.
- Van Dulmen, M.,Goncy, E., Vest, A. & **Flannery, D.**, (2009). Group-Based Trajectory Modeling of Externalizing Behavior Problems from Childhood through Adulthood: Exploring Discrepancies in the Empirical Findings. In J. Savage (Ed.). The Development of Persistent Criminality. (pp. 288-314). NY: Oxford University Press.
- **Flannery**, **D**., van Dulmen, M.H., & Mata, A. (in press). Developmental trajectories of exposure to violence. In M.J. Delisi &K. Beaver (Eds.). The life-course of antisocial behavior:

Aggression to delinquency to crime. Boston, MA: Jones & Bartlett.

## **REVIEWS and published REPORTS**

- **Flannery, D**. (1990). Third time's a charm? Highlights of the third biennial meeting. <u>Society for Research on Adolescence Newsletter</u>, 4, 4.
- Vazsonyi, A., **Flannery, D**., & Torquati, J. (1993). Family and school bonds: Delinquent conduct in early adolescent Caucasians and Hispanics. <u>Medicine and Mind, 8</u>, 38.
- **Flannery, D.** (1995). Review of [A Parent's Guide to Coping with Adolescent Friendships]. Family Relations, 44, 117.
- **Flannery, D.**, & Williams, L. (1996). Review of [Evaluating Family-Based Services]. <u>Family Relations</u>, 45, 114-115.
- **Flannery, D**. (1996, Spring). Are social skills the key to understanding youth violence? <u>Society for Prevention of Violence Newsletter</u>, Vol. 21 (3).
- Findling, R., Schwartz, M., **Flannery, D**., & Manos, M. (1997). Dr. Findling and Colleagues Reply. <u>Journal of Clinical Psychiatry</u>, <u>58</u>, 178-179.
- Flannery, D. (2000). Wyoming 2020: Effective prevention and intervention for violence and Substance use. Governor's Substance Abuse and Violent Crime Advisory Board. Cheyenne, WY.
- **Flannery, D.** (2000). Evaluating school violence prevention programs. The ERIC Review, 7, 30-32.
- Hack, M., **Flannery, D.**, Schluchter, M., Cartar, L., Brawski, E., & Klein, N. (2001). Young adult health and risk-taking behavior of very low birth weight children (VLBW, < 1.5 kg). <u>Pediatric Research</u>, 49, 312.
- Hack, M., Klein, N., & **Flannery**, **D**. (2002). Authors reply: Outcomes in young adulthood for very-low-birth-weight infants. New England Journal of Medicine, 347, 142.
- **Flannery, D.**, McTaggert, M., Buckeye, L., & Singer, M. (2002). Evaluation of mental health services to juvenile offenders. New Research in Mental Health, Vol. 15, Columbus, OH: Ohio Department of Mental Health.
- Hack, M., Cartar, L., Schluchter, M., **Flannery, D**., & Klein, N. (2004, April). Poorer outcomes of extremely-low-birth-weight (ELBW, < 1kg) young adults. <u>Pediatric Research, Vol. 55</u>, 504A, Part 2 Suppl.
- **Flannery, D.**, Buckeye, L., Wester, K., & Singer, M. (2005). Evaluation of mental health services to juvenile offenders project (II). New Research in Mental Health, Vol. 16 (pp. 357-365), Columbus, OH: Ohio Department of Mental Health.
- Flannery, D., Jefferis, E., Kretschmar, J., Mertz, T., & Elliott, P. (2008). The Fugitive Safe Surrender Program: A collaboration of the faith-based community and law enforcement. White House Conference on Community and Faith-based initiatives. Washington, DC.

## **CURRENT GRANTS AWARDED**

- Substance Abuse and Mental Health Services Administration (SAMHSA). U79 SM56055-1. Project TAPESTRY: Weaving solutions for child mental health. Research **PI**, (2003-2009). Total award: \$9,500,000; Research subaward to KSU: \$2,400,000.
- Substance Abuse and Mental Health Services Administration (SAMHSA). Randomized control trial of an evidence-based treatment for SED youth and families. **Co-PI**, (2005-2009). \$ 495,000.
- Substance Abuse and Mental Health Services Administration (SAMHSA/CSAT). Young offenders reentry project HOPE through the Hispanic Urban Minority Alcohol and Drug Abuse Outreach Project (HUMADAOP). Co-investigator, (2006-2009). \$300,000.
- Centers for Disease Control and Prevention. Adolescent Dating Violence: Development of a theoretical framework. Co-investigator. (2007-2010). \$900,000.
- Centers for Disease Control and Prevention. Prospective risk and protective factors for suicide and cooccurring risk behaviors. **Co-PI**. (2008-2011). \$900,000.
- U.S. Department of Education. Assessing school-based mental health and systems of care evidence-based best practices. **Co-PI**, (2005-2009); \$450,000.
- U.S. Department of Justice, Bureau of Justice Statistics (2006-JV-FX-K061). 2006 Survey of Law Enforcement Gang Units. Co-investigator. (2006-2009). \$ 215,276.
- U.S. Department of Justice, Bureau of Justice Assistance. Project Safe Neighborhoods: Analysis of Gun Crimes in Northern Ohio. **PI**, (2002-2009); \$150,000.
- American Foundation for Suicide Prevention. Recent Court Involvement and Risk of Suicide: A Population based study utilizing a comprehensive criminal justice database. **PI** (2007-2009) \$19,916.
- Ohio Department of Mental Health/ OJJDP/ Ohio Department of Youth Services. Evaluating services for high risk juvenile justice and behavioral health populations. **PI**; (2005-2009). \$ 450,000.
- Cleveland Foundation. Evaluating the effectiveness of the MyCOM Community Youth Development Initiative. **PI**, (2009). \$205,942.
- Family & Children First Council, Cleveland, OH. Evaluating the effectiveness of the MyCOM Community Youth Development Initiative. **PI**, (2009). \$160,000.
- City of Cleveland, OH. Northern Ohio Violent Crime Consortium Initiative, (PI, 2007-2009) \$250,000.
- Cuyahoga County, OH Board of Commissioners, Youth Development Center: effective diversion to community-based treatment. (**Co-PI**, 2008-2011). \$500,000.
- Grants and Contracts awarded to Center for Innovative Practices at the Institute for the Study and Prevention of Violence, under supervision by Dr. Flannery as **PI**: (2008-2009) \$1,161,000

## PREVIOUS GRANT FUNDING

The Urban Institute, Washington, DC. "Norms and Networks of Latino Gang Youth. (**PI** with M. Fleisher; 2008) \$28,393.

- Turkish Institute of Police Studies, University of North Texas. Institutional Collaboration with TIPS: Immigration patterns, crime and terrorism. (PI; 2007-2008) \$345,525.
- Cuyahoga County Juvenile Court, Cleveland, OH. Cuyahoga County Disproportionate Minority Contact (**PI**; 2008) <u>\$40,000</u>.
- Substance Abuse and Mental Health Services Administration (SAMHSA). Tracking Outcomes for Juvenile Offenders with Significant Substance use Problems. With Cuyahoga County, OH Justice Affairs and County Drug Board, Research **PI**,(2002-2007); Total award: \$1,250,000; Sub award to KSU: \$425,000.
- Ohio Department of Youth Services (and OJJDP). Statewide evaluation of Title II programs for delinquency prevention. (**PI**; 2006-2007). \$ 198,000.
- Ohio Office of Criminal Justice Services. Project Safe Neighborhoods Data Analysis and Evaluation. **PI**, (2003- 2007); \$287, 408.
- U.S. Departments of Education, Justice and Health and Human Services. Safe Schools/Healthy Students. (with Cleveland Heights/ University Heights School District.). (Co-PI, 2003-2008). \$300,000.
- Cleveland Foundation, Cuyahoga County, OH, Board of County Commissioners, Ohio Board of Regents and Schubert Foundation. "Mental Health outcomes for Children Who Witness Violence" (**PI**; 1998-2005); \$620,000.
- Akron Children's Hospital, Akron OH. "Children Who Witness Violence" (**PI**; 2005-2007); \$125,000.
- Office Criminal Justice Services, Columbus, OH. "County Data for Planning & GREAT Project" (**PI**; 2004-2007) \$150,000.
- Ohio Office of the Attorney General. "Parenting Project implementation and evaluation." (**PI**; 2004-2005). \$ 103,033.
- Stark County Citizens Council for Non Violence, Canton, OH. "Gang Assessment Project" (**PI**; 2004-2005) \$27,000.
- Berea Children's Home. "Juvenile diversion program evaluation." (PI; 2004-2007). \$ 75,000.
- Ohio Department of Mental Health. "Assessing the reliability and validity of the ODMH Violence Risk Screen." (**PI**; 2004-2005). \$ 50,000.
- Ohio Department of Mental Health. "Program evaluation for mental health services to juvenile offenders: follow-up study." (**PI**; 2004). \$30,000.
- U.S. Department of Justice, Bureau of Justice Assistance. Support for activities of the Institute for the Study and Prevention of Violence, Kent State University, **PI**, (2002-04); \$900,000.
- U.S. Departments of Justice, Education, and Health and Human Services. Safe Schools/Healthy Students. (In Collaboration with Cleveland Municipal School District.). (Research PI, 1999-2001); Total costs to KSU <u>\$ 900,000</u>, Total award <u>\$9,000,000</u>.

- Centers for Disease Control and Prevention. U81/CCU513508-01; "Longitudinal follow-up of PeaceBuilders youth violence prevention program." (PI, 1996-00); Total award: \$750,000.
- Centers for Disease Control and Prevention. U81/CCU910038; "Peace Builders: Evaluating the impact of a social-cognitive competence program for K-5 children on youth violence." (Co-PI,1993- 1996); Direct costs awarded: \$637,500.
- National Institutes of Health. R01 HD34177-01; "Young Adult Outcomes of Very Low Birthweight" (**Co-PI**; 1997-01; M. Hack PI); Direct costs awarded: \$763,585.
- Ohio Board of Regents Research Challenge Grant, "Using crime mapping for violence prevention" (2003-2004). \$65,355.
- Ohio Department of Mental Health. "Program Evaluation for Mental Health Services to Violent Juvenile Offenders" (**PI**; 2000-2003); \$270,000.
- Ohio Office of Criminal Justice Services and Ohio Board of Regents Research Challenge, "Euclid Partnership Project for school-based violence prevention" (**PI**; 2000-2004). \$660,000.
- Berea Children's Home. "Juvenile Diversion Program Evaluation" (PI;1998-02); \$125,000.
- National Institute of Child Health and Development. HD 30053. "Assessment of Growth Hormone Use In Short Children." (**Co-Investigator**; 1997-01; L. Cuttler, PI); Direct costs awarded: \$ 769,544.
- Office of Criminal Justice Services, State of Ohio. "Juvenile Sex Offender Program Evaluation." (**PI**; 1998-01). \$250,000.
- Institute of Maternal and Child Health. "Recovery from Traumatic Brain Injury in Children." (**Co-Investigator**; 1997-01; G. Taylor PI). Direct costs awarded: \$1,272,844.
- U.S. Dept of Justice, Office of Juvenile Justice and Delinquency Prevention, Gang Free Schools and Communities Project (with Cuyahoga County Prosecutor's Office) (2000-2002). \$150,000.
- Ohio Commission on Minority Health. "Effective violence prevention in schools and communities." (With Partnership for a Safer Cleveland and CWRU) (**PI**; 2000-2002). \$200,000.
- Cuyahoga County, OH Adult Probation Department, "Cognitive Therapy for Adult Offenders on Shock Probation." (**PI**; 1998-02). <u>\$54,000</u>.
- Genentech Foundation. "Young Adult Growth Attainment of Very Low Birthweight Children" (**Co-PI** with M. Hack; 9/96- 8/98); Direct costs awarded: \$22,500.
- Cuyahoga County, OH. "Juvenile Drug Court Evaluation" (PI; 2000-02); \$74,000.
- Swanston Charitable Foundation "SWANS Community Program Evaluation" (1998-99) \$ 15,640.
- Alcoholic Beverage Medical Research Foundation "The transition to heavy drinking in adolescence." (**Co-PI**; D. Rowe, PI; 1992-94; Direct costs received: \$69,700).

- Stanley Foundation. "Bipolar Disorder-- Early Interventions Across the Life Cycle" (**Co- Investigator**; 1996-97; J. Calabrese, B. Findling Co-PIs); Direct costs awarded: <u>\$750,000</u>.
- Rainbow Babies & Children's Hospital, Cleveland, OH. "Methylphenidate Response in ADHD Children with Comorbid Anxiety Disorders." (**Co-PI**; 1995-97; M. Manos PI); Direct costs awarded: <u>\$ 17,273</u>).
- Glennan Faculty Fellow, Case Western Reserve University. "Program on violence: Prevention, intervention and social policy." (**PI**; 1996-97; Direct costs awarded: \$6,500).
- Armington Foundation, Case Western Reserve University. "Affective expression in parent-adolescent relationships." (**PI**; 1995-96; Direct costs received: \$3,500).
- National Institutes of Health Biomedical Research Support Grant Program, Division of Research Resources, #S07RR07002. "Substance Use: Implications for Adolescent Health, Behavior, and Development." (**PI**; 1992-93; Direct costs received: \$ 5,000).
- University of Arizona, Agricultural Experiment Station, Tucson, AZ. "Affective expression and conflict resolution in parent-adolescent dyads." (**PI**, 1991-1993; Direct costs received: \$39,600).
- Amphitheater Public School District, Tucson, AZ. To examine the impact of prevention on early adolescent substance use and problem behavior. (**PI**;1991-92; Direct costs received: \$7,200).
- The Ohio State University, College of Engineering. To examine cooperative education work experience for adolescents (**PI**; Master's thesis support, 1988-89; Direct costs received: \$1,500).
- The Ohio State University, Graduate Student Alumni Research Award. For dissertation research (**PI**, 1989- 90; Direct costs received: \$ 1,094)
- National Science Foundation Sigma Xi Grant-in-Aid of Research. For dissertation research. (**PI**, 989-90;Direct costs received: <u>\$ 500</u>).

#### SELECTED PRESENTATIONS

- Lapsley, D.K., Flannery, D., Krug, J., & McGinnis, C. (1984, May). <u>Loneliness, depression, and epistemological relativity in early and late adolescence</u>. Midwestern Psychological Association, Chicago, IL.
- Flannery, D. (1986, February). <u>The status of the National Advertising Council's campaign for Cooperative Education.</u>2nd annual employer workshop for cooperative education, Ohio State University, Columbus, OH. **Invited.**
- Flannery, D. (1986, May). The effects of the national advertising campaign on cooperative education employers. 5th annual employer workshop for cooperative education, Cleveland State Univ., Cleveland, OH. **Invited.**
- Lapsley, D.K., Pryor, J., Quintana, S., & Flannery, D. (1987, April). <u>Self-directed attention and role-taking: Tests of an integrative hypothesis</u>. Society for Research in Child Development biannual meeting, Baltimore, MD.
- Flannery, D. (1987, April). <u>The effects of career-related work on late adolescent development</u>. Graduate Research and Scholarly Activities Forum, Cols, OH.
- Montemayor, R., & Flannery, D. (1988, March). <u>Styles of conflict resolution between mothers and their adolescent daughters.</u>
  Presented as part of the symposium "Advances in research on parent-adolescent conflict" (G. Holmbeck & D. Papini, chairs), at the Society for Research on Adolescence biannual meeting, Alexandria, VA.

- Flannery, D. (1988, April). Work experience in adolescence: Help or hindrance? Ohio Acad. of Science annual meeting, Newark, OH.
- Flannery, D. (1988, April). A reexamination of adolescent egocentrism: How do we handle kids in the classroom? Ohio Academy of Science annual meeting, Newark, OH.
- Flannery, D., & Montemayor, R. (1988, August). <u>Mother-child and peer dyad developmental differences in expressive behaviors</u>. American Psychological Association, Atlanta, GA.
- Montemayor, R., & Flannery, D. (1988, August). <u>Predicting perceptions of family environment from mother-daughter power struggles</u>. American Psychological Association, Atlanta, GA.
- Flannery, D., Montemayor, R., & Grubb, D. (1988, November). <u>Being an adolescent's mother: Do mom's also detach?</u> Paper presented as part of the symposium "Daily experience in the family" (R. Larson, chair) at the NCFR, Philadelphia, PA.
- Flannery, D. (1990, May). <u>Cognitive, behavioral and neuropsychological sequalea of mercury poisoning from house paint in a 4 year-old male</u>. Society of Pediatric Psychology North Coast Regional Conference, Detroit, MI.
- Flannery, D., Montemayor, R., Eberly, M., Biebelhausen, L., & Morabeto, J. (1991, April). <u>Variations in perceived negative communication between parents and adolescents</u>. Society for Research in Child Development biannual meeting, Seattle, WA.
- Flannery, D., Montemayor, R., & Eberly, M. (1991, July). The relationship between the communication of emotion, pubertal status and conflict in parent-adolescent interactions. International Society for the Study of Behavioral Development 11th biennial meetings, Minneapolis, MN.
- Flannery, D., Montemayor, R., & Eberly, M. (1991, July). <u>Adolescent helpfulness toward mothers and fathers</u>. International Society for the Study of Behavioral Development 11th biennial meetings, Minneapolis, MN.
- Flannery, D., Montemayor, R., & Eberly, M. (1991, November). <u>Impact of puberty versus chronological age on affective expression in adolescence</u>. National Council on Family Relations, Denver, CO.
- Flannery, D., & Eberly, M. (1992, March). <u>Parent affect in interactions and adolescent views of their relationship</u>. Society for Research on Adolescence fourth biennial meeting, Washington, DC.
- Flannery, D. (1993, January). Negotiating parent-adolescent conflict. Southern AZ Psychological Society. Tucson, AZ. Invited.
- Flannery, D., Fridrich, A., Torquati, J., & Vazsonyi, A. (1993, March). <u>Predictors of licit and illicit substance use among Caucasian and Hispanic early adolescents</u>. Society for Research in Child Development. New Orleans, LA.
- Eberly, M., Montemayor, R., & Flannery, D. (1993, March). <u>Affective expression as a function of context in parent-adolescent interactions</u>. Society for Research in Child Development. New Orleans, LA.
- Vazsonyi, A., Flannery, D., Huebner, A, & Torquati, J. (1993, April). Ethnic differences in risk for early adolescent substance use. Western Psychological Association, Phoenix, AZ.
- Flannery, D., & Vazsonyi, A. (1993, July). <u>Intrapersonal and interpersonal risk for substance use in Caucasian and Hispanic early adolescents</u>. International Society for the Study of Behavioral Development 12th biennial meeting, Recife, Brazil.
- Montemayor, R., Eberly, M., & Flannery, D. (1993, July). The impact of pubertal status, gender and conversation topic on parent-adolescent emotional expression. International Society for the Study of Behavioral Development 12th biennial meeting, Recife, Brazil.
- Vazsonyi, A., & Flannery, D. (1993, October). <u>Family and school bonds: Delinquent conduct in early adolescent Caucasians and Hispanics</u>. First International Congress of Adolescentology, Assisi, Italy.
- Torquati, J., Flannery, D., Fridrich, A., Vazsonyi, A., & Lindemeir, L. (1993, November). <u>An examination of the role of substance availability in adolescent substance use</u>. National Conference on Family Relations. Baltimore, MD.
- Fridrich, A., & Flannery, D. (1994, February). <u>Effects of acculturation and ethnicity on early adolescent delinquency.</u> Society for Research on Adolescence, San Diego, CA.
- Flannery, D. (1994, February). <u>The challenges of outcome evaluation research</u>. Centers for Disease Control Workshop on youth violence. Atlanta, GA. **Invited.**
- Flannery, D. (1994, April). <u>Problem behavior and violence in childhood and adolescence</u>. Canadian Mental Health Association, Brandon, MB Canada. **Invited.**

- Flannery, D. (1995, March). Father vs. mother emotional expression in interactions and its impact on adolescent perceptions of their relationship. Symposium at the Society for Research in Child Development, Indianapolis, IN. **Invited.**
- Flannery, D., & Rowe, D. (1995, March). <u>Developmental Processes: Are they similar or different across ethnic and racial groups?</u> (Co-chairs). Symposium at the Society for Research in Child Development, Indianapolis, IN.
- Rowe, D., Vazsonyi, A., & Flannery, D. (1995, March). No more than skin deep: Ethnic and racial similarity of developmental processes. Society for Research in Child Development, Indianapolis, IN.
- Flannery, D. (1995, December). <u>Violent environments, violent children: Issues of risk and resiliency</u>. National conference "Violence and childhood trauma: Understanding and Responding to the effects of violence on young children." Urban Child Research Center, Cleveland State University. **Invited**
- Williams, L., Flannery, D., & Raney, M. (1996, March). <u>Parent satisfaction during early adolescence</u>. Society for Research on Adolescence, Boston, MA.
- Lapsley, D., Flannery, D., Gottschlich, H., & Raney, M. (1996, March). Society for Research on Adolescence, Boston, MA.
- Embry, D., & Flannery, D. (1996, March). <u>Peace Builders: Primary prevention of youth violence</u>. Society for Research on Adolescence, Boston, MA. **Invited**.
- Flannery, D. (1996, March). <u>Understanding and Preventing Violence.</u> Armington Conference on Children: Addressing Issues of Poverty, Violence, and Neglect. Cleveland, OH. **Invited**.
- Williams, L., Flannery, D., Raney, M., Rowe, D., & Vazsonyi, A. (1996, August). <u>Factors affecting alcohol consumption in sibling pairs</u>. American Psychological Association, Toronto, CA.
- Flannery, D. (1996, July). Environmental trauma and violence. National Coalition of Education Activists. Cleveland, OH. Invited.
- Flannery, D. (1996, August). Working with media towards positive prevention and change. American School Health Association National Conference, Cleveland, OH. **Invited**.
- Flannery, D., & Vazsonyi, A. (1996, November). <u>PeaceBuilders: A school-based model for early violence prevention</u>. American Society of Criminology, Chicago, IL. **Invited**.
- Flannery, D. (1996, October). <u>Initial outcome findings for PeaceBuilders longitudinal youth violence prevention program</u>. Centers for Disease Control and Prevention, Atlanta, GA.
- Vesterdal, W., Vazsonyi, A., & Flannery, D. (1997). <u>A school-based violence intervention program for elementary students:</u> Comparisons by gender and grade level. American Education Research Association, Chicago, IL.
- Flannery, D. (1997, February). Preventing youth violence in young children. Pediatric Grand Rounds, Rainbow Babies & Childrens Hospital, Cleveland, OH. **Invited**.
- Flannery, D., Vazsonyi, A., & Vesterdal, W. (1997, April). <u>Evaluation of PeaceBuilders Youth Violence Prevention Program.</u>
  Paper presented as part of symposium "Ontogeny of conduct problems: Contexts as sources of influence and targets of intervention (L. Aber, chair); Society for Research in Child Development. Washington, D.C.
- Vazsonyi, A., Vesterdal, W., & Flannery, D. (1997, April). <u>Predicting official delinquency status in elementary school children by teacher ratings and self-reports: A comparison.</u> Society for Research in Child Development, Washington, D.C.
- Williams, L., Flannery, D., & Raney, M. (1997, April). <u>Sequential analyses of affective reciprocity in parent-adolescent interactions</u>. Society for Research in Child Development, Washington, D.C.
- Flannery, D., Williams, L., & Castro, P. (1997, June). <u>Reciprocity of affect expression in parent-adolescent relations. International Network on Personal Relationships.</u> Oxford, OH.
- Montemayor, R., Flannery, D., & Williams, L. (1998, March). <u>Emotional expression in parent-adolescent dyads: An examination of puberty and conflict.</u> Society for Research on Adolescence. San Diego, CA.
- Singer, M., Song, L., Anglin, T., & Flannery, D. (1998, March). <u>The contributions of violence exposure and psychological trauma symptoms to adolescents' violent behaviors.</u> Society for Research on Adolescence. San Diego, CA.

- Williams, L., & Flannery, D. (1998, March). <u>Data on YLYG elementary school youth violence prevention program.</u> Regional meetings of Midwest Sociologists Association, Cleveland, OH.
- Flannery, D., Williams, L., & Walker, M. (1998, July). <u>Evidence of effective youth violence prevention</u>. Governor's Juvenile Crime Summit, Columbus, OH.
- Flannery, D., Singer, M., Wester, K., Kale, B., & Williams, L. (1998, November). Exposure to violence and trauma symptoms among serious offenders vs. non-offender adolescents. American Society of Criminology, Washington, DC.
- Flannery, D. (1999, April). <u>Policy, practice and promise: The role of prevention intervention programs for school safety</u>. Ohio School Boards Association, Columbus, OH. **Invited**.
- Flannery, D. (1999, October). <u>Identifying Risk Factors for Youth Prone to Violence</u>. Michigan Partnership to Prevent Gun Violence & Michigan Council on Crime & Delinquency, East Lansing, MI. **Invited Keynote**.
- Flannery, D., Singer, M., Wester, K., & Biebelhausen, L. (1999, November). Relationship between threats of violence and violent behavior. American Society of Criminology, Toronto, CA.
- Flannery, D., (1999, November). What can we do about violence in Schools? Ohio Center for Law Related Education. Columbus, OH. Invited.
- Flannery, D., Singer, M., Biebelhausen, L., & Wester, K. (2000, March). Threats and interpersonal violence in early and midadolescence. Society for Research in Adolescence, Chicago, IL.
- Flannery, D. (2000, April). Exposure to violence, violent behavior and mental health. CME, Case Western Reserve University, Cleveland, OH. Invited Keynote.
- Flannery, D. (2000, April). <u>How to handle violent students and employees</u>. Fourth Annual Texas Higher Education Law Conference, University of North Texas. Denton, TX. **Invited Keynote**.
- Flannery, D.(2000, April). <u>Treatment and mental health issues of juvenile offenders</u>. Annual Spring Conference on Criminal Justice, Illinois State University, Normal, IL. **Invited Keynote**.
- Flannery, D. (2000, August). <u>Longitudinal effectiveness of the Peacebuilders universal school-based violence prevention program</u>. American Psychological Association, Washington, DC. **Invited**
- Flannery, D. (2000, August). <u>Challenges to doing effective youth violence prevention</u>. American Psychological Association, Washington, DC. **Invited**.
- Flannery, D. (2000, October). <u>Improving school violence prevention programs through meaningful evaluation</u>. Western Regional Safe Schools Conference, National Resource Center for Safe Schools. Reno, NV. **Invited Keynote and Workshop**.
- Liau, A., & Flannery, D. (2000, November). <u>Factors that influence the progression and desistance of antisocial behavior</u>. American Society of Criminologists, San Francisco, CA.
- Swatt, M., & Flannery, D. (2000, November). <u>Personality variables that influence differences between mother report and child self-reported information: Examination of internalizing, externalizing and delinquent behavior</u>. American Society of Criminologists, San Francisco, CA.
- Flannery, D. (2000, December). <u>Planning for effective and comprehensive violence prevention</u>. National Crime Prevention Council, Washington, D.C. **Invited.**
- Flannery, D. (2001, January). <u>Gauging your progress: Evaluating your program.</u> U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention, JAIBG program training, "Community-based programs that work in schools" Houston, TX. **Invited Plenary**.
- Flannery, D. (2001, February). <u>Improving school violence prevention programs through meaningful evaluation</u>. Southwestern Regional Safe Schools Conference, National Resource Center for Safe Schools. Austin, TX. **Invited Keynote and Workshop**.
- Liau, A., Quinn-Leering, K., Wester, K., & Flannery, D. (2001, April). <u>Child vs. teacher reports of threats and their association with violent behavior.</u> Society for Research in Child Development, Minneapolis, MN.

- Belliston, L.M., Vazsonyi, A.T., Flannery, D.J., & Hibbert, J.R. (November, 2001). <u>Problem children in elementary school: Canwe make a difference?</u> American Society of Criminology, Atlanta, GA.
- Flannery, D. (2001, October). <u>Identifying best practices in school and community-based violence prevention</u>. National Crime Prevention Council National Conference. Washington, DC. **Invited Workshop**.
- Flannery, D. (2001, October). <u>Understanding the impact of violence on children and adolescents</u>. Schubert Center for Child Development Conference, Cleveland, OH. **Invited**.
- Flannery, D. (2001, October). <u>Youth violence and juvenile justice alternatives</u>. Embedding Prevention in State Policy and Practice, National Crime Prevention Council, Washington, DC. **Invited Plenary**.
- Flannery, D. (2002, April). Developing program outcomes. JAIBG Community Information Forum. Cleveland, OH. Invited.
- Belliston, L., Vazsonyi, A., & Flannery, D. (2002, April). <u>Low, medium and high risk children: An evaluation of the impact of a school-based violence prevention program</u>. Society for Research in Adolescence, Atlanta, GA.
- Flannery, D. (2002, August). <u>Techniques and challenges to evaluating school and community-based violence prevention program</u>.

  U.S. Department of Education Safe and Drug Free Schools Program National Technical Assistance Meeting. Washington, D.C. **Invited**.
- Flannery, D. (2002, September). <u>Youth violence and its prevention</u>. Department of Pediatrics Grand Rounds, Cleveland Clinic, Cleveland, OH. **Invited**.
- Flannery, D. (2002, October). <u>Informing the National Be Safe and Sound Initiative with research</u>. National Crime Prevention Council, National Press Club, Washington, DC. **Invited**.
- Flannery, D. (2002, October). <u>Evaluation of the Juvenile Offenders with Mental Health Problems Program</u>. National GAINS conference, San Francisco, CA.
- Flannery, D. (2003, January). Evaluation lessons learned: Children Who Witness Violence. Robert Wood Johnson LIFP Meeting for Projects focused on violence. Orlando, FL. Invited.
- Flannery, D., Cunningham, N., & Kanary, P. (2003, March). Mental health services to juvenile offenders. All Ohio Institute on Community Psychiatry, Cleveland, OH.
- Liau, A., & Flannery, D. (2004, March). <u>Differential effects based on individual and classroom status of a school violence prevention program</u>. Society for Research on Adolescence, Baltimore, MD. **Invited**.
- Hack, M., Cartar, L., Schluchter, M., Flannery, D., & Klein, N. (2004). Poorer Outcomes of Extremely-Low-Birth-Weight (ELBW < 1kg) Young Adults. <u>Pedatric Academic Society Annual Meeting</u>.
- Flannery, D., Singer, M., & Biebelhausen, L. (2004, March). Exposure to violence and television viewing as mediators of the relationship between parental monitoring and psychological trauma symptoms. Society for Research on Adolescence, Baltimore, MD. Invited.
- Flannery, D. (2004, April). Mental health and behavior outcomes of juvenile offenders in intensive community-based treatment. 2004 NAMI Ohio Annual Conference. Columbus, OH. Invited Plenary.
- Hussey, D., Flannery, D., and Dowery, V. (2004, June). <u>Implementing school-based mental health services. Training Institutes:</u>
  <u>Systems of Care Conference.</u> San Francisco, CA. Faculty, Georgetown University Training Institutes.
- Flannery, D. (2004, November). The challenge of conducting randomized trials of violence prevention programs. Columbia University;s Center for Youth Violence Prevention Fall 2004 Seminar series. Columbia University, New York, NY. Invited.
- Stormann, C., Hussey, D., & Flannery, D. (2005, February). <u>Initial feedback from formal and informal service providers: Results from four days of Wraparound Training</u>. Collaborative Approaches to Successful Transition for Children, Youth and Families within Systems of Care (SAMHSA). Dallas, TX.
- Singer, M., & Flannery, D. (2005, February). <u>Violent juvenile offenders with co-existing mental disorders</u>. Ninth annual conference of the Society for Social Work Research. Miami, FL.

- Flannery, D. (2005, March). <u>Challenges to evaluators and program directors working together</u>. U.S. Department of Education Office of Safe and Drug-Free Schools National Conference. Washington, DC. **Invited.**
- Flannery, D. (2005, June). Effective collaboration between researchers and law enforcement agencies. Istanbul Conference on Democracy and Global Security. Istanbul, Turkey. Invited.
- Jefferis, E., & Flannery, D. (2005, September). <u>Crime mapping for law enforcement</u>. Law Enforcement Expo, Fraternal Order of Police. Cleveland, OH. **Invited**.
- Storman, C., Hussey, D., & Flannery, D. (2005, July). <u>Foundations for quality improvement: Building systems for eligibility notification, collecting agency data, and study enrollment tracking</u>. Creating Connections for Systems of Care. Indiannapolis, IN.
- Storman, C., Hussey, D., Flannery, D., & Cook, T. (2006, April). <u>Comorbidity implications in serving juvenile justice involved</u> youth. National GAINS Center Conference, Boston, MA.
- Flannery, D. (2006, March). Panel Chair: "Adolescent narcissism: Risk, adaptation and assessment" Society for Research on Adolescence. San Francisco, CA.
- Belliston, L., Kretschmar, J., & Flannery, D. (2006, March). <u>Children who witness violence: Child and incident characteristics</u>. Society for Research on Adolescence. San Francisco, CA.
- Jefferis, E., Flannery, D., & Dogutas, C. (2006, March). <u>Violence and school: Violence against children in and around the school</u> and viable precautions. UNICEF and the Turkish Ministry of Education, Istanbul, Turkey. **Invited.**
- Flannery, D. (2006, May). How violence affects youth. National Association of Police Athletic Leagues. Cleveland, OH. Invited.
- Flannery, D. (2006, May). Why do I have to evaluate it if I already know that it works for me? 27<sup>th</sup> Annual Conference of Agencies & Organizations Serving Troubled Youth, Snowbird, UT. **Invited**.
- Lamb-Parker, F., Vazsonyi, A., Powell, G., Ives, N., Flannery, D., & Embry, D. (2006, May). Reducing weapons victimization

  Among elementary school students: An analysis of the effects of PeaceBuilders. Association for Psychological Science.

  New York, NY.
- Flannery, D. (2006, November). <u>Victims of Internet Crimes</u>. High Technology Crime Investigation Association International Training Conference. Cleveland, OH. **Invited**.
- Flannery, D. (2006, December). <u>Violence as a public health problem</u>. Medical Grand Rounds, Cleveland Clinic's Lakewood Hospital. Lakewood, OH. **Invited.**
- Flannery, D. (2007, October). No more massacres: How to prevent school-based violence. Cleveland Clinic, Ohio Valley Society for Adolescent Medicine, Cleveland, OH. **Invited**.
- Davis, M., Callanan, V., Cook, T., & Flannery, D. (2008, July). The influence of criminal court involvement on suicide: A case control study. American Society of Criminology, St. Louis, MO.
- Flannery, D. (2008, October). **Keynote Address**, Doctoral Commitment Ceremony. Why I belong at Kent State: Making the most of Graduate School. Kent State University, Kent, OH.
- Flannnery, D. (2008, June). <u>Violence, aggression and mental health</u>. CME course on aggressiveness in mental disorders. Lecce, Italy, **Invited.**
- Flannery, D., (2008, June). The Fugitive Safe Surrender Program: A collaboration of the faith-based community and law enforcement. White House Conference on Faith-based and Community Initiatives. Washington, DC. **Invited**.

#### INTRAMURAL SERVICE

College/University (U. of A.): Committee on Graduate Studies (1991-94); College Curriculum Committee (1993-94)

(KSU): Violence Symposium Committee (1998- 2000)

Planning Committee for Institute for the Study and Prevention of Violence (1997)

Advisory Committee, Center for Applied Conflict Management (1997-2003)

Career day coordinator (1997-98)

Strategic Planning Social Sciences & Research & Graduate Studies cluster (1998)

May 4th 30 year Commemoration Committee (1999)

Leadership Academy (1998-2001)

Member, Search Committee, Vice President for Research and Dean, Research and Graduate Studies (2002)

Member, College Advisory Committee (Arts and Sciences, 2003-2004).

Distinguished Scholar Award Committee, 2004, 2007

Committee to develop a School of Public Health (2008)

Facilitator, Strategic Plan Process, KSU College of Business (2009)

School (U. of A.): Scholarships and Awards (1991-94)

<u>Department</u>: (U of A): Graduate Admissions Committee (1991-3; **Chair**, 93-95); Committee to Develop dual degree PhD program with Clinical Psychology (1992-93).

(CWRU): Promotion and Tenure (1994-97); Education subcommittee, Center for Adolescent Health (1994-97); Joint Hospital Accreditation Committee, University Hospitals (1995-96); Teaching Committee for Medical Students (1995-97)

(KSU): Faculty Advisory Committee (elected), Dept of Justice Studies (1998-2000; 2003)

Graduate Studies Committee (elected), Dept Justice Studies (1999-2007)

Curriculum Committee, Dept of Justice Studies (2008)

Acting Department Chair, summer term 1999-2002

Chair, Search Committee, Department Chair, 2003

## **EXTRAMURAL SERVICE**

## Federal Review panels:

National Institutes of Health (NIH), Research on children exposed to violence, 2004--

SAMHSA, Substance use and youth violence prevention, 2003-2004

Centers for Disease Control and Prevention (CDC), Violent behavior and prevention, 2004--

US Dept of Justice, OJJDP, Drug-Free Communities Program, 2003-2004

U.S. Dept. of Education, Safe & Drug Free Schools 2000--

U.S. Dept. of Education, Institute for Education Sciences, 2004--

National Crime Prevention Council (NCPC), Be Safe and Sound initiative, 2003

Family Relations Section, Society for Research on Adolescence annual meeting, 2004

Center for Substance Abuse Prevention (CSAP), School-based Strategies, 2001

# Federal and International Advisory panels:

US Department of Education, Office of Safe and Drug Free Schools, (2008-2011).

Turkish Institute for Security and Democracy (2008--)

Institute for Educational Sciences, US Dept of Education, National Middle School Violence Prevention Trial, (2005-2010)

University of Alabama Injury Control Research Center, (2005-2006)

US Marshal Service Northern Ohio Violent Fugitive Task Force, (2004--)

Editorial Board: Journal of Early Adolescence (1991-present)

Journal of Adolescent Research (1991-1999).

Family Relations (1994-1996).

Ad hoc reviewer:

Journal of the American Medical Association (JAMA)

Child Development

Criminology

Developmental Psychology

Journal of Consulting & Clinical Psychology

Journal of Educational Psychology

American Journal of Preventive Medicine

Journal of Research on Adolescence

Journal of Adolescent Research

Journal of Community Psychology

Journal of Child and Family Studies

<u>Family Relations</u>

Personal Relationships

International Journal of Behavioral Development

Pediatrics

Psychological Reports

Journal of Adolescence

Violence and Victims

Psychology, Public Policy, and Law

Applied and Preventive Psychology

Biomed Central Public Health

WT Grant Foundation

Open Program of the Netherlands Organisation for Scientific Research NWO

Member, Advisory Board: US Department of Education Community Advisory Panel, Office of

Safe and Drug Free Schools, 2009-2011.

National Resource Center for Safe Schools, 2000-- 2002. Ohio Office of Criminal Justice Services, 2000-2005.

Center for the Prevention of Family Violence, OCJS, 2001-- 2006.

Data collection committee chair, 2001-- 2002.

Action Ohio Coalition for Battered Women, 2004

Northern Ohio Violent Fugitive Task Force, 2004--

Community Reentry Initiative, Cleveland, OH, 2003-2005

Appointed to Ethics Committee, American Society of Criminology, 2000-2001

Licensed Clinical Psychologist, Ohio #5027 (10/95-present); Arizona #1927 (12/91-2003).

Member, Board of Directors, Sisters of Charity Foundation and the Saint Ann Foundation of Cleveland (2002-- ). *Chair*, Distribution Committee, 2005-2008; *Vice Chair of Board*, Sisters of Charity Foundation of Cleveland, 2006—2008; *Board Chair*, 2008-2011;

Member, Medical Staff, University Hospitals of Cleveland, Cleveland, OH. 1995-1998.

Desert Hills Hospital for Youth and Families, Tucson, AZ. May 1991-1994.

Member, Board of Trustees, The Foundation of Clinical Neuroscience Research and Education, Inc.,

CWRU Department of Psychiatry, 8/95-9/97.

## Consultant:

National Crime Prevention Council, Consultation and Training 2000- 2002 U.S. Dept of Justice, Office of Juvenile Justice and Delinquency Prevention, Training 2000-

Ohio Association of Chiefs of Police, 1999 -- 2001

Cleveland, OH Police Department, data analysis and Training 1995--present

Governor's Task Force on Violence and Substance Use, Sate of Wyoming, 2000

Task Force on Violent Crime, Strategic Planning Committee, Cleveland, OH. 1994-95.

Ohio Commission on Racial Fairness, 1995.

United Church of Christ consortium for youth media project on violence, Cleveland, OH. 1996-97.

Educational Development Resources, "Interactive multimedia for youth violence prevention" Cleveland, OH. 1996-97.

Partnership for Safer Cleveland, training and evaluation of young gentleman's and young lady's club youth violence prevention programs, 1996-97.

Amphitheatre Schools, Tucson, AZ; evaluation of substance abuse prevention programs 1992-94.

Lakewood, OH school district; evaluation of youth violence prevention programs, 1996. Cuyahoga County, OH Strategic Plan for Juvenile Justice System, 1997-98

## **Community Committees:**

Juvenile Justice and Delinquency Prevention, Title V, Cuyahoga County, OH. 1995-2000. Supportive Services Subcommittee, Task Force on Violent Crime, Cleveland, OH. 1995-1999.

Residential Area Police Program Trainer (COPS), Cleveland Police Dept, 1995-96.

Violence Prevention Coalition, Cuvahoga County, OH 1996- 1998.

WVIZ/Plain Dealer Committee on Media Violence, Cleveland, OH 1995-1997

## Courses Taught:

Human Development (Undergraduate)

Developmental Psychopathology (Graduate)

Problems in Child Development (Undergraduate and Graduate)

Adolescence (Graduate)

Violence (Undergraduate and Graduate)

Educational Psychology (Undergraduate)

Crisis Intervention (Undergraduate)

Juvenile Delinquency (Undergraduate)

Treatment Methods (Undergraduate and Graduate)

Seminars in: Psychological Assessment, Research Methodology, Conduct Disorders,
 Oppositional Defiant Disorder, Youth Violence, Family Violence, Learning
 Disabilities, Obsessive-Compulsive Disorders, Parent-Adolescent Relationships,
 School Phobia, Aggression Management in Children, Child & Adolescent
 Psychopathology, Late Adolescence, Behavior Therapy, Cognitive-Behavior
 Therapy, Behavioral Family Systems Therapy, Treatment Efficacy, Outcome
 Evaluation Research.

# PROFESSIONAL AFFILIATIONS

American Psychological Association, 1/88-present. Society for Research in Adolescence, 9/87- present. Society for Research in Child Development, 1/89- present. American Society of Criminology, 1/98- present. International Network of Personal Relations, 9/93- 96. Sigma Xi National Research Society, 1990. Ohio Academy of Science, 1987-90.

Rev.5/2009

# CURRICULUM VITAE ROBERT G. FRANK, PH.D.

## PERSONAL INFORMATION

Business Address: Kent State University

P.O. Box 5190

Kent. OH 44242-0001

Business Phone: (330)672-7768

Facsimile: (330)672-2644

Electronic Mail: <a href="mailto:rgfrank@kent.edu">rgfrank@kent.edu</a>

Home Address: 3030 Silver Lake Blvd

Silver Lake, OH 44224

Home Phone: (330)923-8179

Citizenship: United States

Family: Married, two children

**EDUCATION** 

High School: Mayfield High School, Las Cruces, NM

College: University of New Mexico, B.S., 1974, Magna Cum Laude

Graduate School: University of New Mexico, M.A., 1977

University of New Mexico, Ph.D., 1979, Clinical

Psychology (APA approved)

Psychology Internship: Department of Psychiatry and Behavioral Sciences, University of Washington, Seattle,

Washington, 1978-1979

Licensure: Florida

Board Certification: Diplomat in Clinical Psychology, American Board of

Professional Psychology, 1984

PROFESSIONAL BACKGROUND

Current Appointments: Senior Vice President for Academic Affairs and Provost and

Professor, Department of Psychology

Kent State University, Kent, OH, 2007 - present

Interim Dean, College of Public Health, Kent State University, May, 2009 - present

)

Past Appointments:

Dean, and Professor of Clinical and Health Psychology, College of Public Health and Health Professions, University of Florida, Gainesville, Florida, 1995 – 2007

Director, Florida Center for Medicaid and the Uninsured, 2000 – 2007

Vice President for Rehabilitation and Behavioral Health, Shands HealthCare System, 1995 - 1999

Professor of Physical Medicine and Rehabilitation, School of Medicine, Adjunct Professor, Department of Psychology, University of Missouri - Columbia, 1991- 1995

Assistant to the Dean for Health Policy, School of Medicine, 1992-1995. Coordinated federal and state health policy for the School of Medicine.

Vice Chairman, Department of Physical Medicine and Rehabilitation, September, 1986-1995.

Director, Division of Clinical Health Psychology and Neuropsychology, Department of Physical Medicine and Rehabilitation, 1979-1995.

Chairman, ShowMe Health Reform Initiative, Missouri Department of Health (Missouri's health reform effort), 1993-1994

Robert Wood Johnson Health Policy Fellow, Institute of Medicine, National Academy of Sciences, Washington, DC, 1991-1992. Fellow in the office of Senator Jeff Bingaman 1991-1995.

Associate Professor of Physical Medicine and Rehabilitation, School of Medicine, Adjunct Associate Professor, Department of Psychology, University of Missouri - Columbia, 1986-1991

Assistant Professor of Physical Medicine and Rehabilitation, Assistant Professor of Psychiatry, Adjunct Assistant Professor, Department of Psychology, School of Medicine, 1979-1986.

Clinical Appointment: Consulting and Clinical appointment, Harry S. Truman Veteran's Administration Hospital, 1983-1995.

Interim Chairman, Department of Physical Medicine and Rehabilitation, August, 1989 - January, 1991. April - September, 1986. Responsible for direction and management of the Department of Physical Medicine and Rehabilitation and Rusk Rehabilitation Center, a 40-bed, full-service, free-standing rehabilitation hospital. The

3

Chairman oversees functioning of the Center as well as the Department of Physical Medicine and Rehabilitation.

Clinical Director, Brain Injury Rehabilitation Program, 1986-1991. Direct six clinical staff and clinical care for eight patients in this day treatment rehabilitation program.

Site coordinator, NIMH Training Grant, Department of Psychology, 1983-1986

Clinical Director, Chronic Pain Treatment Program, 1979-1986

## **PROFESSIONAL ORGANIZATIONS**

AcademyHealth, 2000-present

American Congress of Physical Medicine and Rehabilitation, 1986-present

American Psychological Association, 1979-present Division 38, Health Psychology; Division 12, Clinical Psychology; Division 22, Rehabilitation Psychology

## **HONORS AND AWARDS**

APAHC Ivan Mensh Award for distinguished achievement in teaching, 2007

President's Medallion, University of Florida 2007

Gutekunst Award for Leadership, College of Public Health and Health Professions, University of Florida, 2007

American Psychological Association Distinguished Service Award, American Psychological Association, Division 22, Rehabilitation Counseling, 2003

46<sup>th</sup> Annual John Stanley Coulter Lecture, 1996, American Congress of Rehabilitation Medicine

Fellow, American Psychological Association: Rehabilitation Psychology, 1993 (Division 22); Health Psychology, Division 38, 1996; Society of Clinical Psychology (Division 12)

Karl F. Heiser Award for Advocacy Recognition, American Psychological Association, 1996

Essie Morgan Excellence Award for outstanding achievements in the field of spinal cord injury by the American Association of Spinal Cord Injury Psychologists and Social Workers, 1995

1

Roger S. Barker Research Award awarded by Division 22, Rehabilitation Psychology, American Psychological Association for excellence in research, 1995

NIMH Trainee, 1977-78

B. Hought Scholarship, 1974-75

Division I All-American Swimming Team, 1974

## **GRANTS and CONTRACTS**

- 1. Principal Investigator: Evaluation of Florida Medicaid Programs for Fiscal Year 2005. Funded by the Florida Agency for HealthCare Administration, \$671,321, 2005 2006.
- 2. Adequacy of Treatment for Anxiety Disorders in Medicaid, 2004. Funded by the National Institute of Mental Health, \$28,327. Faculty Sponsor.
- 3. Principal Investigator: Evaluation of Florida Medicaid Programs for Fiscal Year 2004. Funded by the Florida Agency for HealthCare Administration, \$440,997, 2004 2005.
- Principal Investigator: Evaluation of Bristol-Myers Squibb-sponsored Disease
   Management Programs for Florida Medicaid Populations, 2004. Funded by the Florida Agency for HealthCare Administration, \$697,573, 2004 2005.
- 5. Principal Investigator: Evaluation of Bristol-Myers Squibb-sponsored Disease Management Programs for Florida Medicaid Populations, 2003. Funded by the Florida Agency for HealthCare Administration, \$576,944, 2003 2004.
- 6. Principal Investigator: Evaluation of Florida Medicaid Programs for Fiscal Year 2003. Funded by the Florida Agency for HealthCare Administration, \$435,080, 2003 2004.
- 7. Co-Principal Investigator: Managed Care Systems for Individuals with Disabilities. Funded by Medicaid Working Group to Missouri Medicaid, 1995-1997.
- 8. Principal Investigator: The ShowMe Health Reform Initiative: Phase II. Robert Wood Johnson Foundation, 1995-1997, \$297,000
- 9. Co-Principal Investigator: Early inventions to prevent disability among children with juvenile rheumatoid arthritis. Missouri Arthritis Rehabilitation Research and Training Center, National Institute of Disability Rehabilitation Research, 1993-1998, \$430,000.
- Co-Principal Investigator: Research Enrichment Program for Physiatrists: A
   Demonstration Project. Funded by the U.S. Department of Education Office of Special
   Education and Rehabilitative Services, 1991 1994. Total award \$555,248.
- 11. Co-Principal Investigator: Long-Term Training Grant-Rehabilitation Psychology. Funded by the U.S. Department of Education, Office of Special Education and Rehabilitative Services, 1991 1994. Award first year: \$73,995. Award second year: \$73,998.
- 12. Principal Co-investigator, Missouri Arthritis Rehabilitation Research Center, a Research and Training Center funded by the National Institute of Disability and Rehabilitation Research. Funded for \$3,300,000, 1988-1993. Responsible for administration of five

research projects and education programs.

- 13. Co-Investigator: Neuro-Spect Imaging and Traumatic Brain Injury. Funded by Mallinckrodt Medical, Inc., St. Louis, Missouri, 1991 1992. Total award: \$49,500.
- Principal Investigator: Long Term Training Grant in Rehabilitation Medicine. Funded by the U.S. Department of Education - Office of Special Education and Rehabilitative Services, 1990 - 1993. Total award: \$300,000.
- 10. Principal Investigator: Psychological Effects of JRA. Funded by the National Institute of Disability, Rehabilitation Research. 1988 1993. Total award: \$385,00.
- 11. Co-Principal Investigator: Missouri Arthritis Rehabilitation Research Center, a Research and Training Center. Funded by the National Institute of Disability and Rehabilitation Research, 1988 1993. Total award: \$3,300,000.
- 12. Principal Investigator: The Effect of Alprazolam on Rheumatoid Arthritis Disease Activity, Pain, and Mood. Funded by Upjohn Pharmaceutical Company, 1988, total amount \$10,000.
- 13. Principal Investigator: Long-Term Training Grant in Rehabilitation Medicine. Funded by the U.S. Department of Education Office of Special Education and Rehabilitative Services, 1987-1990, total amount \$300,000.
- 14. Principal Investigator: Pain, Depression and Anti-depressive Therapy in Arthritis. Funded by National Institute of Arthritis, Diabetes, and Digestive and Kidney Diseases, 1984 1987, total amount \$116,000.

## **EDITORIAL DUTIES**

Editorial Board , Associate Member (Congress), <u>Archives of</u> Physical Medicine and Rehabilitation, 1998 – present

Editorial Board, Rehabilitation Psychology, 1989-present

Editorial Board, NeuroRehabilitation, 1990-present

Consulting Editor, <u>Journal of Clinical Psychology in Medical</u>
<u>Settings</u>, 1993-present

Consulting Editor, <u>Journal of Occupational Psychology</u>, 1994 – 2000

Consulting Editor, <u>Professional Psychology: Research and</u> Practice 1994-2000

Contributing Editor, Year Book of Rehabilitation, 1988-1990.

Guest Editor, NeuroRehabilitation, Spinal Cord Injury, Volume, 4, 1991

#### JOURNAL REFEREE

6

Ad Hoc Reviewer: <u>European Journal of Pain</u>

<u>Neurosurgery</u>

Health Service Research Journal

Journal of Social and Clinical Psychology

Journal of Consulting and Clinical Psychology

International Journal of Psychiatry in Medicine

Journal of Abnormal Psychology

Addictive Behavior

Rehabilitation Psychology

Archives of Physical Medicine and Rehabilitation

**NeuroRehabilitation** 

# **EXTRAMURAL SERVICE**

Grant Reviewer:

Other Activities:

Ad Hoc reviewer, Injury Epidemiology Control Division, Center for Environmental Health and Injury Control, Centers for Disease Control, Department of Health and Human Services, 1990

Ad Hoc reviewer, Veteran's Administration Merit Review Peer reviewer, National Institute of Disability Rehabilitation Research, Department of Education, 1989

Ad Hoc reviewer, National Institute of Alcohol Abuse and Alcoholism, 1989

Multipurpose Arthritis Center (MAC) site reviewer for NIH,NIAMDD,1985

Ad Hoc reviewer, La Foundation Ontarienne De La Sante Mentale, Toronto, Ontario, Canada

Publications and Communications Board, American

Psychological Association, 2005 – 2010

Vice Chair, Legislative Committee, American Congress of Rehabilitation Medicine, 2005 – 2007; Chair, 2002-2004

Member, Florida Developmental Disabilities Council (Governatorial appointment: term 2000 – 2007). Council Chair; HealthCare Task Force Chair; Human Resources

Committee Chair

Secretary/Treasurer and member Board of Directors, Oak Hammock at the University of Florida, 1999 – 2007

Board of Educational Affairs, American Psychological Association, 1997-2000; Chairman 2000 –2001

Chair, American Psychological Association Continuing Education Committee, 1996-1997

Member Executive Directors, Division 22 Rehabilitation Psychology, American Psychological Association, 1991-1997

Chair, American Psychological Association CAPP Task Force on Primary Care, 1995-1996

Chair, Fellows Committee, Division 22, Rehabilitation Psychology, American Psychological Association, 1997 to 2007

President, Division 22, Rehabilitation Psychology, American Psychological Association, 1995

Missouri State Committee of Psychologists, 1990-1995 (appointed by the Governor)

Missouri Governor's Council on Head Injury, 1985-1987 (appointed by the Governor). In 1987, this committee became the Head Injury Advisory Council, 1987-1995

Site reviewer, American Psychological Association, 1987 - 1995

Program reviewer, Commission on Accreditation of Rehabilitation Facilities. 1985-1992

Consultant, Pacific Basin Rehabilitation Research and Training Program, The Rehabilitation Hospital of the Pacific, Honolulu, Hawaii, 1990-1991

Member American Psychological Association Taskforce at Health Psychology, 1988-1990

## **Peer Reviewed Publications**

- 1. Frank, R.G., Blevins, N., Dimoulas, E. (2004). Policy and Financing of Psychology Workforce. <u>Journal of Clinical Psychology in Medical Settings</u>, 11(2) 119 125.
- 2. Hagglund, K.J., Sout, B.J., Frank, R.G., (2003). Gazing into the Crystal Ball: Health Care, Health Policy and Rehabilitation for Spinal Cord Injury. Topics of Spinal Cord Injury Rehabilitation, 9(1) 63-73. An Aspen Publication.

- 3. Shigaki, C., Clark, M. J., Checkett, D., Frank, R.G., (1999). Medicaid's Not-so-Quiet Revolution: A Call to Action for Psychologists. <u>Professional Psychology: Research and Practice</u>. 30, (5), 488 494.
- 4. Frank, R.G. (1999). Rehabilitation Psychology: We Zigged When We Should Have Zagged. Rehabilitation Psychology, 44 (1), 36 51.
- Frank, R.G., Hagglund, K.J., Schopp, L.H., Thayer, J.F., Vieth, A.Z., Beck, N.C., Kashani, J.H., Goldstein, D.E., Cassidy, J.T., Hewett, J.E., & Johnson, J.C. (1998). Adaptation to Pediatric Chronic Illness: Biological and Family Contributors to Adaptation in Juvenile Rheumatoid Arthritis and Juvenile Diabetes. <u>Arthritis Care and Research</u>. <u>11</u>, (3), 166 - 176.
- Frank, R.G., Thayer, J.F., Hagglund, K.J., Vieth, A.Z., Schopp, L.H., Beck, N.C., Kashani, J.H., Goldstein, D.E., Cassidy, J.T., Chaney, J.M., Clay, D.L., Hewett, J.E. & Johnson, J.C. (1998). Trajectories of Adaptation in Pediatric Chronic Illness: The Importance of the Individual. <u>Journal of Consulting and Clinical Psychology</u>, 66 (3), 521-532.
- 7. Haley, W.E., McDaniel, S.H., Bray, J.H., Frank, R.G., Heldring, M., Bennett Johnson, S., Lu, E.G., Reed, G.M., Wiggins, J.G. (1998). Psychological Practice in Primary Care Settings: Practical Tips for Clinicians. <u>Professional Psychology: Research and Practice</u>, 29, (3), 236-244.
- 8. Chaney, J.M., Frank, R.G., Peterson, L., Mace, L.D., Kashani, J.H. & Goldstein, D.L. (1997). Transactional Patterns of Child, Mother, and Father Adjustment in Insulin-Dependent Diabetes Mellitus: A Prospective Study. <u>Journal of Pediatric Psychology</u>, <u>22</u> (2), 229-244.
- 9. Frank, RG. (1997). Lessons From the Great Battle: Health Care Reform, 1992-1994. John Stanley Coulter Lecture. <u>Archives of PM&R</u>, 78 (2), 120-124.
- 10. Frank, R.G. (1997). Marketing Psychology at Academic Health Centers. <u>Journal of Clinical</u> Psychology in Medical Settings, 4 (1), 41-49.
- 11. Vieth, A.Z., Hagglund, K.J., Clay, D.L., Frank, R.G., Thayer, J.F., Johnson, J.C. & Goldstein, D.E. (1997). The Contribution of Hope and Affectivity to Diabetes-Related Disability: An Exploratory Study. <u>Journal of Clinical Psychology in Medical Settings</u>, <u>4</u> (1), 65-77.
- 12. Hagglund, K.J., Frank, R.G. and Nack, M. (1997). The Future of Psychology in Medicaid's Health Delivery System for People with Disabilities. <u>Journal of Clinical Psychology in Medical Settings</u>, <u>4</u> (2), 243-253.
- 13. Johnstone, B. & Frank, R.G. (1997) Introduction. NeruoRehabilitation, 8 (1), 1-2.
- 14. Clay, D.L., Hagglund, K.J., Kashani, J.H. & Frank, R.G. (1996). Sex Differences in Anger Expression, Depressed Mood, and Aggression in Children and Adolescents. <u>Journal of Clinical Psychology in Medical Settings</u> 3 (1), 79-92.
- 15. Frank, R.G. (1996). The Role of Postacute Programs and Organized Delivery Systems. <u>Topics in Spinal Cord Injury Rehabilitation</u> 2(12): 79-86.
- 16. Hagglund, K.J., Doyle, N.M., Clay, D.L., Frank, R.G. Pressly, T.A. (1996) A Family Retreat

- as a Comprehensive Intervention for Children with Arthritis and Their Families. <u>Arthritis</u> <u>Care and Research</u>, <u>9</u> (1), 35-41.
- 17. Elliott, T.R. & Frank, R.G. (1996) Depression after Spinal Cord Injury. <u>Archives of Physical Medicine and Rehabilitation</u>, <u>77</u>, 816-823.
- 18. Hagglund, K.J. & Frank, R.G. (1996). Rehabilitation Psychology Practice, Ethics, and a Changing Health Care Environment. Rehabilitation Psychology, 41 (1), 19-32.
- 19. Mullins, L., Chaney, J.M. & Frank, R.G. (1996). Rehabilitation Medicine, Systems, and Health: A Biopsychosocial Perspective. <u>Family, Systems, and Health</u> 14 (1), 29-41.
- 20. Johnstone, B., & Frank, R.G. (1995). Neuropsychological assessment in rehabilitation: Current limitations and applications. <u>NeuroRehabilitation</u> (5) 75-86.
- 21. Clay, D.L., Hagglund, K.J., Frank, R.G., Elliott, T.R., & Chaney, J.M. (1995) Enhancing the Accuracy of Depression Diagnosis in Patients with Spinal Cord Injury Using Bayesian Analysis. Rehabilitation Psychology, 40 (3), 171-180.
- 22. Frank, R.G. & Ross, M.J. (1995). The Changing Workforce: The Role of Health Psychology. <u>Health Psychology</u>. <u>14</u> (6), 519-525.
- 23. Frank, R.G. (1995). What are the Implications of Health Care Reform for the Delivery of Psychological Services in Health? 347-348.
- 24. Johnstone, B. & Frank, R.G. (ed), et al. (1995). Psychology in Health Care: Future Directions. <u>Professional Psychology: Research and Practice</u>, 26, 341-365.
- 25. Hagglund, K.J., Schoop, L., Alberts, K.R., Cassidy, J.T., & Frank, R.G. (1995) Predicting Pain Among Children with Juvenile Rheumatoid Arthritis. <u>Arthritis Care and Research</u>, <u>8</u> (1) 36-42.
- 25. DeLeon, P.H., Frank, R.G. & Wedding, D. (1995). Health Psychology and Public Policy: The Political Process. Health Psychology, 14, (6), 493-499.
- 26. Frank, R.G. & Johnstone, B. (1997). Special Issue: Functional outcomes in rehabilitation. NeuroRehabilitation, (5) (1).
- 27. Johnstone, B., Leach, L.R., Hickey, M.L., & Frank, R.G. (1995) Some Objective Measurements of Frontal Lobe Deficits Following Traumatic Brain Injury. <u>Applied Neuropsychology</u>, 95.
- 28. Clay, D.L., Wood, P.K., Frank, R.G., Hagglund, K.J., & Johnson, J.C. (1995). Examining systematic differences in adaptation to chronic illness: A growth modeling approach. Rehabilitation Psychology, 40, 61-70.
- 29. Leach, L.R., Frank, R.G., Bouman, D.E., & Farmer, J.F. (1995). Family functioning, social support, and depression after traumatic brain injury. <u>Brain Injury</u>, 8(7): 599-606.
- 30. Frank, R. G., Sullivan, M., and DeLeon, P. H. (1994) Health Care Reform in the States. American Psychologist, 94(10): 855-867.
- 31. Hagglund, K.J., Clay, D.L., Frank, R.G., Beck, N.C., Hewett, J., Johnson, J., Casidy, J.T., &

- Goldstein, D.E. (1994). Assessing anger expressions in children and adolescents. <u>Journal of Pediatric Psychology</u>, 19, 291-304.
- 32. Frank, R. G., and VandenBos, G. R. (1994) Health Care Reform: The 1993-1994 Evolution. American Psychologist, 94(10), 851-854.
- 33. Marmarosh, C., Elliott, T.R., Frank, R.G., Rybarczyk, B.D., Sherwin, E.D., Hoffman, J. & Hanson, S. (1994). Cognitive Responses of Nurses to Patient (Mis) Behavior. <u>Journal Social Behavior and Personality</u>, 9(5): 321-334.
- 34. Hagglund, K. J. & Frank, R. G. (1994) Return to work following spinal cord injury. NeuroRehabilitation, 4(1); 36-44.
- 35. Vaughn, S.L., Frank, R.G., Leach, L.R., O'Neal, G., & Sylvester, J. (1994). The public perception of head injury in Missouri. Brain Injury, 8(2): 149-158.
- 36. Guenther, R.T., Frank R.G., & McAdam, C. (1993). Management of behavior in an SCI unit. NeuroRehabilitation, 3(2): 50-59.
- 37. Bingaman, J., Frank, R.G., & Billy, C.L. (1993). Combining a global budget with a market driven delivery system: Can it be done? <u>American Psychologist</u>, 48(3): 270-276.
- 38. Frank, R.G. (1993). Health care reform: An introduction. <u>American Psychologist</u>, 48(3): 258-260.
- 39. Frank, R.G., Chaney, J.M., Shutty, M.S., Clay, D.L., Beck, N.C., Kay, D R., Elliott, T. R., & Grambling, S. (1992). Dysphoria: A major symptom factor in persons with disability or chronic illness. Psychiatry Research, 43:231-241.
- 40. Frank, R.G. (1992). Prescription privileges for psychologists: Now is the time. <u>Physical Medicine and Rehabilitation: State of the Art Reviews, 6(3): 577-583.</u>
- 41. Sherwin, E.D., Elliott, T.R., Rybarczyk, B.D., Frank, R.G., Hanson, S., & Hoffman, J. (1992). Negotiating the reality of caregiving: Hope, burnout, and nursing. <u>Journal of Social and Clinical Psychology</u>, 11:129-139.
- 42. Frank, R.G., Bouman, D.E., Cain, K., & Watts, C. (1992). Primary prevention of catastrophic injury. American Psychologist, 47(8): 1045-1049.
- 43. Spielberger, C D., & Frank, R.G. (1992). Injury control: A promising field for psychologists. American Psychologist, 47(8): 1029-1030.
- 44. Frank, R.G., Bouman, D.E., Cain, K., & Watts, C. (1992). A preliminary study of a traumatic injury prevention program. Psychology and Health, 6:129-140.
- 45. Haut, M.W., Petros, T.V., Frank, R.G., & Haut, J. S. (1991). Speed of processing within semantic memory following severe closed head injury. <u>Brain and Cognition</u>, <u>17</u>: 31-41.
- 46. Buckelew, S.P., Hanson, S., & Frank, R.G. (1991). Psychological factors in adjustment to spinal cord injury: A critical analysis of the literature. <u>NeuroRehabilitation</u>, 1(4): 36-45.
- 47. Frank, R.G., Chaney, J.M., Clay, D.L., & Kay, D.R. (1991). Depression in rheumatoid arthritis: A re-evaluation. <u>Rehabilitation Psychology</u>, 36(4): 219-230.

- 48. Haut, M.W., Petros, T.V., & Frank, R.G. Semantic sensitivity in the acute phase of recovery from moderate and severe closed head injury. (1991). <u>Neuropsychology</u>, <u>5</u>(2): 81-88.
- 49. Hanson, S. & Frank, R.G. (1991). The assessment and treatment of families after spinal cord injury. <u>NeuroRehabilitation</u>, 1(2): 59-67.
- 50. Buckelew, S.P., Frank, R.G., Elliott, T.R., Chaney, J., & Hewett, J. (1991). Adjustment to spinal cord injury: Stage theory revisited. <u>Paraplegia</u>, 29:125-130.
- 51. Parker, J.C., Buckelew, S.P., Smarr, K., Buescher, K., Beck, N.C., Frank, R.G., Anderson, S., & Walker, S. (1990). Psychological screening in rheumatoid arthritis. <u>The Journal of Rheumatology</u>, 17:1016-1021.
- 52. Buckelew, S.P., Shutty, M.S., Hewett, J., Landon, T., Morrow, K., & Frank, R.G. (1990). Health locus of control, gender differences, and adjustment to persistent pain. <u>Pain.</u> 42:287-294.
- 53. Haut, M.W., Petros, T.V., & Frank, R.G. (1990). The recall of prose as a function of importance following closed head injury. <u>Brain Injury</u>, 4(3): 281-288.
- 54. Elliott, T.R., & Frank, R.G. (1990). Social and interpersonal reactions to depression and disability. Rehabilitation Psychology, 35(3): 135-147.
- 55. Elliott, T.R., Frank, R.G., Corcoran, J., Beardon, L., & Byrd, E.K. (1990). Previous personal experience and reactions to depression and physical disability. <u>Rehabilitation Psychology</u>, 35(2): 111-120.
- 56. Haut, M.W., Petros, T.V., Frank, R.G., & Lamberty, G. (1990). Short term memory processes following closed head injury. <u>Archives of Clinical Neuropsychology</u>, 5:299-309.
- 57. Buckelew, S. P., Baum stark, K. E., Frank, R. G., & Hewett, J. E. (1990). Adjustment following spinal cord injury. Rehabilitation Psychology, 35(2): 101-109.
- 58. Frank, R.G., Gluck, J.P., and Buckelew, S.P. (1990). Rehabilitation: Psychology's greatest opportunity? <u>American Psychologist</u>, 45(6): 757-761.
- 59. Elliott, T.R., & Frank, R.G. (1989). Social-cognitive responses to depression and physical stigma. Journal of the Multi-handicapped Person, 2(3): 211-223.
- 60. Beck, N.C., Tucker, D., Frank, R.G., Parker, J., Lake, R., Thomas, S., Lichty, W., Horwitz, E., Horwitz, B., & Merritt, F. (1989). The latent factor structure of the WAIS-R: A factor analysis of individual item responses. <u>Journal of Clinical Psychology</u>, 45(2): 281-293.
- 61. Frank, R.G., & Elliott, T.R. (1989). Spinal cord injury and health locus of control beliefs. Paraplegia, 27(4): 250-256.
- 62. Parker, J.C., Smarr, K.L., Buescher, K.L., Phillips, L.R., Frank, R.G., Beck, N.C., Anderson, S.K., & Walker, S.E. (1989) Pain control and rational thinking: Implications for heumatoid arthritis. Arthritis and Rheumatism, 32(8): 984-990.
- 63. Corcoran, J.R., Frank, R.G. & Elliott, T.R. (1988). The interpersonal influence of depression following spinal cord injury: A methodological study. <u>Journal of the Multi-</u>

# handicapped Person, 1(3): 161-174.

- 64. Farmer, J., and Frank, R.G. (1988). The brain injury rehabilitation scale: A measure of change during post-acute rehabilitation. <u>Brain Injury</u>, 2(4): 323-331.
- 65. Frank, R.G., Kashani, J.H., Parker, J.C., Beck, N.C., Brownlee-Duffeck, M., Elliott, T.R., Haut, A.E., Atwood, C., Smith, E. & Kay, D.R. (1988). Antidepressant analgesia in rheumatoid arthritis. <u>The Journal of Rheumatology</u>, 15(11): 1632-1638.
- Parker, J.C., McRae, C., Smarr, K., Beck, N., Frank, R., Anderson, S. & Walker, S. (1988).
   Coping strategies in rheumatoid arthritis. <u>The Journal of Rheumatology</u>, <u>15</u>(9): 1376-1383.
- 67. Beck, N.C., Parker, J.C., Frank, R.G., Geden, E.A., Kay, D.R., Gamache, M., Shivvers, N., Smith, E. & Anderson, S. (1988). Patients with RA at high risk for noncompliance with salicylate treatment regimens. <a href="https://doi.org/10.1081-1084">The Journal of Rheumatology, 15(7): 1081-1084</a>.
- 68. Frank, R.G., Beck, N.C., Parker, J.C., Kashani, J.H., Elliott, T.R., Haut, A.E., Smith E., Atwood, C., Brownlee-Duffeck, M. & Kay, D. (1988). Depression in rheumatoid arthritis. <a href="https://doi.org/10.1007/jhear.1007/">The Journal of Rheumatology, 15(6): 920-925</a>.
- 69. Frank, R.G., Elliott, T.R., Buckelew, S.P. & Haut, A.E. (1988). Age as a factor in response to spinal cord injury. <u>American Journal of Physical Medicine and Rehabilitation, 67(3): 128-131.</u>
- 70. Buckelew, S.P., DeGood, D., Burk J.P., Brownlee-Duffeck, M., and Frank, R.G. (1988). Cognitive and somatic aspects of depression among a rehabilitation sample: Reliability and validity of SCL-90-R research subscales. Rehabilitation Psychology, 33(2): 67-75.
- 71. Parker, J.C., Frank, R.G., Beck, N.C., Smarr, K., Buescher, K., Phillips, L.S., Smith, E., Anderson, S. & Walker, S. (1988). Pain management in rheumatoid arthritis: Acognitive-behavioral approach. <u>Arthritis and Rheumatism</u>, 31(5): 593-601.
- 72. Parker, J., Frank, R., Beck, N., Finan, M., Walker, S., Hewitt, J., Broster, C., Smarr, K., Smith, E., and Kay, D. (1988). Pain in rheumatoid arthritis: Relationship to D Demographic, Medical, and Psychological factors. <u>The Journal of Rheumatology</u>, 15(3): 433-437.
- 73. Elliott, T.R., Frank, R.G. & Brownlee-Duffeck, M. (1988). Clinical inferences about depression and physical disability. <u>Professional Psychology: Research and Practice</u>, <u>19(2)</u>: 206-210.
- 74. Frank, R.G., Elliott, T.R., Wonderlich, S.A., Corcoran, J.R., Umlauf, R.L. & Ashkanazi, G.S. (1987). Gender differences in interpersonal response to spinal cord injury. <u>Cognitive Therapy and Research</u>, 11(4): 437-448.
- 75. Frank, R.G., Van Valin, P. & Elliott, T.R. (1987). Adjustment to spinal cord injury: A review of empirical and non-empirical studies. <u>Journal of Rehabilitation</u>, 53(4): 43-48
- 76. Frank, R.G., Umlauf, R.L., Wonderlich, S.A., Ashkanazi, G.S., Buckelew, S.P. & Elliott, T.R. (1987). Differences in coping styles among persons with spinal cord injury: A cluster-analytic approach. <u>Journal of Consulting and Clinical Psychology</u>, 55(5): 727-737.

- 77. Frank, R.G. & Elliott, T.R. (1987). Life stress and psychologic adjustment following spinal cord injury. <u>Archives of Physical Medicine and Rehabilitation</u>, 68(6): 344-347.
- 78. Umlauf, R.L. & Frank, R.G. (1987). Cluster analysis, depression and ADL status. Rehabilitation Psychology, 32:39-44.
- 79. Frank, R.G., Wonderlich, S.A., Corcoran, J.R., Umlauf, R.L., Ashkanazi, G.S., Brownlee-Duffeck, M. & Wilson, R. (1986). Interpersonal response to spinal cord injury. <u>Journal of Social and Clinical Psychology</u>, 4:447-460.
- 80. Umlauf, R.L., and Frank, R.G. (1986). The multidimensional health locus of control: Is it always multidimensional? <u>Journal of Clinical Psychology</u>, 42:126-128.
- 81. Frank, R.G., Umlauf, R.L., Wonderlich, S.A. & Ashkanazi, G.S. (1986). Hypnosis and behavioral treatment in a worksite smoking cessation program. <u>Addictive Behaviors, 11</u>: 59-62.
- 82. Frank, R.G., Kashani, J.H., Wonderlich, S.A., Lising, A.A. & Visot, L.R. (1985) Depression and adrenal function in spinal cord injury. <u>American Journal of Psychiatry, 142(2): 252-253.</u>
- 83. Beck, N.C., Horwitz, E., Seidenberg, M., Parker, J.C. & Frank, R.G. (1985). WAIS-R factor structure in psychiatric and general medical patients. <u>Journal of Consulting and Clinical Psychology</u>, 53:402-405.
- 84. Frank, R.G., Kashani, J.H., Kashani, S.R., Wonderlich, S.A., Umlauf, R.L. & Ashkanazi, G.S. (1984). Psychological response to amputation as a function of age and time since amputation. British Journal of Psychiatry, 144:493-497.
- 85. McCauley, J.D., Frank, R.G., Callen, K.E., Willard, R. R. & Thelen, M.H. (1983). Hypnosis compared to relaxation in the outpatient management of chronic low back pain. <u>Archives</u> of Physical Medicine and Rehabilitation, 64:548-551
- 86. Umlauf, R.L. & Frank, R. G. (1983). The patient's response to rehabilitation: Development of an empirical model. <u>Rehabilitation Psychology</u>, 28:157-167.
- 87. Kashani, J.H., Frank, R.G., Kashani, S.R., Wonderlich, S.A. & Reid, J.C. (1983). Depression among amputees. <u>Journal of Clinical Psychiatry</u>, 44(7): 256-258.
- 88. McCauley, J.D. & Frank, R.G. (1983). Physician concern over medication intake: A simple measure of medication use. <u>Pain, 16</u>:385-389.
- 89. Frank, R.G., Van Valin, P.& Weinstein, C.L. (1983). Life stress and the onset of physical illness. <u>Psychological Reports</u>, 51:1207-1210.
- 90. Peterson, C.R., Carnes, D.G.& Frank, R.G. (1981). Who's in charge here? The rehabilitation team: Anatomy, physiology and pathology. <u>SCI Digest</u>, 3-8,
- 91. Strongin, T.S., Gluck, J.P. & Frank, R.G. (1977). Development of social behavior in an adult total isolate rhesus monkey. <u>Journal of Autism and Childhood Schizophrenia, 7</u>, 329-336.

92. Frank, R.G., Gluck, J.P. & Strongin, T.S. (1977). Response suppression to a shock-predicting stimulus in differentially reared monkeys (Macaca mulatta) <u>Developmental Psychology</u>, 13. 295-296.

## **Books Edited:**

- 1. Frank, R.G., Rosenthal, M. & Caplan, B. <u>Handbook of Rehabilitation Psychology</u> (Second Edition). American Psychological Association (in press, expected Spring 2009).
- 2. Frank, R. G., Baum, A., & Wallander, J. (Eds.) <u>Handbook of Clinical Health Psychology</u>, <u>Vol. III.</u> <u>Models and Perspectives in Health Psychology</u> (2004). American Psychological Association, Washington D.C.
- 3. Frank, R. G., McDaniel, S. H., Bray, J. H., & Heldring, M., (2004). <u>Primary Care Psychology</u>, American Psychological Association. Washington, DC.
- 4. Frank, R.G. & Elliott, T.R. (Eds.) (2000). <u>Handbook of Rehabilitation Psychology</u>. American Psychological Association, Washington, DC.
- 5. Glueckauf, R.L, Frank, R.G., Bond, G.R., & McGrew, J. (Eds.), (1996). <u>Psychological Practice in a Changing Health Care System</u>. Springer Publishing Company, NY.

# **Invited Book Chapters:**

- 1. Ashkanazi, G.S., Hagglund, K.J., Lee, A., Swaine, Z. and Frank, R.G. Healthy Policy 101: Fundamental Issues in Health Care Reform (in press). In Frank, R.G., Rosenthal, M and Caplan B. <u>Handbook of Rehabilitation Psychology, Second Edition</u>. American Psychological Association, Washington, D.C.
- 2. Frank, R., Lee, A.M. (2007). Primary Care and Rehabilitation. In P. Kennedy (Ed.), <u>Psychological Management of Physical Disabilities: a Practitioner's Guide</u>. Brunner-Routledge, Ltd., London, England.
- Frank, R.G. & Lee, A. (2007). Unintentional Injuries: Psychological Influences. In S. Ayers, A. Baum, C. McManus, S. Newman, K. Wallston, J. Weinman, R. West,. <u>Cambridge</u> <u>Handbook of Psychology, Health and Medicine (2<sup>nd</sup> Ed.)</u>, The Edinburgh Building, Cambridge, New York.
- Frank, R. G., Wallander, J. & Baum, A., (2004). Introduction to Volume 3: Models and Perspective in Health Psychology. In Frank, R.G., Wallander, J. & Baum, A. (Eds.), <u>Handbook of Clinical Health Psychology, Vol. III</u>. American Psychological Association, Washington D.C.
- Bray, J.H., Frank, R.G., McDaniel, S.H. & Heldring, M. (2004). Education, Practice, and Research Opportunities for Psychologists in Primary Care. In Frank, R. G., McDaniel, S. H., Bray, J. H., & Heldring, M. (Eds.), <u>Primary Care Psychology</u>, American Psychological Association. Washington, DC.
- 6. Haley, W.E., McDaniel, S.H., Bray, J.H., Frank, R.G., Heldring, M., Johnson, S.B., Go Lu, E., Reed, G.M., & Wiggins, J.G. (2004). Psychological Practice in Primary Care Settings.

- In Frank, R. G., McDaniel, S. H., Bray, J. H., & Heldring, M. (Eds.), <u>Primary Care Psychology</u>, American Psychological Association. Washington, DC.
- 7. Frank, R.G., Hagglund, K.J., & Farmer, J.E. (2004). Chronic Illness Management in Primary Care: The Cardinal Symptoms Model. In Frank, R. G., McDaniel, S. H., Bray, J. H., & Heldring, M. (Eds.), <a href="Primary Care Psychology">Primary Care Psychology</a>, American Psychological Association. Washington, DC.
- 8. McKay, N. & Frank, R. G., (2004). Payment for Clinical Services: From Fundamentals to Practice Considerations, In Frank, R.G., Wallander, J. & Baum, A. <u>Handbook of Health Psychology, Vol. III.</u> American Psychological Association, Washington D.C.
- Frank, R.G., Farmer, J.E., Klapow, J.C. (2003). The Relevance of Health Policy to the Future of Clinical Health Psychology. In S. Llewelyn & p. Kennedy (Eds.), <u>Handbook of</u> <u>Clinical Health Psychology</u>, (547 – 562). John Wiley & Sons, Ltd., West Sussex, England.
- Frank, R.G. (2001). Rehabilitation. In A. Baum, T.A. Revenson, & J.E. Singer (Eds.), <u>Handbook of Health Psychology</u>, (581-590). Lawrence Elbaum Associates, Inc., Publishers, New Jersey.
- 11. Frank, R.G. & Elliott, T.R. (2000). Rehabilitation Psychology: Hope for a Psychology of Chronic Conditions. In R.G. Frank & T.R. Elliott (Eds.), <u>Handbook of Rehabilitation Psychology</u>, (3-8). American Psychological Association, Washington, DC.
- 12. Frank, R.G. & Elliott, T.R. (2000). Afterword: Drawing New Horizons. In R.G. Frank & T.R. Elliott (Eds.), <u>Handbook of Rehabilitation Psychology</u>, (645-653). American Psychological Association, Washington, DC.
- DeLeon, P. H., Vandenbos, G.R., Sammons, M.T. & Frank, R.G. (1998) Changing Healthcare Environment in the United States: in A.S. Bellack and M. Hersen (Series Eds.) & A.N. Wiens (Vol. Ed) <u>Comprehensive Clinical Psychology</u>: (Vol. 2) Professional Issues. (1<sup>st</sup> Ed. pp 393-401). Great Britain: Elsvier Science.
- 14. Frank, R.G. (1997). A View From Behavioral Health. <u>Proceedings of the 4<sup>th</sup> Congress of Health Professions Educators</u>, 101-105.
- 15. Frank, R.G. & Kivlahan, C. (1997). The Use of Information and Misinformation in a State Health Reform Initiative. <u>Information Trading: How Information Influences the Health Policy Process</u>, Marion E. Lewin & Elise Lipoff (Eds.). National Academy Press, Washington, D.C., 49-70.
- 16. Frank, R.G. & Hagglund, K.J. (1997). Mood Disorders. <u>Primer on Clinical Care in Rheumatic Disease.</u> American College of Rheumatology, Publisher. pages 125-130.
- 17. Frank, R.G. (1997). Accidents: Psychological Influences. In A. Baum, S. Newman, J. Weinman, R. West, C. McManus. <u>Cambridge Handbook of Psychology, Health and Medicine</u>, (340-343), The Edinburgh Building, Cambridge, New York.
- 18. Frank, R.G. & Callan, J.E. Public Policy: A Process With a Purpose. (1996). <u>Psychology and Public Policy: Balancing Public Service and Professional Need,</u> Lorion, R.P. Editor. pages 23-28.

- 19. Frank, R.G., Glueckauf, R.L., Bond, G.R., & McGrew, J.H, (Eds.), (1996). Integrative Summary and Future Directions. <u>Psychological Practice in a Changing Health Care</u> System, Springer Publishing Company, NY, 193-201.
- Frank, R.G. & Johnstone, B. (1996). In: R. Glueckauf, R.G. Frank, J.H. McGrew & G.R. Bond, (Eds.). Psychological Practice in a Changing Health Care System: Issues and New Directions. Changes in the Health Workforce: Implications for Psychologists. (39-51). Springer Publishing Company, NY.
- 21. Frank, R.G. (1996). Changes in the Post-acute Health Delivery System in the United States: International Implications. <u>Proceedings of the 5<sup>th</sup> Conference of the IATSBI and 20<sup>th</sup> Conference of the Australian Society for the Study of Brain Impairment, Melbourne, Australia. November 11, 1996., 498-502.</u>
- 22. Frank, R.G., Glueckauf, R.L., Bond, G.R., & McGrew, J.H., (Eds.), (1996). Health Care Reform and Professional Psychology: Overview of Key Issues and Background of Book. <a href="Psychological Practice in a Changing Health Care System">Psychological Practice in a Changing Health Care System</a>, Springer Publishing Company, NY, 3-13.
- 23. Hanson, S. L., Frank, R. G., & Brownlee-Duffeck, M. (1994). Spinal cord injury: Psychological issues. In R. A. Olson, L. L. Mullins, J. B. Gillman, and J. M. Chaney (Eds.), The Sourcebook of Pediatric Psychiatry. Needham Heights, MA: Allyn and Bacon.
- 24. Frank, R.G. & Elliott, T.R. (1992). Conflict resolution and feedback. In M.G. Eisenberg (Ed.) <u>Guide to Interdisciplinary Practice in Rehab Setting</u>, (143-157), ACRM, Skokie, IL.
- 25. Buckelew, S. P., & Frank, R. G. (1989). Psychological factors and the treatment of pain. In P. Kaplan and E. Tanner (Eds.), <u>Musculoskeletal Pain and Injury</u>. Norwalk, CT: Appleton and Lange
- 26. Frank, R. G. (1989). Rehabilitation psychology. In P. Kaplan (Ed.), <u>The Year Book of Rehabilitation</u>. Chicago, IL: Year Book Medical Publishers, Inc.

### **Published Abstracts**

- 1. Johnstone, B., and Frank, R.G. (1995). Psychology in Health Care: Future Directions. Professional Psychology: Research and Practice(1), 36-42.
- 2. Frank, R.G., Hagglund, K.J., Thayer, J.F., Vieth, A.Z. & Schopp, L.H. (1995). Trajectories of coping with pediatric chronic illness. <u>Rehabilitation Psychology</u>, 40(2), 149.
- 3. Frank, R.G., Schopp, L.H., Hagglund, K.J., Thayer, J.F., & Cassidy, J.T. (1994). Parent functioning among families with chronic illness. <u>Rehabilitation Psychology</u>, 39(2), 131.
- 4. Hagglund, K.J., Clay, D.L., Frank, R.G. and Pressly, T.A. (1993). Family retreat as a comprehensive intervention for children with arthritis. <u>Rehabilitation Psychology</u>, <u>38</u>, 138.
- 5. Clay, D.L., Wood, P.K., Hagglund, K.J., Frank, R.G. (1993). Describing adaptation to

- chronic illness using individual growth modeling. Rehabilitation Psychology, 38, 135.
- 6. Alberts, K.R., Hagglund, K.J., Frank, R.G., & Clay, D.L. (1993). Predicting pain among children with juvenile rheumatoid arthritis. <u>Rehabilitation Psychology</u>, <u>38</u>, 131.
- 7. Hagglund, K.J., Clay, D.L., Beck, N.C., Frank, R.G. and Cassidy, J.T. (1992). Relationships of anger expression styles and disease activity among children with juvenile rheumatoid arthritis. <u>Journal of Developmental and Behavioral Pediatrics</u>, <u>13</u>, 304.
- 8. Clay, D.L., Cassidiy, J.T., Beck, N.C., Hagglund, K.J. & Frank, R.G. (1992). Functional status, socioeconomic status, and parental psychological distress in children with juvenile rheumatoid arthritis. <u>Arthritis and Rheumatism</u>, 33(9:Suppl.), S190.
- 9. Hagglund, K.J., Clay, D.L., Beck, N.C., Frank, R.G., & Cassidy, J.T. (1992). Relationships of anger expression styles and disease activity among children with juvenile rheumatoid arthritis. <u>Archives of Physical Medicine and Rehabilitation</u>, 73, 10.
- 10. Cassidy, J.T., Frank, R.G., Beck, N.C., Clay, D.L., Smith, E., Chaney, J.M., Peterson, J.S., & Kashani, J.H. (in press). Relationship of measures of disease activity in JRA and RA. <u>Journal of Rheumatology</u>.
- 11. Cain, K., Watts, C., Frank, R., & Mosher, D. (in press). Long-term impact of spinal cord injury prevention program. <u>Paraplegia</u>.
- Hagglund, K.J., Clay, D.L., Frank, R.G., Beck, N.C., & Parker, J.C. (1991).
   Measurement of pain in rheumatoid arthritis. <u>Archives of Physical Medicine and</u> Rehabilitation, 72:820.
- Frank, R.G., Clay, D.L., Hoeper, M.R., Peterson, J.S., Chaney, J.M., Kashani, J.H., Cassidy, J.T., & Goldstein, D.E. (1991). Psychological symptoms predict glycemic control in children with Type I Diabetes Mellitus (DM). <u>Diabetes, 40</u>(Supplement 1): P536A.
- 14. Frank, R.G., Chaney, J.M., Clay, D.L., & Kay, D.R. (1990). Screening for depression in rheumatoid arthritis. <u>Archives of Physical Medicine and Rehabilitation</u>, 71(10):821
- 15. Haut, M.W., Petros, T.V., & Frank, R.G. (1990). Semantic sensitivity to prose following closed head injury. Archives of Clinical Neuropsychology, 2:177.
- 16. Haut, M.W., Petros, T.V., Frank, R.G., & Haut, J.S. (1990). Processing speed within semantic memory following closed head injury. <u>Journal of Clinical and Experimental Neuropsychology</u>, 12:92.
- 17. Haut, M. W., Petros, T.V., Frank, R.G., & Bargman, E. (1989). Gist recall of prose following closed head injury. <u>The Clinical Neuropsychologist</u>, 3:297.
- 18. Parker, J., Frank, R., Beck, N., Smarr, K., Buescher, K., Phillips, L., Smith, E., Anderson, S., & Walker, S. (1989). Pain management in rheumatoid arthritis patients. Orthopedics/Rheumatology Digest, 1:18-19.
- 19. Frank, R.G., Haut, M.W., & Petros, T.V. (1989). Metacognitive awareness following closed head injury. <u>Archives of Physical Medicine and Rehabilitation</u>, 70(11):A-82.

- 20. Haut, M.W., Petros, T.V., & Frank, R.G. (1989). Semantic sensitivity after closed head injury. <u>Journal of Clinical and Experimental Neuropsychology</u>, 11:34.
- 21. Haut, M.W., Frank, R.G., Chaney, J.M., & Haut, A.E. (1989). The use of the Satz-Mogel short form of the WAIS-R following closed head injury. <u>Journal of Clinical and Experimental Neuropsychology</u>, 11:57.
- 22. Elliott, T.R., and Frank, R.G. (1988). Cognitive responses to disability and depression. Archives of Physical Medicine and Rehabilitation, 69(9):799.
- 23. Buckelew, S., Parker, J., Smarr, K., Buescher, K., Beck, N., Frank, R., & Walker, S. (1988). <u>Disease severity and psychological distress among RA patients</u>. Proceedings from Canadian and American Pain Society Joint Meeting, P174.
- 24. Smarr, K., Buescher, K., Phillips, L., Frank, R., Beck, N., Anderson, S., Walker, S., & Parker, J. (1987). Pain control and rational thinking: Analysis of a coping strategy. <u>Arthritis and Rheumatism, 68</u>(9) S640.
- Parker, J.C., Smarr, K.L., Frank, R.G., Beck, N.C., McRae, C.A., Buescher, K.L., Phillips, L.R., Anderson, S.P., Meyer, A.A., Smith, E.I., & Walker, S.E. (1987). Pain management in rheumatoid arthritis: 12-month outcome. <u>Arthritis and Rheumatism</u>, 30:S195.
- 26. Beck, N.C., Parker, J.C., Frank, R.G., Geden, E.A., Kay, D.R., & Shivvers, N. (1987). Rheumatoid arthritis and compliance with salicylate treatment regimens. <u>Arthritis and Rheumatism</u>, 30:S196.
- 27. Buckelew, S.P., Frank, R.G., Burk, J., & Brownlee-Duffeck, M. (1987). Coping strategies and adjustment following spinal cord injury. <u>Archives of Physical Medicine and Rehabilitation</u>, 68(9):601.
- 28. Frank, R.G., Kashani, J.H., Parker, J.C., Beck, N.C., & Kay, D.R. (1987). Antidepressant analgesia in rheumatoid arthritis: A preliminary report. <u>Archives of Physical Medicine and Rehabilitation</u>, 68(9): 640.
- 29. Frank, R.G., & Farmer, J. (1987). Brain injury rehabilitation scale. <u>Archives of Physical Medicine and Rehabilitation</u>, 68(9):627.
- 30. Frank, R.G., Kashani, J.H., Parker, J.C., Beck, N.C., Atwood, C., Finan, D., & Kay, D. R. (1987). Antidepressant analgesia in rheumatoid arthritis: A preliminary report. Arthritis and Rheumatism, 30(1):S20.
- 31. Frank, R.G., Kashani, J.H., Parker, J.C., Beck, N.C., Elliott, T.R., Smith, E., & Kay, D.R. (1986). Analgesic effects of antidepressants in rheumatoid arthritis: Preliminary results. Proceedings of the Sixth General Meeting of the American Pain Society. (p. 72). Washington, D.C.
- 32. Parker, J.C., Frank, R.G., Beck, N.C., Finan, M.J., Walker, S.E., Smarr, K.L., & Smith, E.I. (1986). Pain in rheumatoid arthritis: A descriptive analysis. <u>Arthritis and</u> Rheumatology, 29(4):S149.
- 33. Frank, R.G., Beck, N.C., Parker, J.C., Kashani, J.H., Elliott, T.R., & Kay, D.R. (1986).

Depression in rheumatoid arthritis (RA) patients. <u>Arthritis and Rheumatism, 29</u>(4): S82.

## **Non Peer-Reviewed Publications**

- 1. Frank, R.G. and Caplan, B (in press) Mitchell Rosenthal 1949-2007, American Psychologist.
- 2. Frank, R.G. (1997). Recovery After Traumatic Brain Injury. Brain Injury, 11, (9), 698.
- 3. Frank, R. G. Editorial: Families and rehabilitation. (1994). Brain Injury, 8(3):193-195.
- 4. Frank, R.G. (1990). Antidepressant therapy and rheumatoid arthritis. [Letter to the editor]. The Journal of Rheumatology, 17(2):277.
- 5. Frank, R.G., and Morris, J. (1989). Why Medicare is vital to the practice of psychology. <u>Missouri Psychologist</u>, 45(3): 4-5.
- Frank, R.G. (1977). What's so important about GME? Nothing less than psychology being defined as a 'critical' health profession. <u>The National Psychologist, September/October</u>, 1997, 15.

## Papers Presented at National and Regional Meetings (not abstracted)

Available upon request

## **International Presentations (selected)**

"The Intersection of Rehabilitation and Health Psychology" at the Second Asian Congress on Health Psychology – Presented in Seoul, Korea, August, 2004

"Considering the Impact of Chronic Conditions on the HealthCare Systems in Iran and the United States" at the Epidemiology of Substance Abuse and Mental Health Symposium at Ahwaz University of Medical Sciences – Presented in Ahwaz, Iran, December, 2003

"Do All Boats Rise with the Tide? Psychology in the NIDRR Injury Systems" at the Association of Schools of Allied Health Professions' Annual Meeting Toronto, Canada, October, 2003

"Chronic Illness Management in Primary Care" at the American Psychological Association's Annual Convention – Presented in Toronto, Canada, August, 2003

"Models of Primary Care and Children's Mental Health Services in Iran and the United States" at the 2nd International Congress on Child and Adolescent Psychiatry – Presented in Tehran, Iran, April, 2002

"Implications of Chronic Health Conditions and Information Technology for Health Psychology" at Taeque University – Presented in Seoul, Korea, February, 2001

# SCOTT F. GREY

925 Heron Springs Pkwy 216.533.8736 (cell)			
Stow, Ohio 44224-2953 sfgrey@hotmail.com			
Education			
Present	Doctoral candidate in the Dept. of Epidemiology and Biostatistics, Case Western Reserve University, Cleveland, Ohio.  • Health policy specialization  • Dissertation: "How much compliance is enough? Examining the effect of different definitions of compliance on estimates of treatment efficacy in randomized controlled trials" Advisor: Duncan B. Neuhauser, PhD		
2002	<ul> <li>MS, Dept. of Epidemiology and Biostatistics, Case Western Reserve University, Cleveland, Ohio.</li> <li>Health policy specialization</li> <li>Thesis: "Substance abuse treatment for pregnant women: predictors of initial treatment setting and the effects of treatment setting on pregnancy outcomes" Advisor: E. Mendel Singer, PhD</li> </ul>		
1991	BS, Physical Education, Kent State University, Kent, Ohio.  • Exercise physiology specialization		
Employment			
Present	Instructor, College of Public Health, Kent State University, Kent, Ohio.		
2005 – 2009	Statistician, Institute for Health and Social Policy, The University of Akron, Akron, Ohio.		
2003 - 2005	Lecturer, "Biostatistics and Evidence Based Medicine" Dept. of Podiatric Medicine, Ohio College of Podiatric Medicine, Cleveland, Ohio.		
1996 - 2005	Project Coordinator/Statistician, Dept. of Family Medicine, Case Western Reserve University, Cleveland, Ohio.		
1994 - 1995	Research Assistant, Dept. of Epidemiology and Biostatistics, Case Western Reserve University, Cleveland, Ohio.		
1992 - 1993	Exercise Specialist, Parma Community General Hospital, Parma, Ohio.		
Research Exper	ience		
2005 – 2009	Statistician, Zili Sloboda, Primary Investigator. "Adolescent substance abuse prevention program study" The Robert Wood Johnson Foundation.		
2001 - 2005	Evaluator, Antonnette Graham, Primary Investigator. "Substance abuse/HIV prevention for African-American families with adolescents." The Center for Substance Abuse Prevention.		
1999 - 2005	Co-Investigator, Neal Dawson, Primary Investigator. "Increasing substance disorders screening and referral rates in an a managed health care organization." The Robert Wood Johnson Foundation.		
1999 - 2002	Co-Investigator, Antonnette Graham, Primary Investigator. "Developing an intervention to prevent substance abuse and risky sexual behaviors in African-American Youth." The Center for Substance Abuse Prevention.		
Teaching Experi	ience		
Fall 2006	"MPHP 405 Statistical Methods in Public Health" Dept. of Epidemiology and Biostatistics, Case Western Reserve University		
Fall 2003 - 2005	"Biostatistics and Evidence Based Medicine" Dept. of Podiatric Medicine, Ohio College of Podiatric Medicine		

14 September 2009 Page 1 of 4

### **Technical Skills**

General skills in research project management and data analysis. Specific expertise and interests in:

- Research methods: Randomized and non-randomized health outcomes studies, specifically of behavioral interventions.
- Statistical methods: Latent variable methods (structural equations, item response theory, latent classes, latent choice sets) used to model constructs measured by multiple indicators. Also proficient at analyzing incomplete data sets using multiple imputation, full information maximum likelihood (FIML), weighted estimating equations (WEE) and complier averaged causal effects (CACE) models.
- Statistical software: Extensive experience with SAS, SPSS, Mplus, Amos and NORM. A little experience with HLM, S-plus/R, and WinBUGS.

#### **Presentations**

Toyinbo P, Brown CH, Sloboda Z, <u>Grey SF</u>, Tonkin M, Teasdale B, Stephens RC. Additive latent variable (ALV) modeling: assessing variation in intervention impact in the adolescent substance abuse prevention study—a methodological discussion. 17th Annual Meeting of the Society for Prevention Research; May 2009; Washington, DC.

Keller F, <u>Grey SF</u>, C. Brown CH, Masyn K. Trajectories of alcohol inebriation in early adolescents enrolled in a school-based prevention program: similarities and differences between two RCTs in European Union and United States. 17th Annual Meeting of the Society for Prevention Research; May 2009; Washington, DC.

Sloboda Z, Stephens PC, <u>Grey SF</u>, Teasdale B. Main effects and stratified models of TCYL on primary outcomes of substance use. REITOX Academy on Prevention Trials, March 2009; Lisbon, Portugal Teasdale BE, Sloboda Z, Tonkin M, Stephens RC, <u>Grey SF</u>, Pyakuryal AN. Implementation fidelity and targeted program mediators [poster]. 15th Annual Meeting of the Society for Prevention Research; May 2007; Washington, DC.

Tonkin M, Sloboda Z, Stephens RC, Teasdale BE, <u>Grey SF</u>, Pyakuryal AN. Developmental assets vs. personal risk factors in predicting adolescent alcohol use [poster]. 15th Annual Meeting of the Society for Prevention Research; May 2007; Washington, DC.

Tonkin M, Sloboda Z, Stephens RC, Teasdale BE, <u>Grey SF</u>, Pyakuryal AN. Do perceptions toward the police change when students have a police officer as an instructor of a drug-education course in the regular school classroom? [poster] 15th Annual Meeting of the Society for Prevention Research; May 2007; Washington, DC.

<u>Grey SF</u>, Sloboda Z, Tonkin M, Stephens RC. Are current measures of alcohol, tobacco and other drugs informative? An item response theory analysis [poster]. 14th Annual Meeting of the Society for Prevention Research; May 2006; San Antonio, Texas.

Adelman, CL; Merkin, BJ; <u>Grey, SF</u>; Parran, TVP; Eadie, EJ; Rubai, A; Sabharwal, J; Grodach, M. Urban community office-based opioid maintenance therapy with sublingual buprenorphine/naloxone: outcome measures at 12 month follow-up [poster]. Annual Medical-Scientific Conference of the American Society of Addiction Medicine, April 2005; Dallas, Texas.

Mohammed, S; <u>Grey, SF</u>; Wagstaff, B; Graham, AV. Brief interventions provided by primary care providers to improve parenting practices: a pilot study [poster]. 12th Annual Meeting of the Society for Prevention Research; May 2004; Quebec City, Canada.

Bridges, JFP; Propper, VH; <u>Grey, SF</u>. Theoretical foundations of tobacco control policy: different disciplines, different questions and different conclusions [poster]. American Public Health Association 131st Annual Meeting, November 2003; San Francisco, California.

Propper, VH; Bridges, JFP; <u>Grey, SF</u>. Variation in beliefs with regards to the perceived harm of smoking: implications for tobacco control policies [poster]. American Public Health Association 131st Annual Meeting, November 2003; San Francisco, California.

Graham AV, <u>Grey SF</u>, Wagstaff B, Zyzanski S. Preventing substance abuse and risky sexual behaviors in early adolescence: testing the social development model [poster]. Annual Scientific Meeting of the Research Society on Alcoholism, June 2002; San Francisco, California.

14 September 2009 Page 2 of 4

<u>Grey SF</u>, Singer ME, Graham AV, Neuhauser DB. Substance abuse treatment for pregnant women: predictors of initial treatment setting and the effects of treatment setting on pregnancy outcomes [poster]. Annual Research Meeting of the Academy for Health Services Research and Health Policy, June 2002; Washington, DC.

Rabb MH, <u>Grey SF</u>, Parran TV. The use of tramadol HCl for acute heroin withdrawal: a case series study [poster]. Annual Medical-Scientific Conference of the American Society of Addiction Medicine, April 2002; Atlanta, Georgia.

Volsko TA, <u>Grey SF</u>, Chatburn R, Lambert S, Konstan, MW. Critical path analysis of a cystic fibrosis care path to identify process improvement opportunities. American Association for Respiratory Care International Respiratory Congress; December 2001; San Antonio, Texas.

Graham AV, McCain R, Wagstaff B, Nichols C, <u>Grey SF</u>. Development, implementation and evaluation of a combined substance abuse and HIV curriculum for inner-city youth [poster]. 2001 National HIV Prevention Conference; August 2001; Atlanta, Georgia.

Parran TV, <u>Grey SF</u>. The role of disabled physicians in the diversion of controlled drugs. Association for Medical Education and Research on Substance Abuse Annual Meeting; November 1999; Washington, DC.

Lazebnik R, Hermida T, <u>Grey SF</u>. Characteristics of adolescents who return for the results of anonymous HIV tests in an urban free clinic [poster]. Society of Adolescent Medicine Annual Conference; March 1999; Los Angeles, CA.

Lazebnik R, <u>Grey SF</u>, Ferguson C. The effects of activity-oriented instruction on HIV/AIDS risky behaviors in middle school-aged Hispanic students [poster]. Association for Medical Education and Research on Substance Abuse Annual Meeting; November 1998; Washington, DC.

#### **Publications**

Stephens PC, Sloboda Z, Stephens RC, Teasdale BE, <u>Grey SF</u>, Hawthorne RD, Williams JE. Universal School-based substance abuse prevention programs: modeling targeted mediators and outcomes for adolescent cigarette, alcohol and marijuana use. *Drug Alcohol Depend*. 2009;102(1-3):19-29.

Teasdale BE, Stephens PC, Sloboda Z, <u>Grey SF</u>, Stephens RC. The influence of program mediators on outcomes for substance users and non-users at baseline. *Drug Alcohol Depend*. 2009;102(1-3):11-18.

Sloboda Z, Stephens RC, Stephens PC, <u>Grey SF</u>, Hawthorne RD, Teasdale BE, Williams JE, Marquette J. The adolescent substance abuse prevention study: a randomized field trial of a universal substance abuse prevention program. *Drug Alcohol Depend*. 2009;102(1-3):1-10.

Sloboda Z, Pyakuryal A, Stephens PC, Teasdale B, Forrest D, Stephens RC, <u>Grey SF</u>. Reports of substance abuse prevention programming available in schools. *Prev Sci.* 2008 Dec;9(4):276-87.

Tonkin M, Sloboda Z, <u>Grey SF</u>, Stephens RC, Hammond A, Hawthorne RD, Teasdale BE, Williams JE. Is the receptivity of substance abuse prevention programming impacted by students' perceptions of the instructor? *Health Educ Behav*. Sep 2008 doi:10.1177/1090198107304388.

Hammond A, Sloboda Z, Tonkin M, Stephens RC, Teasdale BE, <u>Grey SF</u>, Williams J. Understanding students' attitudes toward police officers and program instructors in a school-based drug prevention program. *Health Educ Res.* 2008 Aug;23(4):682-96.

Threlkeld M, Parran TV, Adelman CA, <u>Grey SF</u>, Yu J. Tramadol versus buprenorphine for the management of acute heroin withdrawal: a retrospective matched cohort controlled study. *Am J Addict*. 2006;15(2):186-91.

Anderson PA, <u>Grey SF</u>, Nichols C, Parran TV, Graham AV. Is screening and brief advice for problem drinkers by clergy feasible? A survey of clergy. *J Drug Ed*. 2004;34 (1):33-40

Sobey PW, Parran TV, <u>Grey SF</u>, Adelman CL, Yeu J. The use of tramadol for acute heroin withdrawal: a comparison to clonidine. *J Addict Dis.* 2003; 22(4):13-25.

Lazebnik R, Hermida T, Szubski R, Dieterich-Colón S, <u>Grey SF</u>. The proportion and characteristics of adolescents who return for anonymous HIV test results. *Sex Transm Dis.* 2001;28(7):401-404.

Lazebnik R, <u>Grey SF</u>, Ferguson C. Integrating substance abuse content into an HIV risk-reduction intervention: a pilot study with middle school-aged Hispanic students. *Subst Abuse*. 2001;22(2):105-117.

14 September 2009 Page 3 of 4

Parran TV, <u>Grey SF</u>. The role of disabled physicians in the diversion of controlled drugs. *J Addict Dis*. 2000;19:35-41.

Sehgal AR, <u>Grey SF</u>, DeOreo PB, Whitehouse PJ. Prevalence, recognition and implications of mental impairment in hemodialysis patients. *Am J Kidney Dis*. 1997;30:41-49.

## Papers Under Review

Volk D, Sloboda Z, <u>Grey SF</u>, Stephens PC. Implementation fidelity of a school-based substance abuse prevention program: from research to "real world" setting. *J School Health*.

Stephens PC, Sloboda Z, Stephens RC, Teasdale BE, <u>Grey SF</u> Hurricane Katrina: The effects of a natural disaster on high school students' feelings of isolation, substance use and delinquency. *Disasters*.

Alemagno SA, <u>Grey SF</u>, Hoornbeek JA, Heald C, Carroll J, Shaffer-King P. Understanding undergraduate student's views of organ donation using an exploratory latent variable approach. *Health Educ Res*.

Teasdale BE, Stephens PC, Sloboda Z, Stephens RC, <u>Grey SF</u>. The effect of hurricane Katrina on adolescent feelings of social isolation. *Social Problems*.

## **Professional Service**

Reviewer- Prevention Science

Reviewer/presenter-Prevention Science and Methodology Group

## **Professional Memberships**

American Statistical Association, Health Policy Statistics Section Academy for Health Services Research and Health Policy Society for Prevention Research

## **Non-Work Special Interests**

Judo instructor, competitor and referee, Chu To Bu Judo Club. Other interests include cooking and watching independent and foreign films.

### References

Zili Sloboda, ScD Senior Research Associate Institute for Health & Social Policy The University of Akron (330) 972-8327 zsloboda@aol.com

Neal V. Dawson, MD

Professor

Center for Health Care Research and Policy

MetroHealth Medical Center

216.778.3909 nvd@case.edu E. Mendel Singer, PhD Assistant Professor

Department of Epidemiology and Biostatistics

Case Western Reserve University

216.778.3903 mes12@case.edu

Theodore V. Parran Jr, MD Associate Professor

School of Medicine

Case Western Reserve University

216.368.6934 tvp@case.edu

14 September 2009 Page 4 of 4

Curriculum Vitae

#### **DAVID L. HUSSEY**

925 Lander Road Mayfield Village, Ohio 44143 440-646-0988 (Home)

#### **EDUCATION**

Ph.D.	1992 - School of Graduate Studies	, Case Western Reserve	University, Cleveland, OH

M.S.S.A. 1979 - Mandel School of Applied Social Sciences, Case Western Reserve University, Cleveland,

OH

B.A. 1977 - John Carroll University, University Heights, OH (cum laude)

#### **CERTIFICATIONS**

DCSW	1993 – Diplomate in Clinical Social Work
NCAC II	1991 - National Certified Addiction Counselor II
CCDC III	1991 - Certified Chemical Dependency Counselor III
BCD	1989 - Board Certified Diplomate in Clinical Social Work
CCDC	1988 - Certified Chemical Dependency Counselor
LISW	1986 - Licensed Independent Social Worker
CDC	1985 - Certified Drug Counselor
ACSW	1983 - Academy of Certified Social Workers

## PROFESSIONAL EXPERIENCE

<u>Associate Professor - Department of Social and Behavioral Sciences</u>, College of Public Health, Kent State University, Kent, Ohio (2009 – present). Member of the College Curriculum Committee (2009 - ); Member of the College Advisory Committee (2009 - ); Member of the Dean Search Committee (2009); Research Fellow at the Institute for the Study and Prevention of Violence (ISPV, 2004 - present). Faculty mentor for McNair Scholars Program (2004-present).

Associate Professor - Department of Justice Studies, Kent State University, Kent, Ohio. (2004 – 2009). Member of the Dept. of Justice Studies Graduate Studies Committee (2004 - 2006), Faculty Advisory Committee (2006-present), College Advisory Committee Representative (2008-2009), Chair Review Committee (2006-2007); Research Fellow at the Institute for the Study and Prevention of Violence (ISPV, 2004 - ). Faculty preceptor for Northeast Ohio College of Medicine Public Health (2004 - 2005); Faculty mentor for McNair Scholars Program (2004- ).

Assistant Professor - Department of Justice Studies, Kent State University, Kent, Ohio, (1999 – 2004). Member of the Dept. of Justice Studies & College of Arts and Sciences Curriculum Committees (2001-2003), Dept. of Justice Studies Faculty Advisory Committee (2000-2001, 2002-2003, 2003-2004), Dept. of Justice Studies Graduate Studies Committee (2000 – 2004), and Research Fellow at the Institute for the Study and Prevention of Violence (ISPV, 1999 - 2004). Courses taught: Victimology (graduate and undergraduate), Treatment Methods (graduate and undergraduate), Juvenile Justice (graduate and undergraduate), Human Service Agencies and the Law (undergraduate), Crime Justice and Substance Abuse (graduate and undergraduate), Youth and the Justice System (undergraduate). Faculty mentor for McNair Scholars Program (2001-2003), and Columbus Intergovernmental Program (2002-2003); Faculty preceptor for Northeast Ohio College of Medicine Public Health (2003 - 2004).

Recipient of the University Teaching Council Graduate's Applause Certificate of Achievement in 2001. Recipient of the College of Arts and Sciences Distinguished Teacher Award for the 2001-2002 academic year. Nominated for the College of Arts and Sciences Distinguished Teacher Award in 2002-2003, however, unable to be considered because of previous year's award.

<u>Director of Research and Evaluation - Beech Brook</u>, Pepper Pike, Ohio, 1998 - present.

Responsible for developing and directing research and evaluation activities for a large (\$30 mil. operating budget), multi-service center for the treatment of emotionally disturbed children and their families. Duties also include assisting with program design, program development, grant writing, and clinical supervision of music therapy program.

Clinical Director - Beech Brook, Pepper Pike, Ohio, 1992 - 1997.

Clinical Director for a large multi-service center for the treatment of emotionally at risk children and their families. Responsible for a wide range of clinical services including residential treatment, day treatment, special needs adoption, specialized and therapeutic foster care, family preservation, school-based mental health services, and outpatient therapy. Responsibilities include overall clinical direction of the agency, monitoring and improving the quality of clinical practice of the agency, program development, program evaluation, agency research, and staff development.

<u>Program Manager, Department of Psychiatry,</u> St. Vincent Charity Hospital and Health Center, Cleveland, Ohio, 1990 – 1992.

Responsible for the development, management, marketing, and clinical coordination of child, adolescent, and adult psychiatric programs. Position assumes administrative and clinical responsibility for non-nursing personnel within the Department of Psychiatry, covering over 70 psychiatric inpatient beds across a child and adolescent unit, general adult unit, and adult intensive care unit. Responsible for the development and supervision of clinical specialty services including programs for substance abuse, eating disorders, geriatric psychiatry, child psychiatry, and partial hospitalization.

<u>Program Manager, Adolescent Psychiatry,</u> Department of Psychiatry, St. Vincent Charity Hospital and Health Center, Cleveland, Ohio, 1987 – 1990.

Responsible for the development, fiscal management, marketing, and clinical coordination of adolescent psychiatric services. Direct supervision of social workers, counselors, full school program, and art and recreation therapies within the Department of Psychiatry. Responsible for the administration and budget of two hospital cost centers, and the implementation and clinical coordination of pediatric and psychiatric residency programs, social work students, staff development, and Grand Rounds. The Adolescent Unit won the 1989 *American Medical Association (AMA)* National Health Congress Award for excellence in intervention with youth.

<u>Coordinator of Adolescent Services</u>, Department of Psychiatry, St. Vincent Charity Hospital and Health Center, Cleveland, Ohio, 1986-1987.

Responsible for the clinical coordination of inpatient adolescent psychiatric services. Implemented eating disorder program within adolescent unit structure. Provided staff supervision, program development and evaluation for 24 bed inpatient unit.

Private Practitioner, 14055 Cedar Road, South Euclid, Ohio, 1986 to 2005.

Private practice therapist working with children, adolescents and adults.

Coordinator of Special Services, Woodruff Hospital, Cleveland, Ohio, 1985-1986.

Coordinated clinical services for adolescent inpatient unit. Designed and implemented adolescent victimization program. Developed and delivered a full range of dual diagnosis services and provided staff training and supervision.

<u>Substance Abuse Specialist</u>, Cleveland Metropolitan General Hospital, Division of Adolescent Medicine, Cleveland, Ohio, 1984-1985.

Developed a program for the evaluation and delivery of substance abuse services to children, adolescents, and their families through a grant from the Robert Wood Johnson Foundation. Provided mental health and substance abuse training, training, consultation and supervision to the Department of Pediatrics interns, residents and medical staff.

Worked as a child therapist on the Metro General Sex Abuse Team through the Alpha clinic.

Clinical Social Worker, Western Reserve Counseling Service, Painesville, Ohio, 1980-1984.

Primary outpatient therapist at a mental health family service agency for children. adolescents, and adults with a variety of emotional and psychiatric problems. Served as a clinical supervisor for students from Case Western Reserve University and John Carroll University. Served as a consultant and supervisor for therapists from Lake County Shelter for Battered Women, and started a county-wide therapy group for males involved in domestic violence.

Clinical Social Worker, Free Clinic of Lake County, Mentor, Ohio, 1979-1980.

Outpatient therapist for adolescents and adults with a variety of emotional and psychiatric problems. Developed school and community-based mental health programs. Served as a consultant on social issues for FM105.

Student Intern, Western Reserve Human Services, Stow, Ohio, 1978-1979.

Provided individual, family, and group therapy to clients.

Student Intern, Cleveland Psychiatric Institute, Cleveland, Ohio, 1979-1980.

Evaluation and assessment of acutely disturbed adult psychiatric inpatients.

#### OTHER TEACHING EXPERIENCE

<u>Continuing Education Instructor</u> - Case Western Reserve University - Mandel School of Applied Social Sciences, 1987 to 2009; Cuyahoga Community College, 1993-1994.

<u>Adjunct Instructor</u> - Case Western Reserve University. Courses taught: *Human Development through the Lifespan; Advanced Child Development and Dysfunction; Advanced Adult Development and Dysfunction; Adult Psychopathology; Mental Health Practice with Adults*, 1991-1999.

#### FUNDING: GRANTS, PROPOSALS, & CONTRACTS

Grants and extramural funding through Kent State University Institute for the Study and Prevention of Violence (ISPV)

- Effective Practice Partner, *Ohio Mental Health Network for School Success*. Ohio Department of Mental Health, \$9,000 (2008-2009).
- Project Evaluator, *School-Based Mental Health Services Program*. Cuyahoga County Community Mental Health Board, \$50,000 (2007-2008).
- Effective Practice Partner, *Effective Practice Integration Council (EPIC)*, Ohio Department of Mental Health, \$17,143 (2007-2008).
- Project Evaluator, Disproportionate Minority Contact, Cuyahoga County Juvenile Court, \$22,322 (2007-2008).
- Project Evaluator, *Tapestry Supplemental Evaluation Project*, Cuyahoga County Tapestry System of Care, \$59,996 (2007-2009).
- Project Evaluator, *Cuyahoga County Strengthening Communities Youth Continuation*. Cuyahoga County Tapestry System of Care, \$74,726. (2008).
- Project Evaluator, Disproportionate Minority Contact, Trumbull County Juvenile Court, \$20,000 (2007-2008).
- Project Evaluator, Cuyahoga County Integrated Co-occurring Treatment (ICT) pilot evaluation. Cuyahoga County

- Tapestry System of Care, \$39,978. (2007-2008).
- Project Evaluator, *Cuyahoga County Strengthening Communities Youth Continuation*. Cuyahoga County Tapestry System of Care, \$37,500 (2007-2008).
- Effective Practice Partner, *Ohio Mental Health Network for School Success*, Miami University/Ohio Department of Mental Health, \$18,421 (2007 2008).
- PI, Project Evaluator: *Young Offenders Re-Entry Project HOPE* (#1 U79 TI13322-01) through the Hispanic Urban Minority Alcohol and Drug Abuse Outreach Project (HUMADAOP). Substance Abuse Mental Health Services Administration, Center for Substance Abuse Treatment, \$260,733 (2007-2010).
- Effective Practice Expert, *Effective Practice Integration Council (EPIC)*, Ohio Department of Mental Health, \$16,947 (2006-2007).
- PI, Project Evaluator: *Treatment Effectiveness Study (TES): Brief Strategic Family Therapy* (#U79 SM56055-01 subcontract through ORC Macro via Project Tapestry). Substance Abuse Mental Health Services Administration, Center for Mental Health Services, \$179,134 (2005-2008).
- PI, *Safe Schools/Healthy Students Cuyahoga County Evaluation Consortium*. Safe Schools/Healthy Students Evaluation Consortia (RTI International) -- U.S. Departments of Education, Justice, and Health and Human Services, \$449,410 (2005-2008).
- Co-PI, Project Evaluator: Cuyahoga County Mental Health Board Project Tapestry: Weaving Solutions for Child Mental Health (#1 U79 SM56055-01). Substance Abuse Mental Health Services Administration, Center for Mental Health Services, \$2,409,500 (2003-2009).
- PI, Project Evaluator: Cleveland Heights University Heights City School District Safe Schools Healthy Students Initiative (CFDA#184L030134). U.S. Department of Education, \$349,711 (2003 2007).
- Co-PI, Ohio Domestic Violence Network Subcontract. Office of Criminal Justice Services, \$37,679 (2003).
- Co-PI, Project Evaluator: *Cuyahoga County Strengthening Communities Youth* (#6 U79 TI13322-01-1). Substance Abuse Mental Health Services Administration, Center for Substance Abuse Treatment, \$585,000 (2002-2008).
- Co-PI, Research Challenge, The Euclid Partnership Project, \$24,259 (1/1/2002 12/31/2002)
- Co-PI, Office of Criminal Justice Services, The Euclid Partnership Project, \$148,142 (1/1/2002 12/31/2002)
- Co-PI, Research Challenge, The Euclid Partnership Project, \$49,259 (3/1/2000 12/31/2002)
- Co-PI, Office of Criminal Justice Services, The Euclid Partnership Project, \$72,700 (3/1/2000 3/31/2001)
- PI, Project Evaluator: *Alternative Schools Performance Audit for Euclid City Schools*, Ohio Department of Education, \$14,700, (2000).
- Co-PI, Safe Schools Healthy Students Cleveland Municipal School District Project Synergy U.S. Department of Education, Dept. of Justice, & Dept. of Health and Human Services, \$1,329,087 (1999-2003)

#### Other Grants and Proposals

- PI, Beech Brook (grantee), *Integrating Music Therapy & the Teaching Family Model into Special Education Classrooms for the Treatment of Complex Trauma*. Kulas Foundation, \$213,000 (2007-2010).
- PI, Beech Brook (grantee), *The Efficacy of School-Based Mental Health Interventions (#04-1201)*. Ohio Department of Mental Health, \$48,400 (2004-2006).
- PI, Beech Brook (grantee), Music Therapy Research: Development of Evidence-Based Protocols and Treatment

- Manuals for Use with Severely Emotionally Disturbed Children. Reinberger Foundation, \$150,000 (2004-2007).
- PI, Beech Brook (grantee), Music Therapy Research. Codrington Foundation, \$5,000 (2004).
- PI, Beech Brook (grantee), *Music Therapy Research with Severely Emotionally Disturbed Children*.. Kulas Foundation, \$200,000 (2003 2006).
- Project Evaluator, Beech Brook (grantee), *A Family-to Family Model for Concurrent Kinship and Foster-to-Adopt Family Planning for Special Needs Children* (#90-CO-0941). U.S. Department of Health and Human Services, Administration on Children, Youth, and Families, \$900,000 total (\$30,000 research), (2001-2003).
- PI, Beech Brook (grantee), A Retrospective and Prospective Analysis of Child, Caregiver, and System Factors that Impact Adoption Outcomes (#90-C0-0960). U.S. Department of Health and Human Services, Administration on Children, Youth, and Families, \$299,946 (2001-2005).
- Co-PI, Beech Brook (grantee), Best Practice in the Prevention of Child Abuse. Ohio Children's Trust Fund, \$39,322 (2001-2002).
- The Montessori School at Holy Rosary (grantee), Sustaining the Vision: Meeting the Challenges to Urban Montessori Education. The Fred A. Lennon Charitable Trust, \$300,000 (2001-2004).
- Beech Brook (grantee), Orange City Schools and Beech Brook Partnership Project. Orange City Schools, \$118,263 (1999).
- PI, Beech Brook (grantee), *Utility and Application of Music Therapy for Severely Emotionally Disturbed Children, Part II.* Kulas Foundation, \$105,000 (1998 2001).
- PI, Beech Brook (grantee), Examining the Characteristics and Behavioral Change Dynamics of Preadolescent Children in Intensive Treatment Environments. Ohio Department of Mental Health, \$41,000 (1998 2000).
- PI, Project Evaluator, Beech Brook (grantee), *Discipline Intervention Audit Grant: K-3*. Ohio Department of Education to Euclid City Schools, \$14,750 (1998).
- Cuyahoga County Court of Common Pleas, Juvenile Court Division Beech Brook (grantee), *Counseling and Consultation Services for Juvenile Court*, \$69,123 (1998).
- PI, Beech Brook (grantee), *Developing the Capacity for Agency Evaluation and Research*. Woodruff Foundation \$15,000 (1997 1999).
- Beech Brook (grantee), *The Transformation of Treatment Foster Care*. The Cleveland Foundation, \$74,179 (1995 1997).
- Beech Brook (grantee), Adventure Based Group Therapy, United Black Fund of Greater Cleveland Inc., \$10,000 (1995).
- Beech Brook (grantee), *Pioneering Technologies in Treatment Foster Care*, The Katherine and Lee Chilcote Foundation. \$14,605 (1995).
- Beech Brook (grantee), The Cuyahoga County Court of Common Pleas, Juvenile Court Division *Early Sex Offender Project*. \$54,530 (1994 1996).
- PI, Beech Brook (grantee), *Utility and Application of Music Therapy for Severely Emotionally Disturbed Children*. Kulas Foundation, \$105,000 (1993 1996).
- Cuyahoga County Dept. of Human Services (grantee), *Child Protection Coalition Grant*, Ohio Department of Human Services, \$90,000 (1993).

- PI, Beech Brook (grantee), Music Therapy Research, The Woodruff Foundation, \$5,000 (1993).
- Woodruff Foundation St. Vincent Charity Hospital (grantee), *Inpatient Latency Age Psychiatric Program*, \$45,000 (1990).
- St. Vincent Charity Hospital (grantee), *Creative Programming for a Hospital Classroom*. Woodruff Foundation \$18,000 (1989).
- St. Vincent Charity Hospital (grantee), Computer Assisted Learning for Adolescent Psychiatric Patients, Woodruff Foundation, \$6,800 (1987).

#### **REVIEWER**

Ad hoc reviewer, American Journal of Sociology (2008)

Editorial Review Board, Journal of the California Caucus of College and University Ombuds (2007)

Special issue reviewer for American Journal of Community Psychology (2006)

Special issue reviewer for the Journal of Social Work Practice in the Addictions (2006).

Ad hoc reviewer, Criminal Justice Policy Review (2003)

Editorial Review Board, Child Welfare, (December 1996 - present)

Reviewer, Department of Health and Human Services: Ad hoc objective review panel for the *Maternal and Child Health Bureau* (1997).

Reviewer, *National Association of Social Workers* (NASW), proposed 1995 JCAHO Accreditation Manual for Mental Health, Chemical Dependency, and Mental Retardation/Developmental Disabilities Services, (1993-1994).

#### CONSULTATION AND COMMUNITY SERVICE

Board President, The Woodruff Foundation (2008 -- present)

Member, Youth Development Initiative Task Force (2007 – present).

Member, Foster Family-Based Treatment Association Research Committee (2006 – present).

Member, Cuyahoga County Community Mental Health Board Research Committee (2005).

Member, Cuyahoga County Budget Recommendations Committee for the Youth Services Coordinating Council (2005).

Vice-Chair, The Woodruff Foundation (2006 – 2008).

Board Member, The Woodruff Foundation (2005 – 2006).

Board President, St. Mary Seminary and Graduate School of Theology, (2004 – 2006).

Member, Cuyahoga County Juvenile Court Diagnostic Clinic Review Team, (2004).

Member, Cuyahoga County Department of Children and Family Services Community Coalition to Address the Mental Health Needs of Our Most At Risk Youth (2004).

Member, Cuyahoga County Department of Children and Family Services Continuum of Care for High Risk Youth Committee, (2003).

- Board Member, St. Mary Seminary and Theological College, (2002 2004; 2006 present).
- Board President, The Montessori School at Holy Rosary, (2002 to present).
- Member, Cuyahoga County Department of Children and Family Services Foster Care Review Task Force (June, 2002).
- Executive Board Member, The Montessori School at Holy Rosary, (1994 to 2002).
- Advisory Board Committee Member, The Cuyahoga County Community Mental Health Research Institute, (1994 2002).
- Member Cuyahoga Community College, Professional Continuing Education Advisory Committee, (1993-1995).
- Member, Child Protection Council, Cleveland, Ohio, (1991 to 1993).
- Consultant, New York State Department of Mental Health, Child and Adolescent Sexual Abuse Advisory Panel, (1990-1992).
- Vice-Chair, Federation for Community Planning, Intra-Family Sexual Abuse Project, Cleveland, OH., (1988-1989; 1992 to 1993).
- Chairperson, Federation for Community Planning, Intra-Family Sexual Abuse Project, Cleveland, OH., (1989-1992).
- Member, Federation for Community Planning, Council on Youth and Children, Cleveland, OH., (1988 1993).

#### **PUBLICATIONS**

- Hussey, D. (2009). Special needs adoptive children: A compelling case for long-term cross-system collaboration. In C. Newman, C. J. Liberton, K. Kutash, & R. M. Friedman (Eds.), *The 22nd Annual Research Conference Proceedings: A System of Care for Children's Mental Health, Expanding the Research Base* (March 1 March 4, 2009) (pp. 75 76). Tampa, FL: University of South Florida, The Louis de la Parte Florida Mental Health Institute, Research and Training Center for Children's Mental Health.
- Hussey, D. (2008). Adolescents: Practice Intervention. In T. Mizrahi & L.E. Davis, (Eds.,) *Encyclopedia of Social Work*, 20<sup>th</sup> Edition. (pp. 21-26). Washington, DC: NASW Press.
- Hussey, D. (2008). Understanding minor clients. In K. Strom-Gottfried, *High Stakes, Hard Choices:* The *Ethics for Practice with Minors* (pp. 47-63). Chicago: Lyceum Press.
- Hussey, D. (2008). Understanding characteristics of child-serving systems that impact decision making. In K. Strom-Gottfried, *High Stakes, Hard Choices: The Ethics for Practice with Minor* (pp. 64-76). Chicago: Lyceum Press.
- Hussey, D., Drinkard, A. M., Falletta, L., & Flannery, D. J. (2008). Understanding clinical complexity in delinquent youth: Comorbidities, service utilization, cost, and outcomes. *Journal of Psychoactive Drugs*, 40(1), 85-95.
- Munson, M. M., Hussey, D. L., Stormann, C., & King, T. (2008). Unpacking the role of parent advocates within a systems of care model. In C. Newman, C. J. Liberton, K. Kutash, & R. M. Friedman (Eds.), *The 21st Annual Research Conference Proceedings: A System of Care for Children's Mental Health, Expanding the Research Base* (February 24 to February 27, 2008) (pp. 35 36). Tampa, FL: University of South Florida, The Louis de la Parte Florida Mental Health Institute, Research and Training Center for Children's Mental Health.
- Hussey, D. L., Stormann, C., Dague, B., & Ols, K. (2008). Implications of cross-system findings from Cuyahoga County system of care research. In C. Newman, C. J. Liberton, K. Kutash, & R. M. Friedman (Eds.), *The 21st Annual Research Conference Proceedings: A System of Care for Children's Mental Health, Expanding*

- *the Research Base* (February 24 to February 27, 2008) (pp. 256 257). Tampa, FL: University of South Florida, The Louis de la Parte Florida Mental Health Institute, Research and Training Center for Children's Mental Health.
- Hussey, D., Reed, A., Layman, D., & Pasiali, V. (2007). Music therapy and complex trauma: A protocol for developing social reciprocity. *Residential Treatment for Children and Youth*, 24 (1/2), 111-129.
- Hussey, D. (2007). Gender differences in young residential treatment children. *Residential Treatment for Children and Youth.* 24 (1/2), 19-34.
- Hussey, D., & Flannery, D. (2007). Implementing and evaluating school-based primary prevention programs and the importance of differential effects on outcomes. *Journal of School Violence*, 6(2), 117-134.
- Hussey, D., & Fruth, A. (2007). Using EMIS and mental health data to document the need, scope, and impact of school-based mental health services. Ohio Mental Health Network for School Success Network News, 4(2), 4-5.
- Hussey, D., & Burgess, K. (2007). The efficacy of school based mental health interventions. In D. Roth (Ed.) *New Research in Mental Health*: 2005-2006 *Biennium*, Volume 17, pp. 14-18, Ohio Department of Mental Health.
- Hussey, D. (2007). Book Review: Building a Home Within: Meeting the Emotional Needs of Children and Youth in Foster Care. *Journal of Social Work*. 52(1), 89-90.
- Hussey, D., Flannery, D., Drinkard, A., & Falletta, L. (2007). Comorbid substance use and mental health issues among offending youth. *Journal of Social Work Practice in the Addictions*, 7(1/2), 117-138.
- Hussey, D. (2006). Risk status and differential effectiveness of urban school-based mental health services. In C. Newman, C. Liberton, K. Kutash, & R. Friedman (Eds.), *The19th Annual Research Conference Proceedings: A System of Care for Children's Mental Health, Expanding the Research Base* (March 6 to March 9, 2005) (pp. 219 221). Tampa, FL: University of South Florida, The Louis de la Parte Florida Mental Health Institute, Research and Training Center for Children's Mental Health.
- Timmons-Mitchell, J., Hussey, D., Buckeye, L., Usaj, K., & Mitchell, C. (2006). The Child and Adolescent Functional Assessment Scale (CAFAS), Multisystemic Therapy (MST), and Safe Schools / Healthy Students: Resilience in Action. In C. Newman, C. Liberton, K. Kutash, & R. Friedman (Eds.), *The18th Annual Research Conference Proceedings: A System of Care for Children's Mental Health, Expanding the Research Base* (March 6 to March 9, 2005), (pp. 212-214). Tampa, FL: University of South Florida, The Louis de la Parte Florida Mental Health Institute, Research and Training Center for Children's Mental Health.
- Hussey, D. & Groner, M. (2005, Winter). Youth risk assessment in complex agency practice. *Clinical Pathways*. Beech Brook, Cleveland, OH.
- Flannery, D., Hussey, D., Jefferis, E. (2005). Adolescent delinquency and violent behavior. In T. Gullotta & G. Adams (Eds.). *Handbook of Adolescent Behavioral Problems: Evidence-Based Approaches to Prevention and Treatment* (pp. 415-438). New York: Springer Press.
- Hussey, D., & Guo, S. (2005). Characteristics and trajectories of treatment foster care youth. *Child Welfare*, 84(4), 485-506.
- Hussey, D., & Guo, S. (2005). Forecasting length of stay in child residential treatment. *Child Psychiatry and Human Development*, 36(1), 93-109.
- Winchester, M., & Hussey, D. L. (2004). Best Practices in Child Abuse and Neglect Prevention. Monograph prepared for the *Ohio Children's Trust Fund*. Beech Brook, Cleveland, OH.
- Hussey, D. (2004). The influence of attachment disruptions on treatment foster care outcomes. In R. Findling, P.B. Davidson, and K. Figge (Eds.), *Scientific Proceedings of the 51*<sup>st</sup> *Annual Meeting of the American Academy*

- of Child and Adolescent Psychiatry, (p. 103). Washington, D.C.
- Guo, S., & Hussey, D.L. (2004). Nonprobability sampling in social work research: Dilemmas, consequences, and strategies. *Journal of Social Service Research*, 30(3), 1-18.
- Flannery, D., Hussey, D., Biebelhausen, L., Wester, K. (2003). Crime, delinquency, and youth gangs. In G. R. Adams & M. Berzonsky (Eds.), *Blackwell Handbook of Adolescence*, (pp. 502-522). Oxford, UK: Blackwell Publishers, Ltd.
- Layman, D., Hussey, D. (2003). Music therapy issues and strategies for working with adoptive and foster care children. In D.J. Betts (Ed.) *Creative Arts Approaches to Adoption and Foster Care Treatment*, (pp. 114-127). Springfield, IL: Charles C Thomas Publisher, Ltd.
- Hussey, D., & Guo, S. (2003). Measuring behavior change in young children receiving intensive school-based mental health services. *Journal of Community Psychology*, 31(6), 629-639.
- Hussey, D., & Layman, D. (2003). Music therapy with emotionally disturbed children. *Psychiatric Times*, 20(6), 37-41.
- Hussey, D., (2002). A comparison of behavioral change trajectories of children in three intensive treatment environments. In D. Roth (Ed.) *New Research in Mental Health*: 2000-2001 Biennium, Volume 15, (pp. 6-14). Ohio Department of Mental Health.
- Hussey, D. & Guo, S. (2002). Behavioral change trajectories of partial hospitalization children. *American Journal of Orthopsychiatry*, 72(4), 539-547.
- Layman, D., Hussey, D., & Laing, S. (2002). Music therapy assessment for SED children. *Journal of Music Therapy*, 39(3), 165-187.
- Hussey, D., & Guo, S. (2002). Profile characteristics and behavioral change trajectories of young residential children. *Journal of Child and Family Studies*, 11(4), 401-410.
- Layman, D., Hussey, D., & Laing. S. (2002). Foster care trends in the United States: Ramifications for music therapists. *Music Therapy Perspectives*, 20(1), 38-46.
- Hussey, D. L. (2001). Problem drinking and alcohol addiction. In the *Encyclopedia of Criminology and Deviant Behavior*, Vol. 4, (pp. 460-463). Philadelphia: Taylor and Francis, Inc.
- Hussey, D., & Guo, S., & Schlegelmilch, A. (2000). School-based mental health services: Child, parent, and teacher perspectives. In C. Liberton, C. Newman, K. Kutash, & R. Friedman (Eds.), *The 12th Annual Research Conference Proceedings: A System of Care for Children's Mental Health, Expanding the Research Base* (February 21 to February 24, 1999). (pp. 103-105). Tampa, FL: University of South Florida, The Louis de la Parte Florida Mental Health Institute, Research and Training Center for Children's Mental Health.
- Hussey, D., & Schlegelmilch, A. (2000). Examining the characteristics and behavioral change dynamics of preadolescent children in intensive treatment environments. In D. Roth (Ed.) *New Research in Mental Health*, 1998-1999 *Biennium*, Volume 14, (pp. 1-7). Ohio Department of Mental Health.
- Layman, D., Hussey, D., & Laing, S. (2000, Fall). The application of music therapy to permanency issues of special-needs children. *Clinical Pathways*, 5(3).
- Hussey, D., & Bennice, J. (1999). Forging partnerships with high-risk families through school-based mental health services. In C. Liberton, K. Kutash, & R. Friedman (Eds.), *The 11th Annual Research Conference: A System of Care for Children's Mental Health, Expanding the Research Base*, (pp. 157-162). Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, Research and Training Center for Children's Mental Health.
- Hussey, D., & Bennice, J. (1999). Family preservation: The dilemma between protecting children and preserving families. In C. Liberton, K. Kutash, & R. Friedman (Eds.), *The 11th Annual Research Conference: A*

- System of Care for Children's Mental Health, Expanding the Research Base (pp. 233-238). Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, Research and Training Center for Children's Mental Health.
- Guo, S., Hussey, D. (1999). Analyzing longitudinal rating data: A three-level hierarchical linear model. *Social Work Research*, 23(4), 209-272.
- Hussey, D., Chatterjee, P., & Robbins, S. (1998). Cognitive and moral development. In S. Robbins, P. Chatterjee and E. Canda (Eds.), *Contemporary Human Behavior Theory: A Critical Perspective for Social Work* (pp. 231-266). Boston: Allyn & Bacon.
- Hussey, D., & Bennice, J. (1998). The role of latency-age day treatment in community based care. In C. Liberton, K. Kutash, & R. Friedman (Eds.), *The 10th Annual Research Conference Proceedings, A System of Care for Children's Mental Health, Expanding the Research Base* (pp.325-328). Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, Research and Training Center for Children's Mental Health.
- Hussey, D. (1998, June). Treatment principles for dual diagnosis youths. *Issues of Substance*, 3(2), 1,3,11.
- Hong, M., Hussey, D., & Heng, M. (1998). Music therapy with severely emotionally disturbed children in a residential treatment setting. *Music Therapy Perspectives*, 16(2), 61-66.
- Hussey, D., Moss, K., Weinland, P., & Lester, V. (1997, October). Exploring the empirical base of attachment: The Attachment Disorder Checklist. *Scientific Proceedings of the 44th Annual Meeting of the American Academy of Child and Adolescent Psychiatry*, (pp. 117-118), Toronto, Canada.
- Hussey, D. (1997). Exploring the relationship between intensive treatment environments and community based care. In C. Liberton, K. Kutash, & R. Friedman (Eds.), *The 9th Annual Research Conference Proceedings, A System of Care for Children's Mental Health, Expanding the Research Base* (pp. 303-308). Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, Research and Training Center for Children's Mental Health.
- Hussey, D. (1996). Adolescent substance abuse and sexual abuse. In S.L. Jaffe (Guest Ed.) & M. Lewis (Consulting Ed.), *Child and Adolescent Psychiatric Clinics of North America*, 5(1), 29-43.
- Singer, M., & Hussey, D. (1994). Adolescents: Direct practice. In *Encyclopedia of Social Work*, Vol. 1, (pp. 40-48). Washington, DC: NASW Press.
- Hussey, D., & Singer, M. (1993). Sexual and physical abuse: The Adolescent Sexual Concern Questionnaire (ASC). In M. Singer, L. Singer, & T. Anglin (Eds.), *Handbook for Screening Adolescents at Psychological Risk*. (pp. 131-163), New York, NY: Lexington Books.
- Hussey, D., & Singer, M. (1993). Psychological distress, problem behaviors, and family functioning of sexually abused adolescent inpatients. *Journal of the American Academy of Child and Adolescent Psychiatry*, 32(5), 954-961.
- Hussey, D., Strom, G., & Singer, M. (1992). Male victims of sexual abuse: an analysis of an adolescent inpatient sample. *Child and Adolescent Social Work Journal*, *9*(6), 491-503.
- Singer, M., Hussey, D., & Strom, K. (1992). Grooming the victim: an analysis of a perpetrators seduction letter. *Child Abuse and Neglect*, *16*, 877-886.
- Singer, M., Petchers, M., & Hussey, D. (1989). The relationship between sexual abuse and substance abuse among psychiatrically hospitalized adolescents. *Child Abuse and Neglect*, *13*, 319-325.
- Hussey, D. & Singer, M. (1989) Innovations in the assessment and treatment of sexually abused adolescents: An inpatient model. In S. Sgroi (Ed.), *Vulnerable Populations*, Vol. II, (pp.43-64). Lexington, MA: Lexington Books.

Hussey, D. & Singer, M. (1985). Diagnostic and management issues in an adolescent solvent abuser. *Journal of Adolescent Health Care*, 6 (4), 342.

#### MANUSCRIPTS PENDING & UNDER REVIEW

- Uludag, S., Colvin, M., Hussey, D., & Eng, A. (*under review*). Modernization, inequality, routine activities, and international variations in household property crime. *British Journal of Criminology*.
- Hussey, D. L., Layman, D. L., & Reed, A. M. (*under review*). Music therapy: A self-regulation protocol for traumatized children in intensive treatment environments. *The Arts in Psychotherapy*.
- Hussey, D. L., Drinkard, A. M., Mullet, S. D. (*under review*). Casting a wide net: Screening juvenile offenders for substance abuse and mental health problems using the GAIN Short Screener. *Crime & Delinquency*.
- Munson, M. R., Hussey, D. L., Stormann, C., & King, T. (accepted). The voices of parent advocates within the system of care model of service delivery. *Child and Youth Services Review*.
- Uludag, S., Colvin, M., Hussey, D., & Eng, A. (*accepted*). Democracy, inequality, modernization, routine activities, and international variations in crime victimization. *International Criminal Justice Review*, 19:3 (September, 2009).
- Hussey, D. (*under review*). An in-depth analysis of special needs adoption children and their biological mothers. *Journal of Social Work*.
- Hussey, D. (*accepted*). An evaluation of the impact and effectiveness of urban school-based mental health services over an eight-year period. In D. Roth (Ed.) *New Research in Mental Health*: 2007-2008 *Biennium*, Volume 18, pp. ?, Ohio Department of Mental Health.
- Hussey, D. (accepted). Nonprobability sampling. Encyclopedia of Research Design.

#### SELECTED PRESENTATIONS

- Hussey, D. L., Layman, D., Reed, A. (April, 2009). <u>A Music therapy protocol to improve self-regulation capacities for youth in intensive treatment environments</u>. 20<sup>th</sup> Annual International Conference, Society for the Arts in Health Care, Buffalo, NY.
- Hussey, D.L., & Eng, A. (September, 2008). <u>Safe Schools/Healthy Students: Initial findings from the Cuyahoga County Evaluation Consortium investigating evidence-based practice</u>. 13<sup>th</sup> Annual Conference on Advancing School Mental Health. Center for School Mental Health, University of Maryland. Phoenix, AZ.
- Hussey, D.L., & Ols, K. (July, 2008). Connecting the dots: Screening and treatment implications related to cross-system service involvement. Poster presentation at the Substance Abuse Mental Health Services Administration (SAMHSA) Georgetown University Training Institutes 2008. Nashville, TN.
- Hussey, D. (June, 2008). <u>Cuyahoga County Strengthening Communities for Youth results: Implications for strengthening families and systems</u>. Plenary speaker at the 8<sup>th</sup> Annual Juvenile Crime Coalition Conference, Cleveland, OH.
- Hussey, D. (May, 2008). <u>Emergency Department Assessment of Personality Disorders.</u> Emergency Department/Trauma Symposium. Mount Carmel Hospital West, Columbus, OH.
- Drinkard, A. M., Jones, J. A., & Hussey, D. L. (February, 2008). Mental health problems, substance abuse, and victimization: A study of detention center youth. Poster presentation at the American Psychological Association's Summit on Violence in Relationships: Connecting Agendas and Forging New Directions. Bethesda, MD.
- Hussey, D. (February, 2008). What research tells us about youth in the juvenile justice and behavioral health systems. Plenary speaker at The Supreme Court of Ohio Judicial College Conference: Evidence Based Practices: Their Role in Ohio's Juvenile Justice System, Columbus, OH.
- Hussey, D., Layman, D., Pasiali, V., & Reed, A. M., (November, 2007). Forensic Reporting in Child Custody <u>Decisions: The Role of the Music Therapist</u>. The 9<sup>th</sup> Annual American Music Therapy Association Conference. Louisville, KY.
- Hussey, D., Layman, D., Pasiali, V., & Reed, A. M., (November, 2007). <u>Building Bridges: Group Music Therapy</u> for Children with Attachment Issues. The 9<sup>th</sup> Annual American Music Therapy Association Conference.

- Louisville, KY.
- Timmons-Mitchell, J., Hussey, D., Fruth, A., & Davis, D. (October, 2007). <u>Challenges and Opportunities for Utilizing Multisystemic Therapy in School-Based Settings.</u> 12<sup>th</sup> Annual Conference on Advancing School Mental Health Services. Center for School Mental Health, University of Maryland. Tampa, FL.
- Flaspohler, P., Rietz, K., Tracy, E., Owens, J., & Hussey, D. (October, 2007). The Effective Practice Integration Council: Supporting promotion of expanded school mental health through university-community partnerships. 12<sup>th</sup> Annual Conference on Advancing School Mental Health Services. Center for School Mental Health, University of Maryland. Tampa, FL.
- Rosa, I., Matese, F., & Hussey, D. (October, 2007). <u>Two efforts of Engaging Sustainability</u>. Plenary session panel, National Treatment Accountability for Safer Communities (TASC) Conference on Drugs and Crime. Westminster, CO.
- Hussey, D., & Hunt, S. (August, 2007). <u>Developmental trauma, attachment, and special needs adoption.</u> Summer 2007 System of Care Community Meeting: Enhancing Resiliency and Healing: Trauma-Informed Services and Supports. New Orleans, LA.
- Hussey, D., Drinkard, A., & Falletta, L. (April, 2007). <u>Substance abuse, mental health disorders, and comorbidity in a sample of juvenile detainees</u>. 2007 Joint Meeting on Adolescent Treatment Effectiveness (JMATE). Substance Abuse and Mental Health Services Administration, Center for Substance Abuse Treatment. Washington, DC.
- Layman, D., Pasiali, V., & Hussey, D. (March, 2007). <u>Music therapy and child custody: Forensic reporting in the child welfare system</u>. 54<sup>th</sup> Annual Conference of the Great Lakes Region of the American Music Therapy Association. Cleveland, OH.
- Hussey, D., Timmons-Mitchell, J., & Fruth, A. (March, 2007). Challenges and opportunities for utilizing

  Multisystemic Therapy in school-based settings. 8<sup>th</sup> All-Ohio Institute on Community Psychiatry 2005 Beyond Evidence: Trauma, Treatment, Resiliency and Recovery. Case Western Reserve University,
  School of Medicine, Department of Psychiatry. Cleveland, OH.
- Krivelyova, A., King, T., Stormann, C., Montgomery, E., & Hussey, D. (March, 2007). Employment outcomes of caregivers in systems of care. Poster presentation at The 20th Annual Research Conference: A System of Care for Children's Mental Health: Expanding the Research Base. Tampa, FL: University of South Florida, The Louis de la Parte Florida Mental Health Institute, Research and Training Center for Children's Mental Health
- Hussey, D. L., Layman, D. D., & Reed, A. M., (November, 2006). <u>Self-regulation and traumatized children: A group music therapy protocol</u>. The 8<sup>th</sup> Annual American Music Therapy Association Conference. Kansas City, MO.
- Hussey, D. L. (October, 2006). <u>An empirical analysis of urban school-based mental health services</u>. The 2006 Research Results Briefing. Ohio Department of Mental Health, Columbus, OH.
- Hussey, D. (July, 2006). An Empirical Investigation of Characteristics that Distinguish Children Placed in Different Levels of Care. The 20<sup>th</sup> Annual Conference on Treatment Foster Care. Foster Family-Based Treatment Association, Pittsburgh, PA.
- Hussey, D., Drinkard, A., Murphy, M., & Ols, K. (July, 2006). <u>Year-three outcomes from the Cuyahoga County Strengthening Communities Youth (SCY) Project</u>. Ohio Family and Children First Cabinet Council, Columbus, Ohio.
- Hussey, D., & Callanan, V. (July, 2006). <u>Safe Schools/Healthy Students Cuyahoga County System of Care (SOC Consortium)</u>. Safe Schools/Healthy Students Evaluation Consortia Meeting, St. Charles, IL.
- Stormann, C., Cook, T., Hussey, D., & Flannery, D. (April, 2006). <u>Comorbidity implications in serving juvenile justice involved youth</u>. GAINS Center 2006 National Conference, Boston, MA.
- Hussey, D., Drinkard, A., Flannery, D., Ols, K., & Murphy, M. (March, 2006). <u>Substance abuse, mental health disorders, and comorbidity in a sample of juvenile detainees</u>. 2006 Joint Meeting on Adolescent Treatment Effectiveness (JMATE). Substance Abuse and Mental Health Services Administration, Center for Substance Abuse Treatment, Baltimore, MD.
- Ols, K., Hussey, D., Drinkard, A., & Murphy, M. (March, 2006). <u>Strengthening Communities Youth Part 1</u>. Panel presentation at the 2006 Joint Meeting on Adolescent Treatment Effectiveness (JMATE). Substance Abuse and Mental Health Services Administration, Center for Substance Abuse Treatment, Baltimore, MD.
- Hussey, D. (February, 2006). Gender disparities in mental health comorbidities for juvenile justice youth. Center for Reducing Mental Health Disparities. Case Western Reserve University and MetroHealth Medical Center, Cleveland, Ohio.
- Hussey, D., Layman, D., & Liberatore, A. (November, 2005). <u>Music therapy for children with severe emotional disturbances</u>. American Music Therapy Association 7<sup>th</sup> Annual Conference. Orlando, Florida.
- Hussey, D., Miller, D., Davis, D., & Thompson, M. (October, 2005). <u>Issues and challenges in implementing evidence based practices in schools</u>. The 10<sup>th</sup> Annual Conference on Advancing School-Based Mental

- Health., Cleveland, OH.
- Hussey, D., Royer, T., & Burgess, K. (October, 2005). The efficacy of school-based mental health interventions in an urban sample. Poster presentation at The 10<sup>th</sup> Annual Conference on Advancing School-Based Mental Health., Cleveland, OH.
- Hussey, D. (October, 2005). <u>Evaluation and sustainability of Safe Schools/Health Students projects</u>. Invited presentation for the Ohio Safe Schools/Healthy Students Summit, Cleveland, OH.
- Hussey, D. (October, 2005). <u>Evaluation of special needs adoption outcomes: Descriptive results of DHHS Study</u> #90-CO-0960. Invited presentation for the Family Builders Network Forum: Advancing the Practice of Permanency, Cleveland, OH.
- Hussey, D., Drinkard, A., Murphy, M., & Ols, K. (May, 2005). <u>Year-two outcomes from the Cuyahoga County Strengthening Communities Youth (SCY) Project</u>. The Child Welfare League of America Regional Conference. New Orleans, LA.
- Hussey, D., Gannon, L., & Duke, F. (April, 2005). <u>Factors that impact adoption outcomes for abused children:</u>
  <u>Research study findings.</u> 15<sup>th</sup> National Conference on Child Abuse and Neglect. Boston, MA.
- Hussey, D., Drinkard, A., Murphy, M., & Ols, K. (March, 2005). <u>Year-one outcomes from the Cuyahoga County Strengthening Communities Youth (SCY) Project</u>. Poster presentation at the 2005 Joint Meeting on Adolescent Treatment Effectiveness (JMATE). Substance Abuse and Mental Health Services Administration, Center for Substance Abuse Treatment, Washington, D.C.
- Hussey, D., & Burgess, K. (March, 2005). Exploring the least restrictive alternative in children's mental health treatment. 7<sup>th</sup> All-Ohio Institute on Community Psychiatry 2005 Beyond Evidence: Trauma, Treatment, Resiliency and Recovery. Case Western Reserve University, School of Medicine, Department of Psychiatry. Cleveland, OH.
- Hussey, D., Davis, T., & Burgess, K. (March, 2005). <u>Innovations and outcomes in parenting education</u>. The Child Welfare League of America National Conference: Crossing the Cultural Divide, Washington, D.C.
- Stormann, C., Hussey, D., & Flannery, D. (February, 2005). <u>Initial feedback from formal and informal service providers: Results from four days of wraparound training</u>. Poster presentation at the Center for Mental Health Services System of Care Community Meeting: Collaborative Approaches to Successful Transitions for Children, Youth, and Families within Systems of Care, San Antonio, Texas.
- Layman, D., Hussey, D. L., & Liberatore, A. M. (November, 2004). <u>Innovative uses of music therapy with children and adolescents.</u> 6<sup>th</sup> Annual American Music Therapy Association Conference, Austin, TX.
- Hussey, D. L., & Gannon, L. (November, 2004). <u>Evaluation of special needs adoption outcomes: Preliminary results.</u> 2004 Ohio Adoption and Foster Care Conference, Columbus, OH.
- Hussey, D.L., Flannery, D., & Dowery, V. (June, 2004). <u>Implementing School-Based Mental Health Services</u>. National Training Institutes on Developing Local Systems of Care for Children and Adolescents with Emotional Disturbances and their Families, San Francisco, CA.
- Hussey, D.L., Layman, D., & Liberatore, A. (June, 2004). <u>Music Therapy with Early Starters</u>. The Combined National Juvenile Justice Summit, Child Welfare League of America Mid-West Region Training Conference, and Indiana Juvenile Judges Symposium, Indianapolis, IN.
- Hussey, D., Tonti, M., Ols, K., & Cortes, M. (May, 2004). <u>Innovations in Systems of Care: The Impact of SCY and Tapestry on County Coordination</u>. Juvenile Crime Coalition's Spring Conference, Independence, OH.
- Layman, D., & Hussey, D. (September, 2003). <u>The use of music therapy for the achievement of permanency.</u> The 15<sup>th</sup> Annual Conference on Attachment and Bonding, Pittsburgh, PA.
- Layman, D., & Hussey, D. (September, 2003). <u>Using music therapy as a tool to promote permanency</u>. Public Children's Services Association of Ohio, Cleveland, OH.
- Hussey, D. (May, 2003). <u>Research results and outcomes from preadolescent partial hospitalization</u>. University Hospitals of Cleveland, Department of Child Psychiatry Grand Rounds, Cleveland, OH.
- Hussey, D., & Winchester, M. (April, 2003). <u>Best practice models and issues in school-based mental health services</u>. Beech Brook Community Forum, Cleveland, OH.
- Hussey, D. (April, 2003). <u>Behind the mask: Depression, suicide, and violence</u>. Panelist for WEWS "Connecting with Kids," aired 4/28/03 on Channel 5 from 11:00 a.m. 12:00 noon.
- Hussey, D., & Winchester, M. (March, 2003). <u>Best practices in child abuse and neglect prevention</u>. National Association of Social Workers Ohio Chapter Statewide Conference, Columbus, OH.
- DiFranco, L., Layman, D., Hussey, D. (November, 2002) <u>Music therapy in child partial hospitalization treatment:</u> <u>Structure and strategies</u>. American Music Therapy Association Conference, Atlanta, GA.
- Blackburn, J., Hussey, D., Durkin, C., Siegel-Green, A. (September, 2002). <u>Designing and implementing comprehensive school-based mental health services in a suburban setting</u>. Center for School Mental Health Assistance University of Maryland School of Medicine, 7<sup>th</sup> National Conference on Advancing School-Based Mental Health Programs, Philadelphia, PA.
- Hussey, D. (June, 2002). <u>Dual diagnosis training</u>. Department of the Army, Clinical Consultant Course. Fort Sam

- Houston, TX.
- Guo, S., & Hussey, D. (January, 2002). <u>Childhood poverty, intergenerational dependence on welfare and their relation to child academic achievement: A multi-level analysis of CDS-PSID</u>. Society for Social Work Research, San Diego, CA.
- Layman, D., Laing, S., & Hussey, D. (October, 2001). <u>Healing the sexually abused child: Music therapy techniques and strategies</u>. American Music Therapy Association National Conference, Pasadena, CA.
- Layman, D., Hussey, D., & Laing, S. (October, 2001). <u>Music therapy as a tool in promoting permanency</u>. Child Welfare League of America Mid-West Region Training Conference, Cleveland, OH.
- Hussey, D., Gannon, L., & Royer, T. (October, 2001). <u>Evaluating mental health services in urban schools</u>. Child Welfare League of America Mid-West Region Training Conference, Cleveland, OH.
- Hussey, D. (June, 2001). Measuring and understanding behavioral change dynamics for children in out-of-home <a href="mailto:care"><u>care</u></a>. Workshop presentation at the Child Welfare League of America Western Region Research Conference, Denver, CO.
- Layman, D., & Laing, S., Hussey, D. (November, 2000). <u>A descriptive analysis of a music therapy assessment for SED children</u>. Poster presentation at the American Music Therapy Association National Conference, St. Louis, MO.
- Hussey, D. (October, 2000). Research results briefing 2000: Psychiatric symptomatology and behavior change trajectories for children in intensive treatment environments. Paper presentation for the Ohio Department of Mental Health: Improving Ohio's Mental Health Services through Research, Columbus, OH.
- Hussey, D. (July, 2000). <u>Preadolescent risk assessment modeling in intensive treatment environments</u>. Paper presentation for the American Humane Association 14th National Child Protective Services Risk Assessment Roundtable, San Francisco, CA.
- Hussey, D. (May, 2000). <u>Developmental psychology, characteristics of early starters.</u> Poster presentation at Kent State University Celebration of Scholarship & Distinguished Scholar Awards, Kent, OH.
- Hussey, D. (October, 2000). <u>Characteristics of preadolescent residential treatment children that impact behavioral change</u>. Poster presentation for the Ohio Department of Mental Health: Translating Research into Practice, Columbus, OH.
- Hussey, D. (March, 2000). <u>Interventions to prevent school violence</u>. Panel presentation for The Millennium Conference of the Great Lakes Society of Pediatric Psychology: Practice, Research, and Policy Concerning Interventions with Pediatric Populations, Cleveland, OH.
- Guo, S. & Hussey, D. (February, 2000). Nonprobability sampling in social work research: Dilemmas, consequences, and strategies. Paper presentation for the 46<sup>th</sup> Annual Program Meeting for the Council on Social Work Education, New York, NY.
- Hussey, D., Guo, S., & Schlegelmilch, A. (January, 2000) <u>Behavioral change trajectories of preadolescent residential treatment children: An HLM analysis</u>. Paper presentation for the Fourth Annual Conference of the Society for Social Work Research, Charleston, SC.
- Guo, S., & Hussey, D. (January, 2000) <u>Advanced topics in event history analysis</u>. Workshop presentation for the Fourth Annual Conference of the Society for Social Work Research, Charleston, SC.
- Hussey, D. (May, 1999). <u>Substance abuse and dual diagnosis: An integrative approach</u>. Behavioral Health Professionals of Northwest Ohio. Northwest State Community College, Archibold, OH.
- Hussey, D. (April, 1999). Concerning trends in child mental health: The comorbidity of conduct disorders and mood disorders in children. Kent State University Twenty-Fourth Annual School Psychology Seminar Series, Kent, OH.
- Guo, S., & Hussey, D. (March, 1999). <u>Analyzing longitudinal rating data: A three-level hierarchical linear model</u>. Paper presentation for the Quantitative Methods Symposium at the 45<sup>th</sup> Annual Program Meeting of the Council on Social Work Education, San Francisco, CA.
- Guo, S., & Hussey, D. (March, 1999). <u>Disentangling true change from measurement error: A three-level growth curve model</u>. Paper presentation for the Quantitative Methods Symposium at the 45<sup>th</sup> Annual Program Meeting of the Council on Social Work Education, San Francisco, CA.
- Guo, S., Miller, B., & Hussey, D. (January, 1999). <u>Applications of hierarchical linear modeling to social work research</u>. Paper presentation for the Third Annual Conference of the Society for Social Work and Research, Austin, TX.
- Swanker, S., & Hussey, D. (September, 1998). <u>Risk management and technology transfer in child behavioral</u>
  <u>healthcare</u>. Paper presentation for the 23rd Annual National Association for Healthcare Quality, San Diego, CA.
- Swanker, S., Groner, M., & Hussey, D. (September, 1997). <u>Implementing outcome evaluation capacity in child welfare and child mental health</u>. Poster presentation for the 22nd Annual National Association for Healthcare Quality, Orlando, FL.
- Hussey, D. (November, 1996). The changing context of social work practice: Challenges for the

- <u>practitioner/educator partnership</u>. Invited paper presentation at the National Association of Social Work Conference, Cleveland, OH.
- Hussey, D. (October, 1996). <u>Prevention of substance abuse and related problems</u>. Paper presentation for the 43rd Annual Meeting of the American Academy of Child and Adolescent Psychiatry, Philadelphia, PA.
- Hussey, D. (November, 1992). <u>Evaluation and treatment of multi-problem adolescents</u>. Invited state-wide presentation for the Mississippi State Chapter of the National Association of Social Workers, Jackson, MS.
- Hussey, D. (June, 1992). <u>Understanding and intervening with conduct disordered children and adolescents.</u> Invited regional presentation for the University of Alabama, Tuscaloosa, AL.
- Strom, G., & Hussey, D. (November, 1990). <u>Adolescent perpetrators of sexual abuse: The clinical configurations of the abused-abuser syndrome.</u> Invited masters session presentation for the annual meeting of the National Association of Social Workers, Boston, MA.
- Hussey, D. (November, 1990). <u>Inpatient treatment of adolescent victims of sexual abuse.</u> Invited presentation by Suzanne Sgroi, M.D. St. Joseph College, West Hartford, CT.
- Hussey, D. & Singer, M. (November, 1988). <u>The clinical utility of an adolescent sexual abuse screening instrument.</u>
  Paper presentation for the annual meeting of the National Association of Social Workers, Philadelphia, PA.
- Hussey, D., Kalina, A., & Felgenhauer, A. (August, 1988). <u>Adolescent treatment programs</u>. Invited presentation for the American Re-Education Association Fourth Biennial Conference, Cleveland, OH.
- Swanker, S., Hussey, D., & Singer, M. (March, 1988). <u>Programmatic innovations in the treatment of adolescent psychiatric patients.</u> Paper presentation for the annual meeting of the American Orthopsychiatry Association, San Francisco, CA.
- Moir, R., Palmer, K., Hussey, D., & Todaro, R. (October, 1988). <u>Integration of an Eating Disorders Program into an Adolescent Psychiatric Unit.</u> Invited presentation for the Sixth National Conference on Anorexia Nervosa, Columbus, OH.
- Swanker, S. & Hussey, D. (September, 1987). <u>The identification and assessment of adolescent suicide potential.</u> Invited presentation for the Ohio Department of Health's Annual Adolescent Health Conference, Columbus, OH.

# Eric Jefferis, Ph.D.

Assistant Professor
Department of Justice Studies
113 Bowman Hall
Kent State University
Kent, OH 44242-0001
Tel: (330) 672-0324

Fax: (330) 672-5394 E-mail: ejefferi@kent.edu

## **Education:**

2004 Ph.D. Division of Criminal Justice, University of Cincinnati, Cincinnati, OH.

Concentrations: Criminology & Policing

Dissertation topic: Criminal Places: A Micro-level Study of Residential Theft

1993 M.A. Department of Criminal Justice, Radford University, Radford, VA.

Thesis: The Influence of Correctional Philosophy on Rates of Guard

Victimization.

1990 B.S. Administration of Justice Department, Pennsylvania State University, University

Park, PA.

# **Professional Experience:**

8/04-present Assistant Professor, Department of Justice Studies, Kent State University, Kent, OH.

Courses taught include: Undergraduate Research Methods, Graduate Research

Methods, and Varieties of Policing

9/02-8/04 <u>Senior Research Associate</u>, Institute for the Study and Prevention of Violence, Kent

State University, Kent, OH.

Co-Principal Investigator and Project Manager several funded research projects, including the Northern District of Ohio's Project Safe Neighborhoods (PSN) Research Partnership grant. Devised and implemented research plans to support the

PSN collaborative effort and to assess the effect of the program's interventions.

7/97-8/02 <u>Social Science Analyst</u>, National Institute of Justice, U.S. Department of Justice,

Washington, DC.

Responsibilities split between NIJ's Crime Mapping Research Center and the Crime Control and Prevention (Policing) Division. Job elements included: (1) In-house research investigator and consultant, (2) Planned, developed and implemented research (e.g., writing sections of Requests For Proposals), (3) Monitored and evaluated Federally funded research projects, (4) Provided technical coordination, information and assistance, and (5) Made presentations at various professional and practitioner meetings.

- 12/00- 8/01 Acting Director, Crime Mapping Research Center, National Institute of Justice, U.S. Department of Justice, Washington, DC.

  Responsibilities included all elements of social science analyst position as well as:
  (1) Led a team of social scientists involved in research and development of spatial analytic tools and techniques, (2) Represented the Center and the Institute at various professional meetings, and (3) Facilitated intergovernmental agreements.
- 7/96-7/97 <u>Research Associate</u>, Center for Criminal Justice Research, University of Cincinnati, Cincinnati, OH.
  Position involved conducting analyses and writing technical reports for the "Multijurisdictional Drug Enforcement Task Force" project. Also provided geographic information systems (GIS) support to several funded research projects.
- 9/95-7/96 Social Science Analyst, National Institute of Justice, U.S. Department of Justice, Washington, DC.
   Job elements included monitoring and evaluating Federally funded research projects, and serving as an in-house research investigator and consultant.
- 3/94-9/95

  Research Assistant, Division of Criminal Justice, University of Cincinnati, Cincinnati, OH.

  Duties entailed data analyses, database management and writing technical reports.

  Responsible for the development and maintenance of FoxPro databases for program evaluations.
- 9/93-6/94 <u>Graduate Assistant</u>, Division of Criminal Justice, University of Cincinnati, Cincinnati, OH.
   Assisted in organization of the 1995 Annual Meeting of the Academy of Criminal Justice Sciences. Participated in faculty's research activities.
- 8/92-6/93 <u>Graduate Assistant</u>, Department of Criminal Justice, Radford University, Radford, VA.

  Engaged in various activities to assist the Criminal Justice faculty; such as organizing a focus group of criminal justice practitioners and assessing results.
- 8/90-2/91 <u>Caseworker</u>, Community Alternatives, New Castle, PA.

  Counseled and monitored at-risk male youth who had been referred by either the juvenile probation department or the Department of Children and Youth Services.

### **Publications:**

- Jefferis, E., Butcher, F. & Hanley, D. (Revised under review). "Measuring Perceptions of Police Use-of-Force". *Police Practice & Research*.
- Jefferis, E., Dogutas, C., Butcher, F., Davis, M. & Flannery, D. (2008). Research note: Temporal variations in school-associated, nonfatal violent injuries. *Law Enforcement Executive Forum*, 8(6), 95-106.
- Dogutas, C. & Jefferis, E. (Under review). Profile of a terrorist. Chapter in NATO book.

- Jefferis, E. & Gurer, C. (2008). Gun violence. *Encyclopedia of Interpersonal Violence*. In Claire Renzetti and Jeffery Edelson (Eds). Sage Publications.
- Jefferis, E. & Flannery, D. (2008). Delinquency. In D. Lapsley (Ed.), *Encyclopedia of Moral Education*. Greenwood Publishing Group.
- Szakas, J., Trefftz, C., Ramirez, J.R. & Jefferis, E. (2008) Development of an Intelligent Patrol Routing System Using GIS and Computer Simulations. *Artificial Crime Analysis Systems: Using Computer Simulations and Geographic Information Systems.* Edited by Liu, L. and J. Eck. Idea Publishing.
- Haas, S., Jarvis, J., Jefferis, E. & Turley, E. (2007). Gun availability and crime in West Virginia: An examination of NIBRS data. *Justice Research and Policy*, *9*(2), *139-159*.
- Brewer, T., Jefferis, E., Butcher, F. & Wiles, T. (2007). A case study of the Northern Ohio Violent Fugitive Task Force. *Criminal Justice Policy Review*, 18, 200-220.
- Jefferis, E., Brewer, T., Flannery, D., Dogutas, C., & Mosgo, A. (2006). A profile of school-based prevention strategies in Northern Ohio. *Law Enforcement Executive Forum*, 6(2).
- Flannery, D., Hussey, D. and Jefferis, E. (2005). "Adolescent delinquency and violent behavior." In Gullota, Thomas P. and Adams, Gerald (Ed.) *Handbook of Adolescent Behavioral Problems: Evidence Based Approaches to Prevention and Treatment.* New York: Springer.
- Frank, J., and Jefferis, E. (2004). "Multijurisdictional drug task forces in Ohio." In Knowles, Jeffery (Ed.) *The State of Crime and Criminal Justice in Ohio*. Columbus, OH: Office of Criminal Justice Services.
- Kaminski, R. Jefferis, E. and J. Gu. (2003). "Community Correlates of Serious Assaults on Police." *Police Quarterly*. 6(2).
- Kaminski, R., Jefferis, E., and C. Chanhatasilpa (2000) "A spatial analysis of American police killed in the line of duty." In Turnbull, Linda S., Hendrix, Elaine Hallisay, and Borden D. Dent (Eds.) *Atlas of Crime*. Phoenix: Oryx Press.
- Langworthy, R., and Jefferis, E. (2000). "The Utility of Standard Deviational Ellipses For Evaluating Hot Spots." In Victor Goldsmith, Philip G. McGuire, John H. Mollenkopf, and Timothy A. Ross (Eds.) *Analyzing Crime Patterns: Frontiers of Practice*. Thousand Oaks, CA: Sage Publications.
- Jefferis, E., Frank, J., Smith, B., Novak, K. and Travis, L. (1998). "An Examination of the Productivity and Perceived Effectiveness of Drug Task Forces." *Police Quarterly.* 1(4).
- Kaminski, R., and Jefferis, E. (1998). "The Effect of a Violent Televised Arrest on Public Perceptions of the Police: A Partial Test of Easton's Theoretical Framework." *Policing: An International Journal of Police Strategies and Management.* 21(4).

- Jefferis, E., Kaminski, R., Holmes, S., and Hanley, D. (1997). "The Effect of a Video-taped Arrest on Public Perceptions of Police Use of Force." *Journal of Criminal Justice*. 25(5).
- Jefferis, E. (1994). "Violence in Correctional Institutions." American Jails, 8(4).
- Jefferis, E., and Langworthy, R. (1994). "Preparing a Poster Presentation." *ACJS Today*. 13(1), (May/June).

# **Professional Reports:**

- Jefferis, E., Fleisher, M., Flannery, D. et al. (2009). "A Study of the Effects of Domestic Migration on Crime in Turkey." Report prepared for the Turkish Institute of Police Sciences.
- Flannery, D., Jefferis, E., Kretschmar, J., Mertz, T. & Elliott, P. (2008). The Fugitive Safe Surrender Program: A collaboration of the faith-based community and law enforcement. Report prepared to the United States Marshal's Service.
- Jefferis, E. (2007) "NAPBS Background Investigation Baseline Study." Submitted to the Executive Board of the National Association of Professional Background Screeners.
- Jefferis, E., Flannery, D. & Dogutas, C. (2006). "County Gun Prosecutions in the Northern District of Ohio." Report prepared for the Northern District of Ohio Project Safe Neighborhoods Task Force.
- Jefferis, E., Flannery, D. & Dogutas, C. (2006). "Violence in Northern Ohio Public Schools." Report prepared for the Northern District of Ohio Project Safe Neighborhoods Task Force.
- Jefferis, E., Flannery, D. and Wiles, T. (2005) "Canton Gang Assessment." Report prepared for the Stark County Citizens' Council for Non-Violence, Canton, OH.
- Jefferis, E. and Flannery, D. (2005). "Analysis of Crime in Cleveland's Second Police District." Report prepared for the American Justice Alliance, Aurora, OH.
- Davis, M., Jefferis, E., Flannery, D., and Wiles, T. (2005). "A County Data Profile for Planning: The Belmont County Pilot Study." Final research report for the Ohio Office of Criminal Justice Services (OCJS), Columbus, OH.
- Frank, J., Langworthy, R., Holsinger, A., and Jefferis, E. (1995). "Evaluation of Telephone Crime Reporting." Research report for the Cincinnati Police Division, Cincinnati, OH.

# **Research and Publications in Progress:**

Jefferis, E., Davis, M. and Roncek, D. (in development). "Bars, Blocks, and Crimes Re-Revisited."

## **Grants and Contracts:**

## Funded Projects

Jefferis, E. & Flannery, D. (2007). (Co-Principal Investigators) Institutional Collaboration Agreement Between KSU/ISPV and the Turkish Institute for Police Studies." Funding provided by the Turkish Institute for Police Studies. Funding level: \$345,000.

- Jefferis, E. (Principal Investigator) (2007). Title II Program Impact Evaluation. Supplemental funding provided by the Ohio Department of Youth Services. Funding level: Approximately \$50,000.
- Jefferis, E., & Brewer, T. (Principal Investigator) (2006). Comprehensive Anti-Gang Initiative (CAGI) Cleveland Research Partner. Funding provided by the U.S. Department of Justice, U.S. Attorney's Office via the Ohio Office of Criminal Justice Services. Funding level: \$110,800.
- Brewer, T., Jefferis, E. & Flannery, D. (Co-Principal Investigators) (2006). 2006 Census of Law Enforcement Gang Units. Funding provided by the U.S. Department of Justice, Bureau of Justice Statistics. Funding level: \$215,000.
- Flannery, D., and Jefferis, E. (Co-Principal Investigators) (2006). Title II Program Impact Evaluation. Funding provided by the Ohio Department of Youth Services. Funding level: Approximately \$190,000.
- Jefferis, E. and Brewer, T. (Co-Principal Investigators) (2005). Assessment of GREAT-Families in a faith-based setting. Funding provided by the Ohio Office of Criminal Justice Services (Columbus, OH) Funding level: \$75,000.
- Flannery, D. and E. Jefferis (Co-Principal Investigators) (2004). "Stark County Citizens' Council for Non-Violence Gang Assessment Project." Funding provided by the Stark County Citizens Council for Non-Violence. Funding level: \$27,000.
- Jefferis, E. and Flannery, D. (Co-Principal Investigators) (2004). "Funding for Project Safe Neighborhoods Research Activities." Funding provided by the Ohio Office of Criminal Justice Services (Columbus, OH) for the Northern District of Ohio's 2004 Project Safe Neighborhoods Grant Solicitation. Funding level: \$65,400.
- Jefferis, E. and M. Davis (Co-Principal Investigators) (2003). "Using NIBRS Data to Measure the Availability of Illegal Guns in West Virginia." Funding provided by the West Virginia Criminal Justice Statistical Analysis Center. Funding level: \$20,000.
- Jefferis, E. and D. Flannery (Co-Principal Investigators) (2003). "Funding for Project Safe Neighborhoods Research Activities." Funding provided by the Ohio Office of Criminal Justice Services (Columbus, OH) for the Northern District of Ohio's 2003 Project Safe Neighborhoods Grant Solicitation. Funding level: \$227,408.
- Flannery, D., Davis, M., and E. Jefferis (2003). Profile of crime and justice in Belmont County. Funding provided by the Ohio Office of Criminal Justice Services (Columbus, OH) Funding level: \$100,000.
- Davis, M. and E. Jefferis (Co-Principal Investigators) (2002). "Using Crime Mapping for Violence Prevention." Funded by the Kent State University, Division of Research and Graduate Studies, Research Challenge program. Funding level: \$65,355.

### Contracts and Consultation

- Jefferis, E. (2006). NAPBS background investigation baseline study. National Association of Professional Background Screeners. Contract.
- Jefferis, E. (2004). Mapping of Ohio RMS Vendors. MWA Enterprises, Inc. Contract: \$50/hr.
- Jefferis, E. and Flannery, D. (2003). Analyses of crime incidents for the 2<sup>nd</sup> District of Cleveland. Subcontract to the Northern Ohio Justice Collaborative. Berea, Ohio. Contract: \$4,000.

### **Proposals Pending**

Jefferis, E and Flannery, D. (pending). Research partner for the Northern Ohio Violent Crime Consortium. City of Cleveland application to BJS/Byrne Recovery. \$2.9 million request.

## Other Proposals Submitted

- Jones, G., Jefferis, E., & Weisburd, D. (July 2007) Advancing Community Policing through Information Sharing, Analysis, and Technology: Continuing COPS' Crime Mapping Partnership. U.S. Dept of Justice, Office of Community Oriented Policing Service.
- Flannery, D., Davis, M., Jefferis, E., Brewer, T., et al. (2005). Academic Center of Excellence Proposal. Submitted to the Centers for Disease Control. (Not funded)
- Jefferis, E. and M. Davis (Co-Principal Investigators) (April 2003). "Demonstrating the Strategic Utility of NIBRS Data to Inform the Project Safe Neighborhoods Gun Crimes Reduction Initiative" Resubmitted proposal to the 2003 ASA/BJS Statistical Methodological Research Program: Grants for Analysis of Data from Bureau of Justice Statistics. Alexandria, VA: American Statistical Association. (Not funded)
- Jefferis, E. and M. Davis (Co-Principal Investigators) (October 2003). "Mapping Applications to Support Police Problem Solving and Measure Economic Vulnerability." Submitted to Kent State University, Division of Research and Graduate Studies, Research Challenge program. (Not funded)
- Davis, M., Riske, M., Jefferis, E. and Flannery, D. (June 2003) "Managing Local Evaluations: A Guide for Law Enforcement (C3)." Submitted by Justice Research & Advocacy Group, Inc. to the Enhancement of Community Policing Solicitation. Washington, DC: Office of Community Oriented Policing Services, U.S. Department of Justice. (Not funded)
- Jefferis, E. and M. Davis (Co-Principal Investigators) (March 2003). "Sending a Message: Examining the Effect of Project Safe Neighborhood's Public Service Announcements." Proposal to the 2003 Solicitation for Investigator Initiated Research. Washington, DC: National Institute of Justice. (Not funded.)
- Jefferis, E. and M. Davis (Co-Principal Investigators) (February 2003). "Demonstrating the Strategic Utility of NIBRS Data to Inform the Project Safe Neighborhoods Gun Crimes Reduction Initiative" Proposal to the Data Resources Program 2003 Solicitation: Funding for the Analysis of Existing Data. Washington, DC: National Institute of Justice. (Not funded.)

- Jefferis, E. and M. Davis (Co-Principal Investigators) (February 2003). "Building a Shared Gun-Crime Prosecution Database: Informing the Southern District of Ohio's Project Safe Neighborhoods Task Force." Proposal to the Southern District of Ohio's 2003 Project Safe Neighborhoods Grants. Columbus, OH: Ohio Office of Criminal Justice Services. (Not funded.)
- Jefferis, E. and M. Davis (Co-Principal Investigators) (October 2002). "Using NIBRS Data to Measure the Availability of Illegal Guns: Informing the Project Safe Neighborhoods Gun Crimes Reduction Initiative." Proposal to the ASA/BJS Statistical Methodological Research Program: Grants for Analysis of Data from Bureau of Justice Statistics. Alexandria, VA: American Statistical Association. (Scored in funding range but not funded due to limited resources.)

## **Presentations:**

- "Crime Mapping for Law Enforcement." Paper presented at the 2005 Law Enforcement Expo. Cleveland I-X Center. With Dan Flannery.
- "Project Safe Neighborhoods and the role of the research partner." Paper presented at the 2005 Istanbul Conference on Democracy and Global Security, Istanbul, Turkey. With Cemil Dogutas.
- "Temporal variations in school-associated nonfatal violent injuries." Paper presented at the 2005 Meeting of the Academy of Criminal Justice Sciences, Chicago, Illinois. With Cemil Dogutas and Mark S. Davis.
- "Explaining the spatial variation of county-level police homicides." Paper presented at the 2004 Meeting of the American Society of Criminology, Nashville, Tennessee. With Robert Kaminski and Benjamin Meade.
- "Gun availability and violent crime: A replication study using NIBRS data." Paper presented a the 2004 Meeting of the American Society of Criminology, Nashville, Tennessee. With John Jarvis and Stephen Haas.
- "Using NIBRS data to examine the availability of illegal guns in West Virginia:

  Results from a preliminary spatial analysis." Paper presented at the 2004 BJS/JRSA Annual Meeting, Seattle, Washington. With Stephen Haas and John Jarvis.
- "Developing an Internet Mapping Application for Police Problem-Solving (iMAPPS)." Paper presented at the 2004 Seventh Annual Crime Mapping Research Conference, Boston, Massachussets. With Joey Yi Zhou.
- "Weapons law violations: Recent evidence from the National Incident-Based Reporting System." Paper presented a the 2003 Meeting of the American Society of Criminology, Denver, Colorado. With John Jarvis.
- "Religious institutions and homicides in Cleveland neighborhoods." Paper presented a the 2003 Meeting of the American Society of Criminology, Denver, Colorado. With Margaret Zahn and Robert Kaminski.

- "Bars, blocks, and crimes re-revisited." Paper presented a the 2003 Meeting of the American Society of Criminology, Denver, Colorado. With Dennis Roncek and Mark Davis.
- "A spatial analysis of police fatalities." Paper presented at the 2002 Sixth Annual Crime Mapping Research Conference, Denver, Colorado. With Robert Kaminski and Ronald Wilson.
- "Targeting violent crime in small communities: Balancing the competing demands of intervention and investment for long-term change." Paper presented at the 2002 Meeting of the American Society of Criminology, Chicago, Illinois. With Ronald S. Everett and Darrell Irwin.
- "Community correlates of serious assaults on police." Paper presented at the 2001 Fifth Annual Crime Mapping Research Conference, Dallas, Texas. With Robert Kaminski and Joanne Gu.
- "A spatial analysis of assaults on Boston police." Paper presented at the 1999 Meeting of the American Society of Criminology, Toronto, Canada. With Robert Kaminski, and Joanne Gu.
- "A spatial analysis of American police killed in the line of duty." Paper presented at the 1999 Meeting of the American Society of Criminology, Toronto, Canada. With Robert Kaminski and Chanchalat Chanhatasilpa.
- "The future of crime mapping." Roundtable presentation at the 1999 Meeting of the Academy of Criminal Justice Sciences, Orlando, FL. March 1999.
- "Mapping in corrections." Panel presentation. American Probation and Parole Association, Winter Training Conference, Phoenix, Arizona, January 1999.
- "A multi-method exploration of crime hot spots: A synthesis of findings." Paper presented at the 1998 meeting of the American Society of Criminology, Washington, DC November 1998.
- "A multi-method examination of crime hot spots" Paper presented at 1998 Meeting of the Academy of Criminal Justice Sciences, Albuquerque, NM. In collaboration with the staff of NIJ's Crime Mapping Research Center. <a href="http://www.ojp.usdoj.gov/cmrc/pubs/hotspot/hotspot.html">http://www.ojp.usdoj.gov/cmrc/pubs/hotspot/hotspot.html</a>
- "The effectiveness of multi-jurisdictional drug task forces." Paper presented at the 1997 Annual meeting of the American Society of Criminology. With Brad Smith, Ken Novak, James Frank, Lawrence Travis, and Robert Langworthy.
- "The effect of a violent televised arrest on public perceptions of the police: A partial test of Easton's theoretical framework." Paper presented at the 1997 Meeting of the Academy of Criminal Justice Sciences, Louisville, KY. With Robert Kaminski.
- "The utility of standard deviational ellipses for program evaluation." Paper presented at the 1997 Spatial Analysis of Crime Workshop, Center for Applied Studies of the Environment, Hunter College, New York, New York. With Robert Langworthy.
- "Citizens' perceptions of a critical event: Examining the effects of a video-taped arrest." Paper

- presented at the 1996 Meeting of the Academy of Criminal Justice Sciences, Las Vegas, NV. With Dena Hanley, Robert Kaminski, Stephen Holmes, James Frank, and Cory Watkins.
- "Telephone crime reporting: An analysis of public perceptions." Paper presented at the 1995 Meeting of the Academy of Criminal Justice Sciences, Boston, MA. With Alex Holsinger, James Frank, and Robert Langworthy.
- "Prediction in Criminal Justice: A 'prison likelihood' score." Paper presented at the 1995 Meeting of the Academy of Criminal Justice Sciences, Boston, MA. With Melissa Moon, Robert Langworthy, Edward Latessa, and Lawrence Travis.
- "Jail officer victimization: An analysis of risk predictors." Poster presented at the 1995 Meeting of the Academy of Criminal Justice Sciences, Boston, MA. With Andy Thomas.
- "Jail officer job satisfaction: An analysis of predictor variables." Poster presented at the 1995 Meeting of the Academy of Criminal Justice Sciences, Boston, MA. With Dena Hanley.
- "Analyzing robbery hot spots: Utilization of STAC to identify problem areas." Presented at the University of Cincinnati's Technology Symposium, Cincinnati, OH. With Alex Holsinger, Kenneth Novak, Michael G. Turner, Jennifer L. Hartman, Jody L. Sundt, and Dena Hanley.
- "Jail officers assaulted: A profile." Paper presented at the 1994 Meeting of the Academy of Criminal Justice Sciences, Chicago, IL.
- "A research note: Content analysis of official police rape reports, 1983-1986." Paper presented at the 1993 Meeting of the Academy of Criminal Justice Sciences, Kansas City, Missouri. With Stephen Kappeler and Allen Sapp.

### **Invited Presentations:**

- Flannery, D., Jefferis, E., Kretschmar, J., Mertz, T. & Elliott, P. (2008). The Fugitive Safe Surrender Program: A collaboration of the faith-based community and law enforcement. Presented at the White House Conference on Faith Based Initiatives. Washington, DC, June 2008.
- "GREAT Families Evaluation." Presented at the 2007 G.R.E.A.T. Regional Training Conference. Cleveland, Ohio. June 28<sup>th</sup>, 2007.
- "Violence in Northern Ohio Public Schools." Presentation at the 2007 Kids in Court: Confronting Juvenile Violence conference. Akron, Ohio. May 2007.
- "Targeting Gun Violence in the Northern District of Ohio" Paper presented at the 2006 Project Safe Neighborhoods National Conference, Denver, CO. Sponsored by the U.S. Department of Justice. Invited/funded presentation with Duane Deskins.
- "Psychological Effects on Children Who Witness Violence" Paper presented at the "Violence and School: Violence against Children in and around the School and Viable Precautions" conference. Sponsored by the Turkish Ministery of Education and UNICEF, March 28-

- 31, 2006, Istanbul/TURKEY. Invited/funded presentation with Cemil Dogutas and Daniel Flannery.
- "Research on Serious Violence Against Law Enforcement Officers." Distinguished Presentation at the 53<sup>rd</sup> Annual Conference for the Harvard Associates in Police Science (HAPS). Williamsburg, Virginia. June 2002.
- "Crime Mapping: Privacy and Confidentiality Issues." Roundtable presentation at the 2001 American Statistical Association Annual Conference, Atlanta, Georgia.
- "The state of crime mapping in the United States." Presentation at the March 2000 Bundeskriminalamt National GIS Forum. Seeheim, Germany.
- "Mapping for corrections." Presentation at the October 1999 New Jersey Chapter of the American Correctional Association Annual Meeting. Atlantic City, New Jersey.
- "Mapping for corrections." April 1999 meeting of the Louisiana Sheriff's Association. Alexandria, Louisiana..
- "Mapping for community safety." Presentation at the April 1999 conference of the Canadian Centre for the Prevention of Crime. Ottawa, Canada,
- "Crime mapping." Keynote address. Wisconsin Attorney General's 1997 Law Enforcement Technology Conference. Wausau, Wisconsin.

## **Professional Service:**

Technical Consultant, Review of final report. National Institute of Justice, ESI, Inc., 2009.

- Elected Member, Faculty Advisory Committee, Department of Justice Studies, Kent State University, 2008-2009.
- Elected Member, Graduate Studies Committee, Department of Justice Studies, Kent State University, 2008-2009.
- Technical Consultant, Review of grant applications. Bureau of Justice Assistance, LM Aspen, 2008.
- Technical Consultant, Review of grant applications. Office of Juvenile Justice and Delinquency Prevention, LM Aspen, 2007.
- Elected Member, College Curriculum Committee, College of Arts and Sciences, Kent State University, 2007.
- Elected Member, Departmental Curriculum Committee, Department of Justice Studies, Kent State University, 2007.
- Technical Consultant, Review of grant applications. Bureau of Justice Assistance, LM Aspen,

2007.

- Technical Consultant, Review of final reports; peer reviewer for grant applications. National Institute of Justice, Technical Assistance and Support Program. CSR, Arlington, VA. 2003-2006.
- Consultant, "Making Department of Transportation Traffic Flow Data Available for Police Research." National Institute of Justice, Washington, DC. July 2005.
- Advisory Board Member, "Cleveland's Reentry Initiative." Office of Mayor Jane Campbell, Cleveland, OH. 2004-2005.
- Invited Member, "Crime Mapping Technology Working Group." National Institute of Justice, Washington, DC. March 2005.
- Invited Participant, "Law Enforcement Futures Conference." Federal Bureau of Investigation National Academy, Quantico, VA. July 2000.
- Roundtable Chair, "American Community Survey Conference (Spatial data and analysis roundtable)." Bureau of the Census, Baltimore, MD. June 2000.
- Subcommittee Member, "Vice President Gore's Task Force on Crime Mapping and Data Driven Decision Making: Subcommittee on 'Creating the Capacity'." National Program Review, Washington, DC. 1999.
- Panel Co-chair, "Mapping in Corrections Advisory Panel" American Probation and Parole Association, Summer Training Institute, New York, NY. August 1999.
- Roundtable Discussant. "Crime Mapping Roundtable." National Workshop on Sentencing and Corrections Challenges, Palm Springs, CA. June 1999.
- Resource Group Member, "Crime Mapping Research Center Training Resource Group" Codeveloper of the *Intermediate Spatial Analysis Training Module*, Washington, DC 1999.
- Panel Chair, "Homicide in US Cities: A Spatial Examination of Risk Factors" 1998 Meeting of the American Society of Criminology, Washington, DC.
- Panel Moderator, "Computerized Crime Mapping: Tools and Applications", The Annual Conference on Criminal Justice Research and Evaluation, Washington, DC July 1998.
- Panel Chair, "A Multi-method Examination of Crime Hot Spots" 1998 Meeting of the Academy of Criminal Justice Sciences, Albuquerque, NM.
- Guest Lecturer, "Crime Mapping and GIS for Crime Analysis" (Ongoing semi-annually) Federal Bureau of Investigation National Academy, Quantico, VA.
- Committee Member, Constitution and Bylaws Committee, Police Section, Academy of Criminal Justice Sciences, 1995.

# Journal, Book, Report and Proposal Reviews:

2009-National Institute of Justice;

2008-National Institute of Justice; Criminal Justice Policy Review; Annals of the Association of

American Geographers, Bureau of Justice Assistance

2007-Bureau of Justice Assistance; Office of Juvenile Justice and Delinquency Prevention

2006-Criminal Justice Review; Natonal Institute of Justice; Police Practice & Research

2005-The Professional Geographer; National Institute of Justice

2004-Criminal Justice: An Internation Journal of Policy and Practice

2003-The Professional Geographer; National Institute of Justice

2002-Criminal Justice Press; The Professional Geographer; Crime Prevention Studies

Previous Years-Criminology; Journal of Criminal Justice; Western Criminology Review; Policing:

An International Journal of Police Strategies and Management

# **Teaching Experience:**

Assistant Professor, Kent State University, Fall 2004 – present

Research Methods in Justice Studies (JUS 32400)

Research Methods II (JUS 66775) (M.A. level course)

Varieties of Policing (JUS 44411)

Issues in Policing (JUS 66795) (M.A. level course)

Adjunct Instructor, University of Akron, Fall 2002

Introduction to Political Research (3700-201)

Adjunct Instructor, Virginia Commonwealth University, Winter 1999

Research Basis of Criminal Justice (CRJ 601) (M.S. level course)

Instructor, University of Cincinnati, 1994-7

Criminal Justice Statistics (18CJ551)

Criminal Justice Research Methods (18CJ552)

The Juvenile Offender (18CJ485)

The Juvenile Justice System (18CJ484)

## Thesis and Dissertation Committee Service:

Dissertation Committee Member, Murat Kocuk, Kent State University, Political Science Department, Ph.D., (ongoing). "Profile of Terrorist Organizations."

Dissertation Chair, Zakir Gul, Kent State University, Political Science Department, Ph.D., (ongoing). "Intelligence Led Policing"

Graduate Representative and Moderator, Sarah Ostrowski, Kent State University,

Psychology Department, Ph.D., 2008, "Development of Child Posttraumatic Stress Disorder in Pediatric Trauma Victims: The Impact of Initial Child and Caregiver PTSD Symptoms on the Development of Subsequent Child PTSD"

Thesis Chair, Meghan Novisky, Kent State University, Justice Studies Department, MS, 2008. "Mandatory arrest practices: Friend or foe? An analysis of the perceptions of intimate partner violence survivors in Northeast Ohio."

Thesis Chair, Karyn Rau-Goldmeier, Kent State University, Justice Studies Department, MS, 2007. "The Influence of Children in Obtaining a Civil Protection Order"

- Thesis Committee Member, Leslie Swales, Kent State University, Department of Justice Studies.
- Graduate Representative and Moderator, Jennifer Rohrer, Kent State University,

  Psychology Department, Ph.D. 2007, "Battered Women: A Survey of Forens."
  - Psychology Department, Ph.D., 2007, "Battered Women: A Survey of Forensic Psychologists and Psychiatrists"
- Dissertation Committee Member, Yi "Joey" Zhou, Kent State University, Computer Science Department, Ph.D., anticipated 2008. "Internet mapping application for police problem solving: A SARA/Incident based system design and implementation"
- Dissertation Co-Chair, Cemil Dogutas, Kent State University, Political Science Department, Ph.D., 2007. "Zero tolerance vs. early response: The effectiveness of school resource officers to prevent violence in schools"
- Dissertation Co-Chair, Serdar Kenan Gul, Kent State University, Political Science Department, Ph.D., 2007. "Police performance appraisals: A comparative study between Turkey and the USA."
- Dissertation Committee Member, Osman Dolu, Kent State University, Political Science Department, Ph.D., 2007. "Fear of online crime and public policy: Privacy vs. security."
- Thesis Chair, Todd Wiles, Kent State University, Justice Studies Department, MS, 2005. "Fugitive movement patterns: An examination of offender mobility"
- Thesis Committee Member, Paul Butke, Kent State University, Geography Department, MS, 2006. "The relationship between weather and violent crime in Cleveland, OH 1990-2004."
  - Thesis Committee Member, Feng Zhu, Kent State University, Geography Department, MS, 2005.
- Thesis Committee Member, Jessica Kreshover, University of Virginia, Systems Engineering Department, MS, April 2002. "Designating a threshold for hot spot detection."

# **Honors and Awards:**

- *Research Fellow (2004 present)*, Institute for the Study and Prevention of Violence, Kent State University, Kent, OH.
- Outstanding Service Award. (1998). For co-managing the Criminal Justice 2000 project. National Institute of Justice, Washington, DC.
- Graduate Research Assistant. (1993-4). Division of Criminal Justice, University of Cincinnati, Cincinnati, OH.
- Anderson Outstanding Student Paper Award (1994). Presented at the 1995 Academy of Criminal Justice Sciences Conference for "Jail officers assaulted: A profile."
- Graduate Research Assistant. (1992-3). Department of Criminal Justice, Radford University, Radford, VA.

## **Professional Affiliations:**

Academy of Criminal Justice Sciences (ACJS)
ACJS Police Section
American Society of Criminology (ASC)
American Academy of Political and Social Science (AAPSS)

# **Specialized Training:**

Professional Development Institute on Disabilities (Trainer: Phil Rumrill, Kent State University, 2008)

Statistical Models in S-Plus, (Trainer: Sylvia Vega, Insightful Corp., 2002) Spatial Regression Modeling using SpaceStat, (Trainer: Luc Anselin, 1998)

ArcView Spatial Analyst, (Trainer: ESRI, 1997)

# **Research Interests and Areas of Specialization:**

Environmental criminology, Spatial/temporal analyses of crime; Quantitative methods; Policing policy effectiveness; Issues of police force and its consequences; Media's impact on citizens' perceptions of government agencies

## **References:**

James Frank, Ph.D.
Division of Criminal Justice
University of Cincinnati, ML 0389
Cincinnati, OH 45220-0389
Tel: (513) 556-5832
James.frank@uc.edu

Lawrence Travis, Ph.D.
Division of Criminal Justice
University of Cincinnati, ML 0389
Cincinnati, OH 45220-0389
Tel: (513) 556-5837
Lawrence.travis@uc.edu

Nancy La Vigne, Ph.D. Justice Policy Center The Urban Institute 2100 M Street, NW Washington, DC 20037 Tel: (202) 261-5763 Nlavigne@ui.urban.org

## Willie H. Oglesby, MSPH, PhD

344 Gleneagle Circle Irmo, SC 29063 803-269-1676 (cell) billy@who3.net

#### **RESEARCH INTERESTS**

- Dissemination and translation research
- Cost-effectiveness research
- Comparative effectiveness research
- HIV prevention
- Program evaluation
- Qualitative methods

#### **EDUCATION**

2008	PhD	University of South Carolina, Arnold School of Public Health	Columbia, SC
2002	MSPH	University of South Carolina, Arnold School of Public Health	Columbia, SC
2000	BS	University of South Carolina, Moore School of Business	Columbia, SC

#### **TRAINING**

• • • •		D 1 3 5 1 1 T 0 TT		D 1 10 11
2009	Comparative Effectiveness	Research Methods I & II	Agency for Healthcare	Research and Onality

- 2008 Health Insurance Portability and Accountability Act, University of Michigan
- 2007 Training Course for IRB Members, National Institutes of Health
- 2007 Clinical Research Training, National Institutes of Health
- 2007 Introduction to the Principles and Practice of Clinical Research, National Institutes of Health
- 2007 Research Ethics, National Institutes of Health
- 2007 Cancer Clinical Trials: The In-Depth Program, National Institutes of Health
- 2007 Keys to Building a Successful Research Site, Duke University School of Medicine
- 2007 Evidence-Based Medicine, Duke University School of Medicine
- 2007 Clinical Research Introduction, Duke University School of Medicine
- 2006 Protection of Human Subjects, University of South Carolina
- 2004 NUD\*IST NVivo 1, University of South Carolina
- 2004 NUD\*IST N5, University of South Carolina

#### **AWARDS/HONORS**

2004	Delta Omega Honor Society, Mu Chapter
2003-2006	Featured Researcher, QSR International
2000	Isao Hirata Award, University of South Carolina
1999	Excellence in HIV/STD Prevention, South Carolina HIV/STD Conference
1999	Outstanding Achievement and Student Triumph Award, University of South Carolina

#### **EMPLOYMENT**

2002-Present	Notes: The Carolina Research Associate, Arnold School of Public Health (2004-Present)  Department Manager, Health Promotion, Education, & Behavior (2002-2004)	Columbia, SC
1998-2005	OutSmart In the Midlands, Inc.  Director of Program Services & Development	Columbia, SC
1997-1999	Syneractive Marketing, LLC Web Marketing Manager	Columbia, SC

1994-1996 US Personnel, Inc. Columbia, SC

Accounts Receivable Manager

**APPOINTMENTS** 

2008-Present Director, Community-Engagement Task Force 2007-2008 Team Leader, Engaged Institutions Initiative

2007-Present Director of Finance, Institute for HIV Prevention Leadership
 2005-2007 Director of Operations, Institute for HIV Prevention Leadership

2004-2007 Associate Director for Technical Assistance and Program Evaluation, Office of Public

Health Practice

RESEARCH

Proposals Under Review

NIH/NICHD Salvia Divinorum Use Among College Students (R21) Principal Investigator
USC/ROP Develop Instrument To Measure Salvia Divinorum Use
NIH/NICHD Building CBPR Infrastructure in a Medically Vulnerable Co-Principal Investigator

Community in South Carolina (U13)

CDC/NCHHSTP Institute for HIV Prevention Leadership Investigator

CDC/NCHHSTP Capacity-Building Assistance in HIV Prevention Senior Investigator

NIH/NIMH Body Image, Internet-based Social Networks, and Health Co-Principal Investigator

Risk Behaviors of Young Adults (RC1)

Proposals In Development

NIH/NIMH Development of a Brief Motivational Intervention for Co-Principal Investigator

Community-based HIV Testing (R34)

NIH/OBSSR Development of a Standard Instrument to Measure the Co-Principal Investigator

Effectiveness of Community-based HIV Prevention

Interventions (R21)

NLM Internet Resource Center for Community-Based HIV Principal Investigator

Prevention Practitioners

NIH/NIDA Validity of Drug Use Recall Measures (R21) Principal Investigator

CDC Adaptation of Evidence-based HIV Prevention Interventions Co-Principal Investigator

In Community Settings

Funded Research

2007-Present Principal Investigator, Evaluation of the Big Ed Health Team, EdVenture Children's

Museum, \$6,250

2007 Principal Investigator, Evaluation of the Hands-On, Minds-On 2007 Summer Institute for

South Carolina Teachers, EdVenture Children's Museum, \$6,250

2007 Principal Investigator, Threshold Analysis of Nursing Care Provided To Students With

Diabetes in Anderson School District Five, School Health Improvement Project, \$2,000

2006-2007 Consultant, South Carolina Homeland Security Exercises, South Carolina Law

Enforcement Division and the South Carolina Emergency Management Division,

\$142,420 (PI: Joseph L. Pearson)

2004-2008 Investigator, Mobilizing Against Threats To Community Health, W. K. Kellogg

Foundation, \$1,191,865 (PIs: Donna L. Richter and Saundra Glover)

2004-2009	Co-Principal Investigator, Measuring the Effects of an Arts-Infused After-School Program, John S. and James L. Knight Foundation, \$246,000 (Co-PI: Sara J. Corwin)
2005	Co-Principal Investigator, Evaluation of CDC-Funded Technical Assistance, South Carolina Campaign To Prevent Teen Pregnancy, \$5,440 (Co-PI: Sara J. Corwin)
2003-2004	Investigator, Evaluation of Knight Foundation After-School Programs in Richland School District One, John S. and James L. Knight Foundation, \$70,000 (PI: Donna L. Richter)
2000-Present	Investigator, Institute for HIV Prevention Leadership, Centers for Disease Control and Prevention, \$16,727,274 (PI: Donna L. Richter)
1999-2000	Investigator, Assessment of HIV-Related Risk and Protective Factors of Community Members in the Upstate of South Carolina, AID Upstate, \$2,500 (PI: Susan L. Fulmer)
1999-2002	Co-Principal Investigator, Evaluation of YEAH! And Assessment of Risk and Protective Factors of OutSmart Youth Members, The Midlands HIV Prevention Collaboration, \$44,000 (Co-PI: Susan L. Fulmer)
1996-1998	Investigator, Assessment of Risk and Protective Factors of OutSmart Youth Members, The Midlands HIV Prevention Collaboration, \$52,000 (PIs: Lisa L. Lindley and Susan L. Fulmer)
Additional Research	ch
2008-Present	Principal Investigator, Strategic Planning Activities of Non-Profit Organizations in the United States, Institute for HIV Prevention Leadership (Internally Funded)
2005-2007	Co-Principal Investigator, Perceptions of Community-Engaged Research, Community-Campus Partnerships for Health and the W. K. Kellogg Foundation (Free technical consultation award in lieu of money, Co-PI: Heather M. Brandt)
2003-2004	Co-Principal Investigator, Attitudinal and Behavioral Research on Gay, Lesbian, Bisexual, Transgender, and Questioning Youth in South Carolina, OutSmart In the Midlands, Inc. (Internally Funded, Co-PIs: Susan L. Fulmer and Brent Cagle)
2002	Principal Investigator, The Role of Body Image and HIV Sexual Risk of Males Ages 18-28, University of South Carolina Department of Health Promotion, Education, & Behavior (Thesis Research, Chair: Donna L. Richter)
2002	Investigator, Professional Opinions From Lawyers and Social Workers on the Legislation and Enforcement of Criminal Sexual Conduct in South Carolina, South Carolina Campaign To Prevent Teen Pregnancy (Internally Funded, PI: Donna L. Richter)
2002	Investigator, Factors Relating To Turnover Among Induction Year Teachers in Professional Development Schools in South Carolina, University of South Carolina College of Education (Internally Funded, PI: Jane Zenger)
Other Funded Pro	piects

## Other Funded Projects

2000-2001 Principal Investigator, Speakers Bureau and Mentoring and Career Shadowing Program, The BridgeBuilders Foundation, \$2,500

2000-2001 Principal Investigator, GET ACTIVE! and SC Lambda Youth Network, The Gill Foundation, \$10,000

2000 Principal Investigator, OutSmart In the Midlands, Inc., The Freeman Foundation, \$2,500

2000 Investigator, Community-Based HIV Prevention in the Midlands, South Carolina

Department of Health and Environmental Control, \$150,000

#### **SCHOLARSHIP**

#### Manuscripts In Development

- Cost Savings of School-Based Nursing Programs for Students With Diabetes (Health Promotion Practice)
- Measuring Middle School Student Engagement, Connectedness, Bonding, and Attachment Using a Self-Administered Questionnaire (Journal of School Health)
- Gender Differences in the Health Risk Behaviors of Youth Attending Two Metropolitan Southeastern Middle Schools (Health Education and Behavior)
- Associations Between School Perceptions and Tobacco Use in a Sample of Southern Middle School Students (Journal of School Health)
- Strategic Planning Practices of Ambulatory Healthcare Centers and Community Clinics (Journal of Public Health Management and Practice)
- Evaluation of An Arts-Infused After-School Program For Southern, Urban African-American Middle School Students (Journal of Urban Education)

#### Peer-Reviewed Journal Publications

- 1. Dauner, KN; **Oglesby WH**; Richter, DL; LaRose, CM; and Holtgrave, D. Cost-effectiveness of a Capacity-Building Program for HIV Prevention Organizations. AIDS Education and Prevention. Volume 20, Number 3. 2008.
- Richter, DL; Dauner, KN; Lindley, LL; Reininger, BM; Oglesby, WH; Prince, MS; Thompson-Robinson, M; Jones, R; and Potts LH. Evaluation Results of the CDC/ASPH Institute for HIV Prevention Leadership: A Capacity-Building Educational Program for HIV Prevention Program Managers. Journal of Public Health Management and Practice. January (Suppl), S64-S71. 2007.

#### **Technical Writing**

- 1. Richter, DL; Thompson-Robinson, M; Smallwood, S; Sellers, D; and **Oglesby, WH**. "Evaluation Report: 2007 Institute for HIV Prevention Leadership." Prepared for the Division of HIV, STD, and TB Prevention, Centers for Disease Control and Prevention, Atlanta, GA. December 2007.
- 2. **Oglesby, WH**. "Evaluation of the Hands-On, Minds-On 2007 Summer Institute for South Carolina Teachers." Prepared for EdVenture Children's Museum, Columbia, SC. October 2007.
- 3. Corwin, SJ and **Oglesby, WH**. "Fourth Year Evaluation Results of the After School Enrichment Programs." Prepared for the Knight Foundation, Miami, Fl. July 2007.
- 4. **Oglesby, WH**. "Threshold Analysis of Nursing Care Provided to Diabetic Students in Anderson School District Five." Prepared for the School Health Improvement Project, Columbia, SC. July 2007.
- 5. **Oglesby, WH** and EII Team Members. "Perceptions of Community-Engaged Research at the Arnold School of Public Health, Results from the Post-Initiative Assessment." Prepared for Community-Campus Partnerships for Health, Washington, DC. July 2007.
- 6. Corwin, SJ; **Oglesby, WH**; and Scott, B. "Third Year Evaluation Results of the After School Enrichment Programs at Alcorn and Gibbes Middle Schools: A Community Partner Model Funded by The John S. and James L. Knight Foundation, 2005-2006 Evaluation Report." Prepared for the Knight Foundation, Miami, Fl. July 2006.

- 7. Richter, DL; Thompson-Robinson, M; LaRose, C; and **Oglesby, WH**. "Evaluation Report: 2006 Institute for HIV Prevention Leadership." Prepared for the Division of HIV, STD, and TB Prevention, Centers for Disease Control and Prevention, Atlanta, GA. December 2006.
- 8. Corwin, SJ; **Oglesby, WH**; Montgomery, KM; Scott B; Nkansah-Amankra, S; and Coleman, J. "A mixed-methods approach to evaluating three Columbia (SC) middle school after-school programs funded by The John S. and James. L. Knight Foundation: 2004-2005 Evaluation Report. August 2005.
- 9. Corwin, SJ and **Oglesby, WH**. "Community Adolescent Pregnancy Prevention (CAPP) Providers' Perceptions of the SC Campaign to Prevent Teen Pregnancy: Results of Telephone Interviews. Prepared for the South Carolina Campaign to Prevent Teen Pregnancy, Columbia, SC. November 2005.
- 10. Corwin, SJ; **Oglesby, WH**; Montgomery, K; and Nichols-Dauner, K. "Telling the Story: The Results of the Evaluation of Richland School District One After-School Programs." Prepared for the James S. and John L. Knight Foundation, Miami, FL. June 2004.
- 11. Richter, DL; Potts, LH; Nichols-Dauner, KN; Harris, MJ; **Oglesby, WH**; and Prince, M. "Evaluation report: 2003 Institute for HIV Prevention Leadership. Prepared for the Division of HIV, STD, and TB Prevention, Centers for Disease Control and Prevention, Atlanta, GA. December 2003.
- 12. Richter, DL; Potts, LH; Nichols-Dauner, KN; Harris, MJ; **Oglesby, WH**; and Prince, M. "Evaluation report: 2002 Institute for HIV Prevention Leadership. Prepared for the Division of HIV, STD, and TB Prevention, Centers for Disease Control and Prevention, Atlanta, GA. December 2002.
- 13. Bradley, S; Hagen, S; Leith, K; Miller, D; **Oglesby, WH**; and Smith, L. "Predatory Sex: Attorneys' and Social Workers' Perceptions of the Legislation and Enforcement of Criminal Sexual Conduct in South Carolina." Prepared for the South Carolina Campaign to Prevent Teen Pregnancy, Columbia, SC. July 2002.
- 14. Johnson, GB; **Oglesby, WH**; Porchea, S; and Taylor, D. "Factors Influencing Retention of First Year Induction Teachers In Professional Development Schools." Prepared for the University of South Carolina College of Education, Columbia, SC. May 2002.
- 15. **Oglesby, WH**. "The 2001 HIV/STD Conference Evaluation Report." Prepared for the Annual South Carolina HIV/STD Conference, Columbia, SC. January 2002.
- 16. Richter, DL; Potts, LH; Nichols-Dauner, KN; Harris, MJ; **Oglesby, WH**; and Prince, M. "Evaluation report: 2003 Institute for HIV Prevention Leadership. Prepared for the Division of HIV, STD, and TB Prevention, Centers for Disease Control and Prevention, Atlanta, GA. December 2001.
- 17. Winningham, AL and **Oglesby, WH**. "The 2002 HIV/STD Conference Evaluation Report." Prepared for the Annual South Carolina HIV/STD Conference, Columbia, SC. December 2000.
- 18. Richter, DL; Reininger, B; Harris, M; **Oglesby, WH**; Kim, Y; Reed, N; and Robinson, MT. "Evaluation Report of the Pilot Offering of the CDC/ASPH Institute for HIV Prevention Leadership." Prepared for the Centers for Disease Control and Prevention and the Association of Schools of Public Health. December 2000.
- 19. **Oglesby, WH** and Winningham, AL. "The 1999 HIV/STD Conference Evaluation Report." Prepared for the Annual South Carolina HIV/STD Conference, Columbia, SC. December 1999.

## Peer-Reviewed Presentations

- 1. **Oglesby, WH**; Corwin, SJ; Richter, DL; Saunders, RP; and Torres, ME. "Dietary Behaviors, Physical Activity, and Weight Control Behaviors of Middle School Youth." Presented at the American Public Health Association Annual Meeting. San Diego, CA. November 2008.
- 2. **Oglesby, WH**; Richter, DL; Coleman, JD; Smallwood, SW; LaRose, CM; and Dauner, KN. "Trends in Strategic Planning and Management Practices of HIV/AIDS Community-Based Organizations." Presented at the American Public Health Association Annual Meeting. San Diego, CA. November 2008.
- 3. **Oglesby, WH** and Kenison, K. "Economic Analysis of School-Based Nursing in a Southern School District." Presented at the American Public Health Association Annual Meeting. San Diego, CA. November 2008.
- 4. LaRose, CM; Richter, DL; Glover, SH; McCutcheon, G; Pearson, JL; **Oglesby, WH**; Friedman, DB; Ogbuanu, CA; Fluornoy, M; Toole, C; and Murphy, HR. "An Assessment of the Disaster Preparedness

- Training Needs of Cooperative Extension Programs at 1890 Land-Grant Institutions." Presented at the American Public Health Association Annual Meeting. San Diego, CA. November 2008.
- 5. **Oglesby, WH**. "Health Risk Behaviors of Middle School Youth." Presented at the HIV Prevention Leadership Summit. Detroit, MI. June 2008.
- 6. **Oglesby WH** and Corwin, SJ. "Health Risk Behaviors of Middle School Students in the United States." Presented at the 41st Annual Meeting of the Society for Epidemiologic Research. Chicago, Il. June 2008.
- 7. **Oglesby, WH**. "Management of Federal Grants." Presented at the HIV Prevention Leadership Summit. Detroit, MI. June 2008.
- 8. Coleman, JD; **Oglesby, WH**; and LaRose, CM. "Distance Learning in HIV Prevention." Presented at the HIV Prevention Leadership Summit. Detroit, MI. June 2008.
- 9. **Oglesby, WH** and Richter, DL. "Building Capacity for Minority-Based Community-Based Organizations." Presented at the James E. Clyburn Health Disparities Lecture Series. Columbia, SC. April 2008.
- 10. Corwin, SJ; **Oglesby, WH**; Scott, BE; Coleman, J; and Montgomery, KM. "Middle School Students' Perceptions of an Arts-Based After-School Program: Focus Group Results." Presented at the American Public Health Association Annual Meeting. Washington, DC. November 2007.
- 11. Scott, B; Corwin, SJ; **Oglesby, WH**. "Talk it out': An alcohol, tobacco, and drug after school program for students attending an urban middle school in Columbia, South Carolina." Presented at the American Public Health Association Annual Meeting. Boston, MA. November 2006.
- 12. Dauner, KN; Richter, DL; **Oglesby, WH**; LaRose, CM; and Holtgrave, D. "Cost-effectiveness of a capacity-building program for HIV prevention organizations. Presented at the American Public Health Association Annual Meeting. Philadelphia, PA. December 2005.
- 13. Corwin, SJ; **Oglesby, WH**; Montgomery, KM; Patterson, S, and Cruz, A. "Process evaluation strategies for an arts infused after-school enrichment program for middle school students. Presented at the American Public Health Association Annual Meeting. Philadelphia, PA. December 2005.
- 14. Corwin, SJ; **Oglesby, WH**; Richter, DL; Saunders, R; Buxton, J; Pastides, H, and Cruz, A. "Telling the story: Evaluating school-community partnerships for implementing after-school programs designed to foster positive youth development among middle school students. Presented at the American Public Health Association Annual Meeting. Washington, DC. November 2004.
- 15. Dauner, KN; Corwin, SJ; **Oglesby, WH**; Montgomery, KM; and Richter, DL. "Using NVivo for Qualitative Evaluation of an After-School Program." Presented at the Strategies in Qualitative Research Conference. University of Durham, Stockton-on-Tees, United Kingdom. September 2004.
- 16. Richter, DL; Miller, DL; Clary, LA; Fraser, J; **Oglesby, WH**; and Kimbrough, I. "Diffusion of HIV/AIDS capacity-building in CBOs." Presented at the American Public Health Association Annual Meeting. San Francisco, CA. November, 2003.
- 17. Thompson-Robinson, MV; Richter, DL; Larrieux, C; Shegog, M; Trahan, L; and **Oglesby, WH**. "Lessons learned from partnership: A transassociation partnership project." Presented at the American Public Health Association Annual Meeting. San Francisco, CA. November, 2003.
- 18. Prince, MS; Richter, DL; Potts, LH; Dauner, KN; and **Oglesby, WH**. "Educational and skill-building needs of a national sample of HIV prevention program managers in community-based organizations (CBOs): Implications for program planning." Presented at the American Public Health Association Annual Meeting. Philadelphia, PA. November 2002.
- 19. Potts, LH; Isoke, SC; Prince, MS; **Oglesby, WH**; and Richter, DL. "Integrating Strategic Planning and Management into HIV Prevention Training Enhances CBO Capacity." American Public Health Association Annual Meeting. Philadelphia, PA. November 2002.
- 20. Richter, DL; Potts, LH; Prince, MS; Isoke, S; Dauner, KN; Harris, MJ; **Oglesby, WH**; and Luchok, KL. "Enhancing Community-Based Organizations' (CBO) Capacity for HIV Prevention." American Public Health Association Annual Meeting. Philadelphia, PA. November 2002.
- 21. Richter, DL; Potts, LH; Reininger, B; Harris, M; **Oglesby, WH**; and Prince, MS. "Measuring Improved Capacity in HIV Prevention Programming and Strategic Management: Results from the CDC/ASPH Institute for HIV Prevention Leadership Pilot Year." National HIV Prevention Conference. Atlanta, GA. August 2001.

- 22. Richter, DL; Potts, LH; Reininger, B; Harris, M; **Oglesby, WH**; and Prince, MS. "Measuring Gains in Capability and Confidence in HIV Prevention Programming and Strategic Management: Results from the CDC/ASPH Institute for HIV Prevention Leadership Pilot Year." American Public Health Association Annual Meeting. Atlanta, GA. August 2001.
- 23. Fulmer, SF and **Oglesby, WH**. "Gay and Lesbian Youth: Targets for Abuse." Prevent Child Abuse South Carolina Conference. Columbia, SC. September 2000.
- 24. **Oglesby, WH**. "Developmental Assets Approach to Youth Services." The South Carolina Public Health Association Health Education Section Meeting. Columbia, SC. March 2000.
- 25. **Oglesby, WH**. "Assertive Communication." The Annual South Carolina HIV/STD Conference. Columbia, SC. October 1999.

## **Invited Presentations**

- 1. **Oglesby, WH**. "Starting and Managing a Non-Profit Organization." HPEB 553: Community Health Problems. University of South Carolina Arnold School of Public Health. February 2009.
- 2. **Oglesby, WH.** "Cost-Effectiveness Analysis in Health." HPEB 710: Program Evaluation. University of South Carolina Arnold School of Public Health. November 2008.
- 3. **Oglesby, WH**. "Forging the Path Ahead: Localization." Mobilizing Against Threats Against Community Health Capstone Event. University of South Carolina. Atlanta, GA. July 2008.
- 4. Poole, D and **Oglesby, WH**. "Community Partnerships With Institutions of Higher Education." Community Partnership Board Conference. Oklahoma Commission on Children and Youth. June 2008.
- 5. **Oglesby, WH**. "Sexuality Issues." HPEB 221-2: Personal Community Health, The University of South Carolina Arnold School of Public Health. Columbia, SC. October 2003.
- 6. **Oglesby, WH**. "Sexuality and Sexual Orientation." HPEB 221: Personal Community Health, The University of South Carolina Arnold School of Public Health. Columbia, SC. March 2003.
- 7. **Oglesby, WH**. "Introduction to NVivo 2." All-day workshop for staff on a grant-funded project. The University of South Carolina Arnold School of Public Health. Columbia, SC. February 2003.
- 8. Richter, DL and **Oglesby, WH**. "Introduction to NVivo 2." All-day special guest lecture at Florida A&M University College of Pharmacy and Pharmaceutical Sciences. Tallahassee, FL. February 2003.
- 9. Richter, DL and **Oglesby, WH**. "Introduction to NVivo 2." Special class in Department of Health Administration, The University of South Carolina Arnold School of Public Health. Columbia, SC. September 2002.
- 10. **Oglesby, WH**. "Sexuality and Sexual Orientation." HPEB 221: Personal Community Health, The University of South Carolina Arnold School of Public Health. Columbia, SC. August 2003.
- 11. **Oglesby, WH**. "Sexual Orientation." SOCY 304: Social Problems, The University of South Carolina Department of Sociology. Columbia, SC. July 2002.
- 12. **Oglesby, WH**. "Sexual Orientation." HPEB 515: Family Life and Sexuality Education, The University of South Carolina School of Public Health. Columbia, SC. June 2002.
- 13. **Oglesby, WH**. "Body Image and Men." WOST E112: Women in Society, The University of South Carolina Department of Women's Studies. Columbia, SC. March 2002.
- 14. Hancock, H; **Oglesby, WH**; and Madden, NE. "Panel Discussion: Gay and Lesbian Youth." The University of South Carolina Department of Psychology. Columbia, SC. June 2002.
- 15. Hancock, H; **Oglesby, WH**; Madden, NE; and Ketner, L. "Panel Discussion: Gay and Lesbian Youth." Richland County School District One Guidance Counselor Seminar. Columbia, SC. January 2002.
- Oglesby, WH. "HIV Prevention Among GLBTQ Youth." HPRE 684: HIV/AIDS Education: Principles & Practices, The University of South Carolina Arnold School of Public Health. Columbia, SC. April 2001.
- 17. **Oglesby, WH**. "Gay & Lesbian Youth: Implications for HIV Education." HPRE 684: HIV/AIDS Education: Principles & Practices, The University of South Carolina School of Public Health. Columbia, SC. March 2000.
- 18. **Oglesby, WH** and Winningham, A. "Sexual Orientation: Issues for Teachers in the South Carolina Public School System." HPRE 501: Family Life and Sexuality Education Programs, The University of South Carolina School of Public Health. Denmark, SC. November 1999.

- 19. **Oglesby, WH**. "It's Not A Game: Sexual Assault & Relationship Violence on Campus." The University of South Carolina Office of Sexual Health Programs & Sexual Assault Services. Columbia, SC. October 1999.
- 20. **Oglesby, WH** and Phaup, T. "BGLA Safer Sex Program." The University of South Carolina Office Bisexual Gay Lesbian Alliance. Columbia, SC. October 1999.
- 21. **Oglesby, WH**; Easter, B; Hancock, H; and Voelker, P. "GLBTQ Youth Issues." Columbia College. Columbia, SC. September 1999.
- 22. Oglesby, WH. "Relationship Workshop." OutSmart In the Midlands. Columbia, SC. May 1999.
- 23. **Oglesby, WH** and Phaup, T. "BGLA Relationship Workshop." The University of South Carolina Bisexual Gay Lesbian Alliance. Columbia, SC. March 1999.
- 24. **Oglesby, WH** and Lindley, L. "Gay & Lesbian Youth: Implications for HIV Education." HPRE 684: HIV/AIDS Education: Principles & Practices, The University of South Carolina School of Public Health. Columbia, SC. March 1999.
- 25. **Oglesby, WH** and Corney, S. "Gay & Lesbian Coming Out Issues." HPRE 301: Practicum in Health Education, The University of South Carolina School of Public Health. Columbia, SC. February 1999.
- 26. **Oglesby, WH**. "The Truth About Campus Alcohol & Violence." UNIV 101: The Freshman Experience, The University of South Carolina. Columbia, SC. November 1998.

#### **TEACHING**

Courses 7	Γαιισ	ht
Courses	Luus.	11

Fall 2006	Research Methods	Graduate	Co-Instructor
Summer 2006	Research Methods	Graduate	Co-Instructor
Spring 2006	Qualitative Research Methods	Graduate	Co-Instructor
Spring 2004	Qualitative Research Methods	Graduate	Teaching Assistant
Spring 2004	HIV/AIDS Education	Grad & Undergrad	Teaching Assistant
Fall 2003	Theoretical Foundations of Health Education	Graduate	Teaching Assistant
Fall 2002	HIV/AIDS Education	Grad & Undergrad	Teaching Assistant

#### Advisees/Trainees

2009	BS	Jamie Smith	Survey research with non-profits
2009	BS	Elizabeth Murray	Survey research with non-profits
2008-Present	MPH	Kathleen Duffy	Evaluate after-school program
2006-2007	PhD	Aba Essuon	Analyze quantitative evaluation data
2005-2006	MPH	Blythe Scott	Evaluate after-school program
2005	PhD	Steven Nkansah-Amankru	Analyze quantitative evaluation data
2004-2007	PhD	Chris LaRose	Evaluate capacity-building program
2004-2007	MSW/MPH	Rachel Guza	Analyze quantitative evaluation data
2004-2007	PhD	Shelly-Ann Bowen	Analyze qualitative evaluation data
2004-2005	MPH	Marya Shegog	Capacity-building
2004-2005	MSW	Tracy Leyda	Develop case management protocol
2003-2004	MSW/MPH	Debra Mahadeo	Survey research with youth
2003-2004	PhD	Brent Cagle	Survey research with youth
2003	MPH	Stacy Smallwood	Needs assessment with MSMs

## Executive Training Courses Taught

2009	Practicing Effective Management	Institute for HIV Prevention Leadership
2007-Present	Leadership	Institute for HIV Prevention Leadership
2007	Qualitative Research Methods	MATCH Training Institute
2006-2008	Federal Grant Management	Institute for HIV Prevention Leadership
2005-2006	Budgeting for Non-Profits	Institute for HIV Prevention Leadership
2003-2006	Distance Learning	Institute for HIV Prevention Leadership

## Workshops/Colloquia/Grand Rounds

2008	Issues Measuring Intervention Adaptation	Arnold School of Public Health, USC
2003	Introduction to NVivo 2.0	University of South Carolina
2003	Introduction to NVivo 2.0	Florida A&M University

#### **SERVICE**

Professional Memberships
--------------------------

2007-Present	National Community-Based Organization Network	Member
2007-Present	American College of Healthcare Executives	Member
2006-Present	Community-Campus Partnerships for Health	University Representative

2004-Present Association for Prevention Teaching and Research Member

2000-Present American Public Health Association Member, CBPH Section

Editorial Boards		
2009	AIDS Prevention and Education	Reviewer for Special Issue
2008-Present	Community-Engaged Scholarship for Health	Reviewer
2008-Present	Health Sciences Review	Editor
2008-Present	International Journal of Prevention Practice and Research	Editor
2007-Present	Medical Education Online	Reviewer
2007-Present	AIDS Patient Care and STDs	Reviewer
2005-Present	Action Research International	Reviewer
2004-Present	Journal of the Association of Nurses in AIDS Care	Reviewer

## Grant Proposal Review

2007	State Affiliate Capacity-Building Awards, American Public Health Association funded by the WK
	Kellogg Foundation

- 2007 Faculty Research Seed Grants, University of South Carolina Research Opportunity Program
- 2007 Community-Based Projects, University of South Carolina MATCH Project (Mobilizing Against Threats to Community Health) funded by the WK Kellogg Foundation
- Scholarship in Public Health Preparedness, University of South Carolina Center for Public Health 2005 Preparedness funded by the Centers for Disease Control and Prevention
- PA#04010: Programs to Improve Health, Education, and Well-Being of Young People, Centers for 2004 Disease Control and Prevention

#### Award Nomination Review

- Awards in Physiology and Health (Non-Mentored Category), South Carolina Junior Academy of 2009 Science
- 2008 Awards in Physiology and Health (Non-Mentored Category), South Carolina Junior Academy of
- 2006 Price Fellowships in HIV Prevention, Centers for Disease Control and Prevention
- 2006 Distinguished Undergraduate Research Mentor Award, University of South Carolina Office of Undergraduate Research
- 2005 Price Fellowships in HIV Prevention, Centers for Disease Control and Prevention

## Scholarly Presentation and Conference Abstract Review

- Physiology and Health Category, Annual Research Symposium of the South Carolina Junior 2009 Academy of Science
- Community-Based Public Health Caucus, Annual Meeting of the American Public Health 2008 Association
- Environmental and Contextual Factors in Health and Behavior Category, Annual Meeting of the 2008 Society for Behavioral Medicine

2008	Physiology and Health Category, Annual Research Symposium of the South Carolina Junior
	Academy of Science
2008	Women's Caucus, Annual Meeting of the American Public Health Association
2007	Biomedical Section, University of South Carolina Undergraduate Research Symposium
2007	Women's Caucus, Annual Meeting of the American Public Health Association
2007	Environmental and Contextual Factors in Health and Behavior Category, Annual Meeting of the
	Society for Behavioral Medicine
2006	Annual Meeting of the Association for Prevention Teaching and Research
2006	Epidemiology and Surveillance Section, Annual Meeting of the American Public Health Association
2006	Neuroscience Section, University of South Carolina Undergraduate Research Symposium
2005	HIV/AIDS Section, Annual Meeting of the American Public Health Association

# Committee Service

Gomminetee Cer	100	
2008-2009	DrPH Competency Development Committee, Association	Member
	of Schools of Public Health	
2008-Present	Murray A Vincent Excellence in Health Education Research	Treasurer
	and Practice Awards	
2008-Present	Executive Committee, University of South Carolina Community-	Member
	Engagement Task Force	
2007-2008	Engaged Institutions Initiative, University of South Carolina	Co-Chair
	Arnold School of Public Health	
2005-2006	Evaluation Committee, University of South Carolina Arnold	Member
	School of Public Health	
2002	Dean's Academic Advisory Council, University of South Carolina	Member
	Arnold School of Public Health	

# R. Scott Olds

# Professor

Health Promotion and Education Program
Department of Adult, Counseling, Health and Vocational Education (ACHVE)
Kent State University
Kent, Ohio 44242
330/672-0679
330/672-3063 (fax)

rolds@kent.edu

EDUCATION.

EDUCATION:	
2003	Master of Library and Information Science Kent State University, Kent, OH. <u>Emphasis:</u> Information Technology
1987	Doctor of Health and Safety. Indiana University, Bloomington, IN. Major: Health Education. Minor: Health Promotion and Counseling. <i>Thesis:</i> Patterns and Prevalence of Smokeless Tobacco Use by High School Seniors in the State of New York.
1981	Master of Science. The Pennsylvania State University, University Park, PA. <u>Major</u> : School Health Education. <u>Minor</u> : Counseling. <i>Thesis:</i> The Knowledge, Attitudes, and Behavior of Selected Secondary School Students as They Relate to Choosing Snack Foods from Vending Machines.
1978	Bachelor of Arts. Baldwin-Wallace College, Berea, Ohio. <u>Major</u> : School Health Education. <u>Minor</u> : Physical Education, General Science.

# **EXPERIENCE**:

1/06 – present	Affiliated Faculty, Center for Health Promotion Research, Department of Epidemiology and Biostatistics, School of Medicine, Case Western Reserve University. Cleveland, Ohio.
8/08 – 12/08	Visiting Professor, Epidemiology and Health Policy Research, College of Medicine, University of Florida. Gainesville, Florida.
1/07 – 1/10	Regular Faculty, Consortium of Eastern Ohio Master of Public Health. Rootstown, Ohio.

9/01 – 5/02	Inter-governmental Personnel Assignee to the Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Office on Smoking and Health – data analysis. Atlanta, Georgia. 50% buyout.
6/02 – 9/04	Inter-governmental Personnel Assignee to the Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Office on Smoking and Health – research tobacco industry documents. Atlanta, Georgia. 25% buyout
6/02 – 9/04	Inter-governmental Personnel Assignee to the Centers for Disease Control and Prevention, Public Health Practice Program Office, Office of Extramural Prevention Research – participatory research guidelines revision and prevention database development. 25% buyout.
8/2005 – present	Professor, Health Education and Promotion, Kent State University
7/91 – 7/2005	Associate Professor, Health Education and Promotion, Kent State University.
	Courses Taught: Undergraduate: Health and Learning, Personal Health, Community Health, Methods and Materials in Health Education, Marketing in Health Education. Graduate: Systems Approaches in Health Promotion, Principles of Public Health, Health Education Strategies, Health Counseling, Educational Practices for High Risk Youth, Health Information Resources, Administration and Grant Writing, Doctoral Residency I, Information Storage and Retrieval Systems; Workshops: Grant Writing, Accessing Health Information, Data Analysis, Critical Health Issues for Children
8/92 - 8/93	Coordinator, Health Education Program, Kent State University.
7/91 - 8/92	Acting Assistant Dean, Teacher Education, Kent State University. During my tenure I oversaw simultaneous accreditation reviews by NCATE and the Ohio Department of Education. Chair, Undergraduate Council; Chair, Teacher Education Council; Chair, Teacher Education Coordinators.
2/92 - 8/92	Acting Director, Off Campus Programs & Field Experiences, Kent State University.
3/92 - 12/92	Acting Coordinator, Project Discovery A collaborative project of the National Science Foundation, Ohio Board of

	Regents and Ohio Department of Education to improve math and science teaching and learning at the middle school grades in 15 Ohio counties.
8/88 - 5/91	Assistant Professor, Health Education, Kent State University.
8/89 - 7/91	Coordinator, Health Education Program, Kent State University.
1/85 - 7/88	Assistant Professor, Health Education, Ithaca College. <u>Courses Taught</u> : Personal Health, Introduction to Community Health, Introduction to Health Education, Consumer Health Education, Community Health Education, Human Sexuality, Principles of Accident Prevention, The Nature of Cancer* and Community Health Internship
9/82 - 12/84	Research Associate, Operation SmART Decision. Department of Applied Health Science, Indiana University.
	Associate Instructor, Department of Applied Health Science, Indiana University. <u>Courses Taught</u> : Personal Health and First Aid.
9/79 - 6/82	Health Educator, (Tenured). Perry High School, Perry, Ohio. <u>Courses Taught</u> : Health Education and General Science  Assistant Coach, Varsity Football and Head Coach, Girls Track.
8/78 - 8/79	Graduate Assistant, Health Education Department. The Pennsylvania State University. <u>Courses Taught</u> : Man and Disease, and Consumer Health.
8/78 - 8/79	Assistant Instructor, Centre County Alcohol Highway Safety Program. State College, Pennsylvania.
9/76 - 6/78	Resident Assistant, Housing Staff, Baldwin-Wallace College, Berea, Ohio.

# **CURRENT PROFESSIONAL MEMBERSHIPS**

Ohio Society for Public Health Education, 1993 - present. Society for Public Health Education, 1993 - present. American Academy of Health Behavior 2000 - present American Public Health Association 2003 - present

# PRIMARY RESEARCH INTERESTS

- Adolescent and young adult health behaviour with special emphasis on alcohol, tobacco, and other drugs.
- Social norming effects on adolescent and young adult tobacco and alcohol use.
- Patterns of drinking and associated consequences; measurement of drinking patterns.

- Surveillance of adolescent and college student alcohol, tobacco and other drug use.
- Child overweight and obesity assessment and intervention studies.

# **PUBLICATIONS**

# Refereed Journals

## **Scholarship Key**

- (D) Discovery (A) Application (I) Integration (S) Student
- (C) Collaborative outside my program area (note: programs are hierarchically organized within departments in my College)
- Gore TD, Caine-Bish N, **Olds RS**, DeJulius A, Mitchell S, Juvancic-Hetzel J, Pierce K, Egbert N. The 4:3:2:1 Healthy Kids Project: A Pilot Intervention to Reduce Childhood Obesity in Elementary School Students. <u>Cases in Public Health Communication and Marketing</u>. 2:87-104. Available from: www.casesjournal.org/volume2.
- Lewis T, Thombs DL, **Olds RS**, Ding K (in press). Driving Privileges Facilitate Impaired Driving in Those Youth Who Use Alcohol or Marijuana. <u>Child and Adolescent Substance Abuse</u>.
- Clemens H, Thombs DL, **Olds RS** (May/June, 2008). Normative Beliefs as Risk Factors for Involvement in Unhealthy Weight Control Behavior. <u>Journal of American College</u> Health. Vol. 56 Issue 6:635-642.
- 33. Osborn CJ, Thombs DL, **Olds RS** (2007). Prospects for Community-Based Participatory Research to Reduce Alcohol-Related Harm on College Campuses. <u>Evaluation and the</u> Health Professions. Vol. 30, Number 2, June: 118-137.
- Thombs DL, **Olds RS**, Osborn CJ, Casseday S, Glavin K, Berkowitz AD (2007).

  Outcomes of a Technology-Based, Social Norms Intervention to Deter Alcohol Use in Freshman Residence Halls. <u>Journal of American College Health</u> Vol. 55 Issue 6:325-332.
- Baldwin J, Beck KH, Black DR, Blue CL, Colwell B, Gold RS, Murdock P, **Olds RS**, Simons-Morton B, Sciacca JP, Thombs DL, Torabi MR, Wells MJ, Werch CE. (2005). AAHB Work Group on Doctoral Research Training. (Authors listed in alphabetical order). American Journal of Health Behavior. Nov/Dec.
- Tomasek JR, **Olds RS**, Osborn C, Thombs DL (2005). The Role of Sex-Specific Normative Beliefs in Undergraduate Alcohol Use. <u>American Journal of Health</u> Behavior. 29 (4): 342-351.

- Lewis T, Thombs DL, **Olds** RS (2005). Profiles of Alcohol- and Marijuana Impaired Adolescent Drivers. <u>Addiction: Research and Theory.</u> 13 (2): 145-154.
- Olds RS, Tomasek JR, Thombs DL (2005). Relations Between Normative Beliefs and Initiation Intentions Toward Cigarette, Alcohol and Marijuana Use. <u>Journal of Adolescent Health</u>. 37. 75.e1-75.e13.
- Thombs DL, Baldwin J, Beck KH, Colwell B, **Olds RS**, Simons-Morton B, O'Hara Murdock P,Sciacca JP, Werch CE. (2004). AAHB Initiative to Establish Doctoral Research Competencies: A First Step. 28 (6): 483-486. <u>American Journal of Health Behavior.</u>
- Thombs DL, Dotterer S, **Olds RS**, Sharp K, Raub C (2004). A Close Look at Why One Social Norms Campaign Did Not Reduce Student Drinking. <u>Journal of American College Health</u>. 53 (2): 61-68.
- Olds RS & Thombs DL (2003). Blood Alcohol Concentrations of College Women and Men Returning Home at Night. Alcohol Research. 8,6:271-275
- Olds RS (2003). Informed Consent Issues When Conducting Adolescent Health Behavior Research. <u>American Journal of Health Behavior</u>. Vol 27(Suppl3)2003 p.S248-S263 (
- Thombs DL, **Olds RS**, & Snyder B. (2003). Field assessment of BAC data to study late-night college drinking. Journal of Studies on Alcohol. 64(3):322-330.
- Thombs DL, Mahoney CA, & **Olds RS** (2001). Responsible research conduct that balances risks and benefits of deception in assessing genetic screening utilization. *Investigating Research Integrity: Proceedings of the First ORI Research Conference on Research Integrity.* Office of Research Integrity, Public Health Service. Rockville, Maryland: U.S. Department of Health and Human Services. [Online. Available: http://ori.dhhs.gov] (Originally published in the <u>American Journal of Health Behavior</u>, **25** (2), 100-105. Reprinted with permission.)
- Olds RS, & Thombs DL (2001). The relationship of adolescent perceptions of peer norms and parent involvement to cigarette and alcohol use. <u>Journal of School Health</u>, **71** (6), 223-228.
- Thombs DL, **Olds RS** & Ray-Tomasek, J. (2001, September/October).

  Adolescent perceptions of college student drinking. <u>American Journal of Health Behavior</u>, **25** (5), 492-501.
- 19 Thombs DL, Mahoney CA & **Olds RS** (2001). Balancing risks and benefits of deception in assessing genetic screening utilization. <u>American Journal of Health</u>

- Behavior, **25** (2), 100-105.
- Mitchell S, **Olds RS** (1999). "Psychological and Situational Predictors of Physical Activity: A Cross-Sectional Analysis." <u>Health Education Research</u>. 23 (3):34-39.
- Thombs DL Mahoney C, **Olds RS** (1998). "Application of a Bogus Testing Procedure to Determine College Students' Utilization of Genetic Screening for Alcoholism." <u>Journal of the American College Health Association</u>. 47, 3:103-112.
- Young DM, **Olds RS**, Kelly LW (1996). NACUBO Payment and Pricing Survey Results. Business Officer
- Wilson MG, **Olds RS** (1991). Application of the Marketing Mix to the Marketing of Health Promotion. <u>Journal of Health Education</u>. 22, (4): 254-259.
- Olds RS, Lamarine RJ, (1990). An Assessment of Cancer Education Offerings in Medical School, Dental School and Health Education Curricula in New York and California. Journal of Cancer Education. 5 (4): 231-236.
- Olds RS (1990). Credentialing and Ethics: The Future of Our Profession. <u>Journal of School Health</u>. Letter to the Editor. vol 60 (1):11.
- Olds RS, Symons CW, (1990). Recommendations for Obtaining Support to Conduct School Health Research. <u>Journal of School Health</u>. vol 60 (3):96-98.
- Olds RS, Blann FW, Mosher SD, (1989). Athletic Participation and Smokeless
  Tobacco Use: Implications and Recommendations for Coaches and Athletic Personnel.

  Journal of Applied Research in Coaching and Athletics. vol 4 (3):68-82
- Olds RS, (1989). Ethnic, Academic, Urban and Rural Smokeless Tobacco Use in the Northeastern United States. Advances in Health Education: Current Research vol. 2.
- 9 **Olds RS**, (1988). Promoting Child Health Through Comprehensive School Health Programs: An Investment in America's Future. <u>Journal of Family and Community Health</u>. vol 11 (4):32-40.
- 8 **Olds RS**, (1988). Smoke-Free School Environments: Suggestions for School Health Personnel. <u>Journal of School Health</u>. vol 58 (7):269-272.
- 7 **Olds RS**, (1988). Adolescent Smokeless Tobacco Use. <u>The New York State Dental Journal</u>. vol 54 (10):33-36.
- Olds RS, (1988). Patterns and Prevalence of Smokeless Tobacco Use. <u>Journal of</u> School Health. vol 58 (9):374-378.

- Olds RS, (1987). The Knowledge, Attitudes, and Behavior of Selected Secondary School Students as They Relate to Choosing Snack Foods From Vending Machine. Wellness Perspectives 7 (3):24-28.
- 4 **Olds RS**, (1987). The Building of Self-Esteem in the Classroom: One Road to Better Health. Journal of School Health 57 (4):32-33.
- 3 **Olds RS**, (1987). Smokeless Tobacco and Teenagers: A Time to Act. <u>American Journal of Health Promotion</u> 2 (3):34-39.
- Olds RS, & Eddy JM, (1986). Negative Health Messages in Schools. <u>Journal of School Health</u> 56 (7):32-35.
- Olds RS, (1986). The Contribution of Health Education to the Decline in Cardiovascular Disease. Eta Sigma Gamma 4 (2):36-41.

#### Other Publications

- 8 Trapl ES, Subhas N, Brooks A, Savarda D, Cox M, Borawski E, Olds RS (2007). Ohio Tobacco Key Indicators Report. Ohio Tobacco Research and Evaluation Center. Case Western Reserve University. Cleveland, Ohio. (I) (A) (5%)
- 7 Green LW, Mercer SL, Kumar V, **Olds RS**, Brindley P, Hill, JC (2004). CDC Knowledge Management System to Help Research be Relevant to and Used in Everyday Practice: Feasibility Study. (A) (I) 20%
- Thombs DL, **Olds RS**, Dotterer S (2003). Enhancing the Credibility of Normative Feedback Using Late-Night Breath Test Data. <u>The Report on Social Norms</u>. Vol 2, no. 6. Working Paper #10:2-3. **(D) (A) (C) (30%)**
- 5 Olds RS, O'Connor P (1995). A Systems Approach to Worksite Health Promotion MacMillan Publishing Company. (A) (I) (C) (50%)
- 4 Allensworth DD, Symons CW, **Olds RS** (1994). <u>Healthy Youth 2000</u>. American School Health Association. Kent, Ohio. (**A**) (**I**) (30%)
- Olds RS, (1986). Smokeless Tobacco: More Than a Pinch Between Their Cheek and Gum. Breathtaking News. 1 (2). Publication of the American Lung Association of Central New York. (A) (I) (100%)
- Olds RS, (1986). What is Smokeless Tobacco, Anyhow? Breathtaking News. 1 (2). Publication of the American Lung Association of Central New York. (A) (I) (100%)

Olds RS, (1986). Adolescent Smoking Cessation module. Program developed under contract from the American Lung Association of Central New York. (A) (I) (P) (100%)

# **GRANT ACTIVITY**

## **Funded**

- Olds RS, Dotterer S (2008). Social Norms Marketing Campaign to Reduce High Risk Drinking. Ohio Department of Alcohol and Drug Addiction Services. Columbus, Ohio. (\$25,000). (D) (A). 50%
- Olds RS (2007). Moving Towards Transdisciplinary and Multilevel Approaches in Health Behavior Research. Jointly funded by the Centers for Disease Control and Prevention and the National Institutes of Health (\$20,000). Awarded to the American Academy of Health Behavior.
- Olds RS, Dotterer S (2007). Social Norms Marketing Campaign to Reduce High Risk Drinking. Ohio Department of Alcohol and Drug Addiction Services. Columbus, Ohio. (\$25,000). (D) (A). 50%
- Borawski E, **Olds RS**, Trapl E. (2006). The Ohio Tobacco Research and Evaluation Center. Ohio Tobacco Prevention Foundation. Columbus, Ohio. (\$449,832). (three year project.) This is a collaborative project with Case Western Reserve University's Center for Health Promotion Research who serves as the fiscal agent. (**A**) (**I**) 30%.
- Olds RS, Dotterer S (2006). Social Norms Marketing Campaign to Reduce High Risk Drinking. Ohio Department of Alcohol and Drug Addiction Services. Columbus, Ohio. (\$25,000). (D) (A). 50%
- Olds RS, Caine-Bish N, Mitchell S, DeJulius A, Egbert N, Gore T. (2005). Healthy Kids Portage County. (\$10,000). (**D**) (**A**) 25%
- Olds RS, Dotterer S (2005). Social Norms Marketing Campaign to Reduce High Risk Drinking. Ohio Department of Alcohol and Drug Addiction Services. Columbus, Ohio. (\$25,000). (D) (A). 50%
- Rubin M, Olds RS (2005). Tobacco Free Schools, stand Teams, and Policy Implications:
  An Intervention and Evaluation Proposal. Tobacco Use Prevention and Control
  Foundation, Columbus, Ohio. (\$495,000). (three year project). (D) (A) (S- supports one doctoral student).

- Thombs DL, **Olds RS** (2004). Prospective Study of Drinking and Academic Performance. National Institute of Alcohol Abuse and Alcoholism. Resubmitted October, 2002 after a priority score of 206. Resubmission score was 191. Resubmitted for a third time July 1, 2003. (\$1,063,636). (three year project) National Institutes of Health/National Institute of Alcohol Abuse and Alcoholism.
- Thombs DL **Olds RS**, Osborn C (2003). Web-based Delivery of Normative Feedback to Deter High-Risk Drinking in Residence Halls.. Submitted to the U.S. Department of Education. \$152,876. (two year project
- Roxburgh S, **Olds RS** (2003). Kent City Health Assessment. Collaborative project between KSU Sociology and Health Education and Promotion funded by the Sociology Department, Provost's Office and Kent City Hall. \$12,629.
- Thombs DL, **Olds RS**, (2002). Breath-Test Sampling of College Students Returning Home at Night. Ohio Department of Public Safety/Governor's Highway Safety Office. \$38,551.
- Olds RS. (2000). Primary data collection in a county public health needs assessment. Kent State University Research and Graduate Studies Office. \$2,500
- 9 Mitchell S, **Olds RS**. (1998). Predictors of Life-Time Physical Activity. Kent State University Research and Graduate Studies Office. \$2,500
- 8 **Olds RS** (1993). Application of Technology in Health Education. CART Committee, College of Education, Kent State University. \$500
- 7 **Olds RS**, Rubin M. (1992). Comprehensive School Health Program. United States Department of Education. \$465,000
- Neill K, **Olds RS**, Rubin M, Dinero T (1992). An Assessment of School Food Service Delivery Systems in the State of Ohio. Ohio Department of Education, Division of Nutrition Education and Training Program. \$45,000
- 5 **Olds RS** (1992). Moral Leadership and Educational Reform: Spring Seminar. Midwest Holmes Group. Chicago, Illinois. \$3,000
- 4 **Olds RS** (1989). Cancer Prevention Awareness Among Economically Disadvantaged Adolescents. Kent State University Summer Research Competition. \$5,000
- Allensworth DD, Kerr D, Symons CW, **Olds RS**, (1989). Improving Comprehensive School Health Education: A Multidisciplinary In-service, Implementation, and Dissemination Model. United States Department of Education. \$101,677

- 2 **Olds RS** (1987). Adolescent Smoking Cessation. American Lung Association, Central New York. \$2500. (funded).
- Olds RS (1988). Development of an Adolescent Pregnancy Smoking Cessation Program. American Lung Association of Central New York. \$1200.

## Unfunded

- 9 Borawski E, Trapl E, **Olds RS** (2007). Evaluation of Ohio QUITS. Proposal submitted to the Ohio Tobacco Prevention Foundation.
- 8 Fresco D, Neal D, **Olds RS** (2006). Finding the right stuff: Isolating the active ingredients of student persistence. Proposal submitted to the Ohio Board of Regents Research Challenge grant competition. (\$50,000).
- 7 **Olds** RS, Caine-Bish N, Mitchell S, DeJulius A, Wilson K (2006). A Comparative Evaluation of Local Wellness Policies Intended to Improve Students' Food Choices and Reduce Childhood Obesity. Robert Wood Johnson Foundation. \$391,777.
- 6 **Olds** RS, Osborn C, Thombs DL (2004). Kent State University and American Lung Association of Ohio Collaboration on College Student Tobacco Prevention and Control. \$308,364. Ohio Tobacco Use Prevention and Control Foundation.
- Thombs DL, **Olds** RS (2001). A Test of a Social Norms Marketing Campaign to Prevent Substance Use in Teenagers. \$91,350.
- 4 **Olds** RS, Rubin M, Symons CW (December, 1990). Comprehensive School Health Education. United States Department of Education. \$233,255
- Olds RS, Rubin M, Symons CW (May, 1990). Revision of the United Way Health Education Curriculum Guides. United Way Health Foundation of Central Stark County. \$291,999
- Olds RS, Allensworth DD (July, 1989). Comprehensive School Health Curriculum. Ohio Department of Education; finalist. \$41,304.
- Olds RS (1986). Evaluation of Grade 3 of the Growing Healthy Curriculum. \$5,000. The National Office of the American Lung Association; National Office.

## TECHNICAL REPORTS

Olds RS (2007). Findings from the Perry Local chools Substance Abuse Survey of Seventh through Twelfth Graders. Perry Local Schools (Ohio).

- Olds RS (2007). Findings from the South Range Local Schools Substance Abuse Survey of Seventh through Twelfth Graders. South Range Local Schools (Ohio).
- Tomasek JR, **Olds** RS (2006). *Findings from the Hudson City Schools Substance Abuse Survey of Sixth through Twelfth Graders.* Hudson City Schools (Ohio). September, 2006.
- Olds RS, Thombs DL (2005). Findings from the Stow Monroe Falls City Schools Substance Abuse Survey of Ninth through Twelfth Graders. Stow-Monroe Falls City Schools (Ohio). May, 2005.
- Olds RS (2005). Findings from the Perry Local chools Substance Abuse Survey of Seventh through Twelfth Graders. Perry Local Schools (Ohio).
- Olds RS, Thombs DL (2005). Findings from the Tallmadge City Schools Substance Abuse Survey of Ninth through Twelfth Graders. Tallmadge City Schools (Ohio
- Stringer A, **Olds RS**, Thombs DL (2005). *Findings from the Harrison Hills Substance Abuse Survey of Ninth through Twelfth Graders*. Harrison Hills Local Schools (Ohio).
- Olds RS, Thombs, DL & Jenney JT (2004). Findings from the Kent Substance Abuse Survey of 8th, 10th, and 12th graders. Kent City School District (Ohio).
- Olds RS, & Thombs, DL (2004). Findings from the South Range Local Schools Substance Abuse Survey of 7<sup>th</sup> through 12th graders. South Range Local Schools (Ohio).
- Olds RS (2003). Ohio Youth Tobacco Survey. report prepared for the Ohio
  Department of Health, Division of Prevention, Bureau of Health Promotion and Risk
  Reduction, Tobacco Risk Reduction Program. 38 p. 2002.
- Olds RS & Thombs, DL. (2002) Findings from the Kent Substance Abuse Survey of 8th, 10th, and 12th graders. Kent City School District (Ohio). March, 2002
- Olds RS & Thombs, D.L. Findings from the Windham Substance Abuse Survey of 7th, 9th, and 11th Graders. Windham Local School School District (Ohio). November, 2001. 40 p.
- 9 **Olds RS** & Thombs, D.L. (2001) Findings from the Woodridge Substance Abuse Survey of 9th-12th Graders. Woodridge City School District (Ohio). June, 2001. 41 p.
- 8 **Olds RS** & Thombs, D.L. *Findings from the Cuyahoga Falls Substance Abuse Survey of Tenth and Twelfth Grade Students*. Cuyahoga Falls City School District (Ohio). June, 2001. 40 p.

- 7 **Olds RS** & Thombs, D.L. *Findings from the Stow Substance Abuse Survey of 8th, 10th, and 12th graders.* Stow City School District (Ohio). June, 2001. 39 p
- Olds RS & Thombs, D.L. Findings from the Wadsworth Substance Abuse Survey of Middle School and High School Students. Wadsworth City School District (Ohio). December, 2001. 43 p.
- 5 **Olds RS** and Tomasek D.L. Youth Risk Behavior Survey. Hathaway Brown School. November, 2001.
- 4 **Olds RS** Thombs, D.L., & Tomasek, J.R. *Findings from the Maplewood substance abuse survey of 11-12th graders*. Maplewood Area Joint Vocational School (Ohio). November, 1998. 40 p. (
- Thombs, D.L., **Olds RS** & Tomasek, J.R. *Findings from the Wadsworth substance abuse survey of 7-12th graders*. Wadsworth City School District (Ohio). November, 1998. 42 p.
- Olds RS *Portage County Health Assessment*. Portage County Child Health Services. 1998. 28 p.
- Olds RS Columbiana County Health Assessment. Columbiana County Health Department, Salem Community Hospital and East Liverpool Hospital. February, 1997. 125 p.

## PRESENTATIONS:

## International, Refereed

- Egbert N, Gore T, Cain-Bish N, **Olds RS**, DeJulius A, Mitchell S, Juvancic-Heltzel J, Pierce K. (2007). The 4:3:2:1 Healthy Kids Project Part I: A Pilot Intervention to Reduce Childhood Obesity in Elementary Students. International Communication Association. San Francisco, CA.
- Gupta P, **Olds RS** (2002). *Tobacco Control Policies in India*. 3<sup>rd</sup> International Smokeless Tobacco Conference. Stockholm, Sweden.
- Olds RS (2001). Developing a Research Agenda Regarding the Information Needs of Health Promotion Professionals. 14<sup>th</sup> World Conference on Health Promotion and Education. International Union for Health Promotion and Education. Paris, France.

## National, Refereed

- Thombs DL, **Olds RS**, Pokorny SB and Dodd VJ. Examining Undergraduate Alcohol Use Through a Different Lens Findings From Nighttime Field Studies. Eighth Scientific Meeting of the American Academy of Health Behavior March 11, 2008 Oxnard, CA.
- Thombs DL, **Olds RS**, Bondy S, Balunas D, Rhem J, Winchell J. (2008). Variation in College Student Drinking as a Predictor of Academic Performance. American Academy of Health Behavior annual meeting. Oxnard, California.
- Franklin C, **Olds RS** (2008). Examining the Binge Drinking Measure in a College Student Sample. American Academy of Health Behavior annual meeting. Oxnard, California.
- Trapl E, Borawski E, Willet J, **Olds RS**, Savarda D, Brooks (2007). Monitoring Fidelity of Evidence-based Curricula in a Statewide-Evaluation. National Conference on Tobacco or Health. Minneapolis, MN.
- Willet J, Borawski E, **Olds RS**, Trapl E (2007). Ohio Tobacco Research and Evaluation Center (OTREC). National Conference on Tobacco or Health. Minneapolis, MN.
- Olds RS, Willet J, Shough M, Trapl E, Borawski E, Savarda D, Brooks A (2007).
  Local Ohio Tobacco Prevention Coalition Leaders' Perceptions and Needs.
  National Conference on Tobacco or Health. Minneapolis, MN
- 57 Sharp K, Thombs D, **Olds RS**, Egbert N (2007). An exploratory study to identify the Correlates of osteoporosis fear among young adults. American Academy of Health Behavior annual meeting. Savannah, GA.
- Ding K, **Olds RS**, Thombs DL (2007). Skip Patterns in an Adolescent Drug Survey and its Association with Subsequent Missing Data and Self-Report Drug Use. American Academy of Health Behavior annual meeting. Savannah, GA.
- Thombs, D., **Olds, RS**. (2007) Men's Self-reports of Alcohol Consumption are Less Accurate Than Those of Women in an Intoxicated Sample of College Students. American Academy of Health Behavior annual meeting. Savannah, GA.
- Bohannon A, **Olds** RS (2006). Role of a local surveillance and evaluation program to monitor youth tobacco use as part of a comprehensive tobacco control program. American Public Health Association annual meeting. Boston, MA.

- DeJulius A, Caine-Bish N, **Olds RS**, Mitchell S (2006). Healthy Kids: A Community Partnership to Assess the Prevalence of Childhood Overweight. Healthy Kids: A Community Partnership to Assess the Prevalence of Childhood Overweight. Centers for Disease Control and Prevention. Denver, CO. (
- 52 Clemens H, Thombs DL, **Olds RS** (2006). The Social Norms Model Applied College Students' Weight Management Behavior. American Academy of Health Behavior. Carmel, CA.
- Mercer SL, Devier J, Daniel M, Brown V, Potter M, **Olds RS**, Cargo M, Holtzman D, Green LW, (2005). The Guidelines for Participatory Research: Assessing their Reliability, Validity, and Usefulness to Funders for Peer Review of Participatory Research Applications at Midyear SOPHE Scientific Meeting. Boston, MA.
- Thombs DL, **Olds RS**, Lewis TF (2005). Profiles of Alcohol-and Marijuana Impaired Adolescent Drivers. American Academy of Health Behavior. Charleston, South Carolina.
- Thombs DL, **Olds RS**, Osborn C. Web-Based Delivery of Normative Feedback to Deter Heavy Drinking Among Freshmen (2004). The U.S. Department of Education's 17th Annual National Meeting on Alcohol, Other Drug, and Violence Prevention in Higher Education. Washington, D.C.
- Mercer SL, Green LW, **Olds RS**, Daniel M, Devier J, Potter M, Holtzman D. (2004). Community-Based Participatory Research: A Review of Definitions, Methods, Implementation and Funding Criteria. American Public Health Association. Washington D.C.
- Olds RS, Tomasek JR, Thombs DL (2004). A Close Look at Why a Social Norms Feedback Campaign Failed at One University. American Academy of Health Behavior. Sedona, Arizona.
- Thombs DL **Olds RS** (2004). American Academy of Health Behavior. Relation Between Normative Beliefs and Adolescents' Initiation Intentions Toward Cigarette, Alcohol and Marijuana Use. Sedona, Arizona.
- 45 **Olds RS**, Tomasek JR (2003). What middle school students want in a tobacco prevention cable TV program. National Tobacco Conference. Boston, MA.
- 44 Stefanak M, **Olds RS**, Indian R, Chen WF, Jenney JT (2003). *Collaborative Partnerships to Conduct Community Health Assessments*. American Public Health Association. San Francisco, California.

- 43 **Olds RS** (2003). *Informed Consent Issues When Conducting Adolescent Health Behavior Research*. American Academy of Health Behavior. Annual Scientific Meeting III. St. Augustine, Florida.
- Olds RS, Mercer SL, Kumar V, Millstein B, Kreuter M, Magruder C, Gold RS, Atkinson N, Green LW (2003). *Knowledge Management Systems and Public Health: Implications for Research and Practice*. Association for Teachers of Preventive Medicine. Albuquerque, New Mexico.
- 41 **Olds RS**, Mercer SL, Green LW (2003). Assessing Information Seeking Behavior and Needs to Support the Development of a Knowledge Management System for Prevention Research. Society for Behavioral Medicine. Salt Lake City, Utah.
- 40 Snyder B, Thombs DL, **Olds RS**, (2003). *Field Assessment of BAC Data to Study College Drinking*. American Academy of Health Behavior. Annual Scientific Meeting III. St. Augustine, Florida.
- Thombs DL, Dotterer S, **Olds RS** (2002). *Enhancing the Credibility of Normative Feedback Using Late-Night Breath Test Data*. The U.S. Department of Education's 16th Annual National Meeting on Alcohol, Other Drug, and Violence Prevention in Higher Education. Seattle, Washington.
- Olds RS, Thombs DL. (2002). *The Level and Probability of Risk in Conducting Late-Night Blood Alcohol Level Testing With College Students*. Research Conference on Research Integrity, Office of Research Integrity, National Institutes of Health. Potomac, Maryland.
- Gupta P, **Olds RS**, Blanton C (2002). *Tobacco Prevalence of School Personnel in Selected Indian States*. National Tobacco Control and Prevention Conference, Sponsored by the Centers for Disease Control and Prevention. San Francisco, California.
- Olds RS, Petersen L, Callahan C (2002). *Public Health Informatics and Tobacco Prevention and Control*. National Tobacco Control and Prevention Conference, Sponsored by the Centers for Disease Control and Prevention. San Francisco, California.
- Olds RS, Gold RS (2002). Building a Research Agenda in Public Health Informatics. American Academy of Health Behavior. Napa Valley, California.
- Tomasek JR, **Olds RS** (2001). Cigarettes Smoking as a Predictor of Other High Risk Behaviors in an All Girls School. Society for Public Health Education. Atlanta, Georgia.

- 33 **Olds RS** (2000). Balancing Risks of Using Deception in Utilization of Genetic Screening for Alcoholism. Research Conference on Research Integrity, Office of Research Integrity, National Institutes of Health. Potomac, MD
- Thombs DL, **Olds RS**, Tomasek JR (2000). *Adolescent Perceptions of College Student Drinking*. American Academy of Health Behavior. Annual Scientific Meeting I. Santa Fe, New Mexico.
- 31 Copeland L, **Olds RS**, Kondas L (1999). *Evaluation of a School-based Tobacco Prevention Program.* American Association for Cancer Education. Cleveland, Oh.
- 30 **Olds RS** (1998). Developing Skills to Access Computerized Health Information Retrieval Systems. Society for Public Health Education. Washington, D.C.
- Olds RS (1997). Evaluating Health Information on the Internet. Society of Public Health Education and National Health Education and Health Promotion Professionals, Centers for Disease Control and Prevention. Atlanta, GA.
- Mitchell S & **Olds RS** 1997). *Predicting Physical Activity Patterns in an Adult Population*. Society of Public Health Education and National Health Education and Health Promotion Professionals, Centers for Disease Control and Prevention. Atlanta, GA.
- 27 Rubin M, **Olds RS** (1995). *Students' Food Choices K-12: Does a Comprehensive Approach Make a Difference*" American School Health Association. Milwaukee, WI.
- Olds RS, Rubin M, Irwin C, DeWees A, Sfiligoj R, Mahoney K (1994). *Developing and Implementing a Local Youth Risk Behavior Surveillance System*" National Conference on Chronic Disease Prevention and Control, Centers for Disease Control and Prevention. Washington, DC.
- Olds RS, Rubin M, Irwin C, DeWees A, Sfiligoj R, Mahoney K (1994). *Developing a Youth Risk Behavior Survey for Elementary Grade Students*. National Conference on Chronic Disease Prevention and Control, Centers for Disease Control and Prevention. Washington, DC.
- 24 Sfiligoj R, DeWees A, Mahoney K, Irwin C, Rubin M, **Olds RS** (1994). *Challenges of Developing a Local School Health Advisory Council*. American School Health Association. Houston, TX.
- Irwin C, Rubin M, **Olds RS** (1994). *Institutionalizing Physical Best as Part of the Physical Education Program*. American School Health Association. Houston, TX.

- Mahoney K, DeWees A, Sfiligoj R, **Olds RS**, Rubin M, Irwin C. (1994). *New Players and Partnerships for Change: The Bay Village Model*" National Conference on Health Education and Health Promotion, Centers for Disease Control and Prevention, and the Association of State and Territorial Directors of Public Health Education. Tampa, FL.
- Berry MJ, Fader H, **Olds RS**, Lee JA (1993). *Development, Implementation and Evaluation of Low Literacy Diabetes Education Materials*. National Conference on Chronic Disease Prevention and Control, Centers for Disease Control and Prevention. Kansas City, MO.
- 20 Rubin M, **Olds RS**, Irwin C (1993). *Characteristics of a Systems Approach to Comprehensive School Health: The Bay Village Model*. American School Health Association. Pittsburgh, PA.
- Neill K, **Olds RS** (1993). Development of a School Food Service Surveillance System to Monitor Adherence to the U.S. Dietary Guidelines. American School Health Association. Pittsburgh, PA.
- Symons CW, **Olds RS**, Rubin M, Schloman B (1993). *Improving Elementary School Health Education: Pre-Service, In-Service and Resource Network Recommendations*. Association for the Advancement of Health Education. Washington, D.C.
- 17 Symons CW, **Olds RS**, Rubin M, Haffler A (1992). *Seeking and Procuring Funding to Support Comprehensive School Health Education*. American School Health Association. Orlando, Florida.
- Olds RS (1991). Cancer Awareness Among Poor, Urban Youth. National Conference on Chronic Disease Prevention and Control; Centers for Disease Control and Prevention. Washington, D.C.
- Olds RS (1991). Assessment of Cancer Prevention Awareness Among Economically Disadvantaged Adolescents. Association for the Advancement of Health Education. San Francisco, Ca.
- Rubin M, **Olds RS**, Symons CW, (1991). *Achieving the Year 2000 Health ObjectivesThrough Curriculum Development*. American School Health Association. Dearborn, Michigan.
- Symons CW, **Olds RS** (1991). *Grant Procurement for School Health Professionals*. American School Health Association. Dearborn, Michigan.

- Allensworth, DD, Symons CW, **Olds RS**, (1990). *The Role of the School in Achieving the Year 2000 Health Objective for the Nation*. American Public Health Association. NY, NY.
- Olds RS, Symons CW (1990). *The ABC's of Grant Writing*. American School Health Association. Longbeach, CA.
- Symons CW, Viechnicki, K, **Olds RS** (1990). *A Checklist Technique to Evaluate School Health Staff Development*. American School Health Association. Longbeach, CA.
- 9 Symons CW, **Olds RS**, Viechnicki K (1989). *Evaluation of Health Education In Service Program*. American School Health Association. Chicago, IL
- 8 Symons CW, **Olds RS**, Allensworth DD (1989). *Comprehensive School Health: A Means to Consistent Health Message*. The American School Health Association. Chicago, IL.
- 7 Olds RS, Mosher S, Blann WF (1988). Recommendations for Coaches, Athletic Personnel, and School Administrators on Smokeless Tobacco Use by Athletes. North American Society of the Sociology of Sport. Cincinnati, OH.
- 6 **Olds RS** (1988). *Elementary AIDS Health Education*. American School Health Association. Orlando, Florida.
- Olds RS (1988). The Relationship Between Smokeless Tobacco Use and Cigarette Smoking. Research Consortium, American Alliance of Health, Physical Education, Recreation and Dance. Kansas City, Kansas.
- 4 Olds RS (1988). Patterns and Prevalence of Smokeless Tobacco Use by High School Seniors in the State of New York. Research Consortium, American Alliance of Health, Physical Education, Recreation and Dance. Kansas City, KS.
- 3 **Olds RS** (1987). Smoke-Free Schools by the Year 2000: Recommendations for School Health Personnel. American School Health Association, Indianapolis, IN
- Olds RS (1986). Building Self-Esteem in the Classroom, One Road to Better Health. American School Health Association. Denver, CO.
- Olds RS, Eddy JM (1981). The Knowledge, Attitudes, and Behavior of Selected Secondary School Students as They Relate to Choosing Snack Foods from Vending Machines. American Alliance of Health, Physical Education, Recreation, and Dance. Association for the Advancement of Health Education. Boston, MA.

## Regional, Refereed

- 2 **Olds RS** (1996). *Information Technology in Health Promotion*. Mid-West American Alliance for Health, Physical Education, Recreation and Dance. Dearborn, MI.
- Olds RS, Symons CW (1989). Preparing Educators to Cope with Children at Risk: Suggestions for Teacher Preparation Institutions. Midwest Holmes Group. Chicago, IL.

## State, Refereed

- 5 **Olds RS** (1988). *Lifestyle as Cancer Prevention*. New York State Health Promotion Conference. Wells College, Aurora, New York.
- 4 **Olds RS** (1988). *Early Detection of Cancer*. New York State Health Promotion Conference. Wells College, Aurora, New York.
- 3 **Olds RS** (1987). Prevalence of Tobacco Use by High School Seniors in the State of New York. New York State Federation of Professional Health Educators. Buffalo, New York.
- Olds RS (1987). Techniques for Improving Self-Esteem in the Classroom. New York State Association of Health, Physical Education and Recreation. Syracuse, New York.
- Olds RS (1986). *Smokeless Tobacco Advertising*. New York State Association of Health, Physical Education, Recreation, and Dance. Monticello, New York.

## **Invited Presentations**

- Olds RS (2007). Grant Writing Basics. Paper presented to the Kent State University and Malone College Eta Sigma Gamma members' annual meeting. Canton, Ohio.
- Olds RS (2003). Data Driven Decision Making in Public Health Intervention

  Development. Paper presented to the Ohio Department of Health's Practical Approaches to Data Collection and Analysis for Public Health Purposes. Columbus, Ohio.
- Olds RS (2002). *Adopting and Using Technology in Public Health*. Paper presented to the Ohio Department of Health's Health Promotion and Risk Reduction Unit. Columbus, Ohio. (
- Olds RS (1995). *Measuring Program Impact and Cost Effective Evaluation*. Ohio Society for Public Health Education Regional Meeting. Akron, Ohio.
- 17 Olds RS (1994). Comprehensive School Health Education in Ohio. American Cancer

- Society, Ohio Division, Inc. Columbus, Ohio.
- Olds RS (1994). *The Ohio Action Plan for Comprehensive School Health Education*.

  National School Health Education Leadership Conference. Co-sponsored by the US Departments of Education, Health and Human Services and Agriculture. Atlanta, Georgia.
- Olds RS (1994). "State-wide Coalition Activities in Ohio to Promote Child Health."

  National School Health Education Coalition's National Institute. Washington,
  D.C.
- Olds RS, Stone E (1993). *Data Collection and Analysis*. U.S. Department of Education for Comprehensive School Health Education Grant Award Winners. Arlington, Virginia.
- Goff J, Price J, **Olds RS** (1993). *The Ohio Action Plan for Comprehensive School Health Education*. Ohio Confederation of Teacher Education Organizations. Columbus, Ohio.
- Olds RS (1992). Developmentally Appropriate Tobacco Prevention Strategies.

  Northeastern Ohio Universities College of Medicine Student to Student workshop.
- Olds RS (1991). Developmentally Appropriate Tobacco Prevention Strategies.

  Northeastern Ohio Universities College of Medicine Student to Student workshop.
- Olds RS (1990). Nutrition Education Strategies for Middle School Students.

  Northeastern Ohio Universities College of Medicine Student to Student workshop.
- 9 Olds RS (1990). Computer Applications in Elementary Health Education."

  Comprehensive School Health Conference. Co-sponsored by the Ohio

  Department of Health and the Ohio Department of Education. Salt Fork State

  Park.
- 8 Symons CW, **Olds RS** (1990). *Staff Development Partnerships that Support Child Health*. Midyear conference of the American School Health Association. Philadelphia, Pa.
- 7 Eddy JM, Cottrell R, Symons CW, Cummings CD, **Olds RS** (1990). *Formative Evaluation: A Primer*. Association for the Advancement of Health Education. New Orleans, Louisiana.
- 6 **Olds RS** (1989). *Lifestyle as Cancer Prevention*. Ohio Association for Health, Physical Education, Recreation, and Dance. Cincinnati, Ohio.

- Olds RS, Allensworth DD (1989). Sexually Transmitted Disease Control Through Comprehensive School Health Programs. Ohio Department of Education. Columbus, Ohio.
- **Olds RS** (1989). *School Health in the 1990's*. Ohio Public Health Association. Columbus, Ohio.
- **Olds RS** (1987). *Exploring Smoking Cessation Programs for Pregnant Women*. Cornell University Nutrition and Maternal Health Symposium.
- Olds RS (1987). *Health Implications of Smokeless Tobacco Use*. New Jersey Education Association and New Jersey Alliance of Health, Physical Education, Recreation, and Dance. Atlantic City, New Jersey.
- Olds RS (1986). Cancer Prevention Study II: An Epidemiological Investigation of the Risk Factors and Preventive Factors Associated with Cancer Development. Cornell University.

## Other Presentations

- Thombs D, **Olds RS**, Tomasek JR (1999). *Social Norms as a Substance Abuse Prevention Strategy*. Presented to the Kent State University Health Science and Human Services cluster.
- **Olds RS**. (1996). *Comprehensive School Health Education*. Regional Volunteers of the American Cancer Society, Ohio Division, Inc.
- **Olds RS**. *Mission 2000: Restructuring and Preparing Now for the Future*. (1995) Regional District Elections of the American Cancer Society, Ohio Division
- **Olds RS**. *Reducing Your Risk of Cancer Through Personal Action*. (1992).

  Presentation on behalf of the Portage County Unit of the American Cancer Society. Deerfield, Ohio.
- **Olds RS** *Lifestyle as Cancer Prevention*. (1991). Presentation to the Western Reserve Lion Club on behalf of the American Cancer Society of Portage County. Hiram College. Hiram, Ohio.
- **Olds RS**. *Time Management*. Presented annually as part of the Freshmen Orientation Program at Kent State University. Kent, Ohio. 1989 present.
- **Olds RS**. Guest, Community Access, *American Cancer Society 75th Anniversary Public Education Series*. (1987). Channel 7, WICB, Ithaca, New York.
- **Olds RS**. Guest, Community Scene, *Smile America: A Healthy Smile Makes You a Winner*. (1987). Channel 40 WICZ-TV, Binghamton, New York.

- 3 **Olds RS**. *The Health Hazards of Involuntary Smoking*. (1986). Testimony provided for the American Lung Association to the New York State Public Health Council's consideration of Smoking Regulations.
- 2 **Olds RS**. *The Health Implications of Drug Use*. (1986). Presented on two consecutive weekends to the Ithaca College Athletic Department.
- Olds RS. Health Education as a Distinct Academic Discipline (1986). Presented to Health Science Task Force, Ithaca College.

## CONSULTANCIES

- 2006 United Way of Portage County, Ohio. Leading Health and Economic Indicators for Portage County, Ohio. Report prepared in collaboration with Carolyn Lafferty.
- 2006 Centers for Disease Control and Prevention. Participatory Research Guidelines Psychometric Development. Member of an eight member team of individuals from CDC, University of Montreal, University of California at San Franscisco, Westat, Inc., University of Pittsburgh
- National Institutes of Health, Center for Scientific Review, Research on Research Integrity. Grant reviewer for proposals on research integrity.
- National Institutes of Health, Special Emphasis Panel on Research Integrity. Grant reviewer for proposals on research integrity.
- 2004 2006 Greater Cleveland Health Education Services and Council. Asthma Prevention Among Urban Elementary Students. Funded by the Ohio Commission on Minority Health. Evaluator
- 2003 2006 Portage County Tobacco Prevention Coalition. Funded by the Tobacco Use Prevention Coalition Foundation from the Master Settlement Agreement, Project Evaluator.
- 2003 2004 Northern Appalachian Tobacco Prevention Coalition, funded by the Tobacco Use Prevention Coalition Foundation from the Master Settlement Agreement, Project Evaluator.
- 2002 Centers for Disease Control and Prevention, Office of Extramural Prevention Research, Public Health Program Practice Office. Grant Reviewer for community based participatory research applications.
- 2002 2003 Ohio Department of Health, Division of Prevention, Bureau of Health Promotion and Risk Reduction, Tobacco Risk Reduction Program. Analyzed 2002 Ohio

	Youth Tobacco Survey Data and produced a report of the same.	
2002	Office of Research Integrity, U.S. Department of Health and Human Services. Grant reviewer for education programs on research integrity.	
2002	Ohio Department of Health. Consultation regarding public health informatics to the Division of Health Promotion and Risk Reduction (n=55).	
2001 – 2002	Hudson City Schools. Hudson, Ohio. Consultation regarding development of the district's health education curriculum.	
2000 – 2002	Mahoning County Behavior Risk Factor Survey Surveillance Coordinator. Mahoning County, Ohio.	
2001 – 2003	Hathaway Brown School. Youth Risk Behavior Survey Director.	
1999 – presen	Co-Director, Substance Abuse Monitoring Survey (SAMS). Consultation to local school districts on collection, analysis and report writing regarding student drug use.	
1998 - 2000 Columbiana County Health Coalition. Community needs assess director.		
1997 - present Child Health Services, Portage County, Ohio. Community need assessment director.		
1997 – 1999	American Lung Association of Northern Ohio. Developed tobacco use prevention curriculum (Word of Mouth).	
1998-1999	Cleveland Clinic Foundation, Tobacco Prevention Video Development Coordinator.	
1995 - 1997	National Association of College and University Business Officers. A National Study of Pricing and Payment Policies.	
1995 - 1997	American Cancer Society, Ohio Division, Inc. Cancer Patient Study: A Needs Analysis.	
1994 - 1995	Gratiot-Isabella Regional Education Service District, Mt. Pleasant, Michigan. Evaluator for their US Department of Education Comprehensive School Health Education Grant in Interdisciplinary Health Education Units.	
1991	Bay Village City School District, with Marcia Rubin. Revised health education curriculum K-12.	

1991	Diabetes Association of Greater Cleveland. Developed developmentally appropriate and culturally sensitive educational materials for individuals at high risk.
1989 - 1991	American School Health Association in conjunction with United States Department of Education Comprehensive School Health Education Grant.
1987	United States Department of Health and Human Services Reviewed the Food and Drug Administration's curriculum on Health Fraud.
1987	New York State Department of Health. Consulted regarding adolescent tobacco use.
1987	New York State Department of Education. Reviewer of the Health Education section of the National Teacher's Examination.

# UNIVERSITY, PROFESSIONAL, AND PUBLIC SERVICE:

University Committee Assignments

2006	Kent State University, <u>Promotion Advisory Board</u>	
2005 – 2006	Kent State University, Research Council, Chair	
2005 - present Kent State University, ACHVE Department Curriculum Committee		
2005	Kent State University, Research and Graduate Studies reviewer of a newly proposed PhD in Health Education by the University of Cincinnati	
2004 – 2005	Kent State University, Health Education and Promotion <u>Search</u> <u>Committee Chair</u>	
2004 2005	Kent State University <u>Research Council Co-Chair</u> , Distinguished Scholar Award, 2005	
2004 – 2005	Kent State University, <u>Intercollegiate Athletics Advisory Committee</u>	
2003	Kent State University, Strategic Planning Committee	
2002 – 2004	Kent State University, ACHVE Department, Faculty Advisory Council	
2002 – 2004	Kent State University, College of Education. College Advisory Council	
2000 – present	Kent State University, ACHVE Department, <u>Undergraduate Standards and Appeals Committee</u>	

2000 – 2001	Kent State University, ACHVE Department, <u>Faculty Advisory Council</u>
2000 – 2001	Kent State University, College of Education. <u>College Advisory Council</u>
1997 - present	Kent State University, <u>Institutional Review Board</u> .
1992 - 2000	Kent State University, College of Education, <u>Computer Technologies</u> <u>Committee.</u>
1991 - 1992	Kent State University, College of Education <u>Teaching Leadership Consortium Steering Committee</u>
1991 - 1992	Kent State University, College of Education  Joint Partnership Advisory Council
1991 - 1992	Kent State University, College of Education <u>Assistant and Associate Deans Committee</u>
1989 - 1991,	Kent State University, College of Education <u>Faculty Advisory</u> <u>Committee</u>
1989 - 1991	Kent State University, College of Education <u>Undergraduate Council</u>
1989 - 1991	Kent State University, College of Education <u>Theory and Research in Instruction Committee</u>
1988 - 1991	Kent State University, AIDS Education Committee
1988 - 1992	Kent State University, College of Education <u>Teacher Education Council</u>
1986 - 1988	Ithaca College, School of Health, Physical Education, and Recreation Personnel Committee.
1986	Ithaca College, School of Health, Physical Education, and Recreation, Ithaca College, <u>Chair, Health Education Curriculum Review Committee</u> .
1985 - 1988	Ithaca College, School of Health, Physical Education, and Recreation, Ithaca College. <u>Curriculum Committee.</u>
1987 - 1988	Ithaca College, AIDS. Task Force.

# Professional Service

2007 Reviewer, Michael Smith Foundation for Health Research. Vancouver, British Columbia. Canada.

2006 – 2007	Principal Investigator, Conference support grant from the National Heart, Lung and Blood Institute on behalf of the American Academy of Health Behavior (AAHB) for the 2007 AAHB scientific conference in Savannah, Georgia.
2006 – 2007	Principal Investigator, Conference support grant from the Centers for Disease Control and Prevention on behalf of the American Academy of Health Behavior (AAHB) for the 2007 AAHB scientific conference in Savannah, Georgia.
2006 – present	Reviewer, <i>Preventive Medicine: An International Journal Devoted to Practice and Theory</i> , Society for Preventive Medicine.
2006 – present	Reviewer, <i>Journal of School Health</i> , American School Health Association.
2006 – 2007	Chair, Annual Scientific Conference for the American Academy of Health Behavior.
2005 – present	Chair, Abstract Reviews for the 2006 American Academy of Health Behavior annual meeting.
2005 – present	Reviewer, Journal of Alcohol and Drug Education
2005 - present	Reviewer, Journal of Adolescent Health, Society of Adolescent Medicine.
2005 – present	Reviewer, American Journal of Health Education. American Association for Health Education.
2004	Grant Reviewer, Ohio Tobacco Use Prevention and Control Foundation, Evaluation Contractor applications.
2003	Abstract Reviewer, Health Educators' Institute, Ohio. Annual Professional Meeting.
2000 – present	Editorial Board, <i>American Journal of Health Behavior</i> of the American Academy of Health Behavior.
2001 – present	Reviewer, <i>Health Promotion and Practice</i> of the Society for Public Health Education.
2002 – 2003	Member, <u>Planning Committee</u> , American Academy of Health Behavior Annual Scientific Conference.
1997 - 1999	Chair, <u>Cancer Control Committee</u> . American Cancer Society, Ohio Division.

1993-1999	Member, <u>Cancer Control Committee</u> . American Cancer Society, Ohio Division.
1994 - 2001	Member, <u>Board of Directors</u> , American Cancer Society, Ohio Division.
1993- 1997	Chair, <u>Comprehensive School Health Education CORE</u> . American Cancer Society, Ohio Division.
1997 - 1999	Chair, <u>Tobacco Control Committee</u> , American Cancer Society, Ohio Division.
1993	Member, Kent State University Team. Western College Health 2000: Preventing the Spread of AIDS. Chicago, Illinois.
1993	Member, Ohio Coalition for School Health Education.
1993	Representative of the American Cancer Society to attend the national workshop on coalition building sponsored by the National School Health Education Coalition. Washington, D.C.
1993	Adult Education Sub-Committee. Cleveland Health Education Museum.
1992 - 1996	Reviewer, Eta Sigma Gamma
1992 - 1995	Planning Committee Chair and Originator, <u>Kent State University Health Promotion Conference.</u>
1992 - 2000	American Cancer Society Task Force on <u>Comprehensive School Health Education</u> .
1992 - 1993	Chair, American Cancer Society Task Force, Workshop Planning Committee Comprehensive School Health Education Workshop.
1991 - 1998	Fellow, Consortium of Association for the Advancement of Health Education.
1991 - 1998	Charter Member and Secretary, <u>Ohio Association of University Health Educators</u> .
1990 - 1997	Reviewer, Wellness Perspectives
1990	Presider, Research Consortium. Annual national meeting of the Association for the Advancement of Health Education. New Orleans, Louisiana.
1989 - 1991	Board of Directors American School Health Association.

1989	Presider, Research Consortium Poster Session. Annual national meeting of the Association for the Advancement of Health Education. Boston, MA.
1989	Recorder, "Implications of Current Health Education Research. Annual meeting of the Association for the Advancement of Health Education. Boston, MA.
1988 - 1998	Reviewer, Research Abstracts of the Research Consortium of the American Alliance for Health, Physical Education, Recreation, and Dance.
1988 - 2000	Reviewer, Journal of Health Education.
1988 - 1990	Chair, School Health Instruction and Curriculum Council, American School Health Association.
1988 - 1995	Research Consortium Member, American Alliance for Health, Physical Education, Recreation and Dance.
1988 - 1992	Member, Publications Committee , Research Consortium American Alliance for Health, Physical Education, Recreation and Dance.
1987 - 1988	Vice Chair, School Health Education Study Committee American School Health Association.
1991	Nominated, Board of Directors Association for the Advancement of Health Education
1991  Public Service	·
	·
Public Service	Health Education
Public Service 1990 - 2000	Health Education  Speaker, American Cancer Society, Portage County Unit.  Member, Youth Education Committee American Cancer Society, Ohio
Public Service 1990 - 2000 1988 - 1990	Health Education  Speaker, American Cancer Society, Portage County Unit.  Member, Youth Education Committee American Cancer Society, Ohio Division, Inc.
Public Service 1990 - 2000 1988 - 1990 1985 - 1988	Health Education  Speaker, American Cancer Society, Portage County Unit.  Member, Youth Education Committee American Cancer Society, Ohio Division, Inc.  Board of Director, American Lung Association of Central New York.  Board of Directors, American Cancer Society Tompkins County Unit,
Public Service 1990 - 2000 1988 - 1990 1985 - 1988 1985 - 1988	Speaker, American Cancer Society, Portage County Unit.  Member, Youth Education Committee American Cancer Society, Ohio Division, Inc.  Board of Director, American Lung Association of Central New York.  Board of Directors, American Cancer Society Tompkins County Unit, Ithaca, New York.  Chair, Public Education Committee, American Cancer Society,

# AWARDS/RECOGNITION

2004 - 2005	Ohio Public Health Leadership Institute participant. Jointly sponsored by the Ohio Department of Health and the Ohio Public Health Association.
2003	Who's Who in Education. Academic Keys, LLC.
2002	Outstanding Contributor to the Six District Educational Compact for student substance use surveillance (SAMS). Districts include Hudson, Stow, Cuyahoga Falls, Woodridge, Kent and Tallmadge.
2002	Outstanding Mentor, Graduate Student Award. Kent State University
2001	Outstanding Member, New Student Orientation. Kent State University
2000 – 2001	Public Health Education Leadership Institute. Jointly sponsored by the Centers for Disease Control and Prevention and Society for Public Health Education.
1994	"Ruby Lifesaver Award Winner." presented annually by the American Cancer Society, Ohio Division, Inc. to a volunteer for who exemplifies outstanding achievement. Awarded each year to one volunteer from across the state. I was fortunate enough to be selected from 88 applicants for my work in public education.
1992-1993	Who's Who in American Education. The National Reference Institute. Wilmette, Illinois
1991	Burton Gorman Teacher Impact Award Winner. Kent State University, College and Graduate School of Education,
1991	Research Fellow, Association for the Advancement of Health Education.

## References:

Lawrence W. Green, DrPH, DSc(Hon), FAAHB
Adjunct Professor
Department of Epidemiology and Biostatistics
Co-Director, Society, Diversity and Disparities Program
School of Medicine and Comprehensive Cancer Center
China Basin Landing, Mission Bay Campus
San Francisco, CA 94143-0981
415/205-6615
lwgreen@comcast.net

Dennis L. Thombs, PhD, FAAHB Associate Professor Department of Behavioral Science and Community Health College of Public Health and Health Professions HPNP Building (0212) - Room 4162 University of Florida Gainesville, FL 32610-0175 tel: (352) 273-6088

fax: (352) 273-6048 dthombs@phhp.ufl.edu

Marcia Rubin, Ph.D. MPH Director, Research & Sponsored Programs The American School Health Association 7263 State Route 43 / P.O. Box 708 Kent, OH 44240 T: 330/678-1601 x 129

F: 330/678-4526 mrubin@ashaweb.org

## John A. Staley III, PhD

## 4938 Stephens Lane Durham, North Carolina 27712

Cell: (919) 632-3096 Home: (919) 768-1573 Email: john\_staley@unc.edu

Health policy and health services consultant and scholar, with over fifteen years experience as a practitioner, workplace health researcher, and instructor. Have extensive knowledge of health and safety management, health services research, and advanced statistical methods, and have collaborated with practitioners and researchers on multiple health and safety projects.

## Education: UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

Ph.D. in Health Policy and Administration and Health Services Research May 2008

Minor: Political Science

Dissertation: The Determinants of Firefighter Physical Fitness: An Inductive Inquiry into

Firefighting Culture and Coronary Risk Salience

## **EAST CAROLINA UNIVERSITY**

Master of Science in Environmental Health May 1997 Concentration: Occupational Health and Safety

Bachelor of Science in Environmental Health May 1992

Concentration: Public Health

## **Professional and Teaching Experience:**

#### 06/2009 - Present

**ADJUNCT FACULTY INSTRUCTOR,** University of North Carolina at Chapel Hill, Department of Health Policy and Management, Gillings School of Global Public Health, Chapel Hill, NC

- Instruct health care and emergency management professional students (i.e., Hospital CEOs, physicians, nurses, firefighters, emergency managers) cost benefit analytic methods regarding disaster programs; instruct graduate students in community and public health security-disasters, terrorism, and emergency management systems
- Actively developing a financial management course for executive health care administration graduate students in the UNC Gillings School of Public Health

#### 09/1999 - Present

HEALTH AND SAFETY CONSULTANT, Staley Consulting Services, Durham, NC

- Taught workshops on occupational health, safety, and injury reduction to construction and general industry based on my licenses for handling hazardous substances such as hazardous waste operations and emergency response, asbestos, lead, and other hazards
- Conducted job hazard assessments and developed subsequent training for clients
- Managed environmental projects involving hazardous substances, such as asbestos, lead, and other hazards
- Direct health and safety preparedness workshops to nurses, physicians and other healthcare personnel; including the following roles:
  - Pandemic Facilitator, North Carolina Nursing Association Annual Conference, Greensboro, NC, October 2007
  - o **Instructor**, "Crisis and Risk Communication and Management Seminar", in the Public Health Leadership Program, spring 2006 UNC School of Public Health
  - o Pandemic Facilitator, Pandemic flu exercise, Duke Medical School, fall 2005

#### 05/2008 - 05/2009

**POSTDOCTORAL FELLOW**, University of North Carolina at Chapel Hill Injury Prevention Research Center, Chapel Hill, NC

- Performed as Principal Investigator- "Get Firefighters Moving" Competition Behavioral Intervention Study in which I developed and implemented an occupational health program intervention to improve physical fitness, decrease adverse cardiac and injury outcomes, and improve health care utilization and operational readiness in firefighters
- Developing and conducting research on occupational injury and violence prevention, with emphasis on stress, PTSD, and substance abuse as it applies to firefighter health and safety; Also examining youth workforce safety, workplace stress, child maltreatment, and domestic violence outcomes
- Served as Investigator on the Ontario Neurotrauma Foundation Parents and Working Teens Labor Safety Study, examining occupational health and safety practices of working teens
- Create large research proposals, including co-writing an \$841,000 adolescent worker safety project and \$979,000 FEMA project on firefighter health and safety
- Conduct analysis of original and secondary data sets using the quantitative software packages SAS and STATA, and qualitative software Atlas.ti

#### 01/2003 - 05/2009

**INSTRUCTOR & TEACHING ASSISTANT** Certificate Program in Community Preparedness and Disaster Management, Gillings School of Global Public Health, UNC-Chapel Hill

- Instruct health care, military, and emergency management professional students how to apply cost benefit/effectiveness analysis to community related disaster programs and issues
- Facilitate four course distance learning certificate program consisting of six modules each; includes community and public health security, natural and manmade disasters, and emergency management and military systems. Includes extensive instruction on emergency planning and implementation, and analytic methods
- Planned and managed logistical issues for Hospital CEOs, physicians, nurses, military, and emergency management students; includes the Certified Emergency Manager program.

#### 02/2006 - 01/2007

STATE INSTRUCTOR, State Animal Response Team of North Carolina (SART), Raleigh, NC

- Provided instruction and development of national programs and training of multi-state local animal disaster response and recovery teams based on the North Carolina SART
- Acted as Assistant to the Executive Director for National Programs

#### 07/1994 - 07/2002

ENVIRONMENTAL SPECIALIST, Pitt County Board of Education, Greenville, NC

- Instituted a comprehensive environmental/safety program for the entire school system, collaborating with community leaders and civic groups to address hazardous waste operations, lead, asbestos, pesticide use, wastewater, and indoor air quality concerns
- Created system wide educational program on environmental, health, and safety issues; included blood-borne precautions/injury, lead, asbestos, radon, indoor air quality, hazard communication, respirator fit and safety, electrical safety (lock out/tag out), and others
- Created a hazard assessment program for system; resulted in job specific training program for employees and task guidelines for supervisors, thereby reducing loss work time and worker's compensation claims

- Spearheaded underground storage tank removal program resulting in over \$200,000 costs savings for site delineation and remediation of groundwater/soil contamination
- Created and managed \$150,000 budget for the environmental health and safety program

#### 05-08/1992 and 1993

**INTERN,** Environmental Engineering/Safety Department, Glaxo-Wellcome, Inc., Research Triangle Park, NC

- Conducted industrial hygiene and environmental monitoring of GW laboratories; performed engineering computer programming for environmental impact studies for the GW campuses
- Inspected and tested for radiation contamination in laboratories throughout the GW campuses

#### 01/1993 - 05/1994

**TEACHING ASSISTANT,** Department of Environmental Health, East Carolina University, Greenville, NC

 Taught workplace industrial hygiene, industrial wastewater technology, and microbiology laboratories to undergraduate students during spring and fall semesters

#### **Presentations and Lectures:**

#### Oral

Staley JA, "Fire Service Culture, Physical Fitness, and Injury", UNC Injury Prevention Research Center (IPRC) Exchange. Chapel Hill, North Carolina. 2008

#### Oral

Staley JA, "Firefighter Fitness Culture, Heart Attack Salience, and Workplace Health Promotion: Issues for Operational Readiness and Beyond", Centers for Disease Control and Prevention Education and Resource Centers' Regional Symposium on Hazardous Substances Management & Disaster Preparedness; invited to present research and participate as member of panel discussion on responder preparedness and social marketing interventions. Pensacola, Florida. 2008

#### Oral

Staley JA, "Firefighter Fitness Culture: Understanding the Issue of Workplace Fitness and Heart Attack Salience in Firefighters"; North Carolina Emergency Management Association's Fall Conference, Atlantic Beach, North Carolina. 2007

#### Oral

Staley JA, "Disaster Preparedness for North Carolina Nurses: Taking Preparation to the Next Level"; North Carolina Nursing Association Annual Conference, Greensboro, North Carolina. 2007

#### **Poster**

Staley JA "Understanding Fitness Culture and the Issue of Health Promotion and Heart Attack Salience in Firefighters"; North Carolina Public Health Association's Annual Conference, 2007

#### Oral

Staley JA, "Firefighter Fitness Culture: Understanding the Issue of Workplace Fitness and Heart Attack Salience in Firefighters"; WorkLife 2007 Symposium, National Institute for Occupational Safety and Health, Bethesda, Maryland. 2007

#### **Web Cast Lecture**

Staley JA, "Firefighter Physical Fitness: An Inductive Inquiry into Firefighter Culture and Worksite Health Promotion"; the National Occupational Research Agenda (NORA) Interdisciplinary Seminar, University of North Carolina, School of Public Health. November 2006

#### Oral

Staley JA, "Effectiveness of prevention/ control intervention on work-related asthma: Implications for Health Services Research"; the American Public Health Association's 131<sup>st</sup> Annual Meeting and Exposition, San Francisco, California. 2003

#### Oral

Staley JA, "Hurricane Floyd and Disaster Response: Perspectives of a Disaster Worker"; the Biannual Session of the University of North Carolina at Chapel Hill School of Public Health, Community Preparedness and Disaster Management Program. 2003

#### Research:

**UNC Injury Prevention Research Center: Preparedness of restaurant employers' to provide emergency medical services to injured adolescent workers**. Awarded June 2009. Co-Investigator. The purpose of this study is to determine the current policies and procedures restaurant employers have in place with regard to providing first aid and emergency medical services for injured workers under age 18, as well as the facilitators and barriers to providing adequate first aid and emergency medical treatment to teen workers. Facilitating focus groups, conducting analysis, and co-authoring papers. Grant total: \$15,000.

**UNC Injury Prevention Research Center: Ontario, Canada Parent and Working Teen Household Survey.** May 2008 to May 2009. Postdoctoral Investigator. The purpose of the Ontario Parent and Working Teen Household Survey (Parent and Teen) was to collect data which would help develop recommendations for policy, educational, and training interventions to improve the safety of Canadian youth in the workplace. Conducting data analysis and coauthoring papers for submission to appropriate peer review journals. Grant total: Not available

UNC Injury Prevention Research Center: Organizational Policies and Practices of Restaurants and Groceries Employing Teenagers- A Statewide Study of Managers. 2009. Co-Investigator. Purpose is to study how organizational policies and practices impact health, safety, and injury outcomes in teenage workers in restaurants and groceries. Currently under review. Grant total: \$841,707.

Federal Emergency Management Agency (FEMA) Assistance to Firefighters Grant Program, Research and Development. 2009. Co-principal investigator. Multidisciplinary study to develop and test health and safety technology that will monitor biomarkers, environmental conditions, injuries, and improve breathable air usage during a response event. Currently under review. Grant total: \$979,114

**FEMA** Assistance to Firefighters Grant Program, Research and Development Peer Review Team Member. Maryland, 2008. Member of expert research panel peer review team that evaluated research and development grant proposals regarding firefighter fitness, health, safety, and overall wellness, as part of FEMA's multi-million dollar effort to improve the health and overall readiness of our nation's firefighters. Invited to participate annually as a member of the panel's peer review team.

North Carolina Occupational Safety and Health Education and Research Center, Pilot Research Study. Testing Competition as an Incentive to Firefighter Fitness. 2007 to present. Principal Investigator. Translational research study with full time firefighters based on the results of dissertation research findings; developed and implemented team-based competition intervention to reduce cardiac and injury outcomes, and improve physical fitness and operational readiness. Grant Total: \$15,000

#### Honors:

## Graduate Education Advancement Board (GEAB) Impact Award

Sponsored by the UNC Graduate School's external advancement board of private citizens, the GEAB Impact Award recognizes outstanding graduate student research of particular benefit to North Carolina citizens. 2007

## Alpha Epsilon Lambda

The National Academic Honor Society for Graduate and Professional Students Award is based on leadership, scholarship, intellectual development, ethical behavior, and contributions to the University of North Carolina at Chapel Hill. 2006

## University of North Carolina Doctoral Hooding Ceremony Ambassador

Honor given for academic honors; assisted with hooding activities for graduating doctoral students, UNC Memorial Auditorium. 2006

## Harry T. Phillips Award

Award is given for outstanding teaching by a doctoral student at the University of North Carolina at Chapel Hill. 2005

## National Institute for Occupational Safety and Health Traineeship

One of two students awarded traineeship to study occupational health services research at the University of North Carolina at Chapel Hill. 2002

#### **Epsilon Nu Eta**

The National Environmental Honor Society Induction recognizes excellence in the environmental health profession. 1998

## National Institute for Occupational Safety and Health Stipend Award

Award recognizes academic performance and research in industrial hygiene. 1993

#### **Refereed Publications:**

**Staley JA**. "Get Firefighters Moving": Marketing a Physical Fitness Intervention to Reduce Sudden Cardiac Death Risk in Full-Time Firefighters. 2009. *Social Marketing Quarterly*. Currently in press.

**Staley JA**, Zelman WZ, Porto JE, Paul JE, Havala Hobbs S, Ellis LE, Kane LE. Preparedness Roles for Health Policy and Management Departments. 2009. Journal *of Health Administration Education*. Currently under review.

Lewko J, Runyan CR, **Staley JA**, Lynne-Tremblay C, Boychuck S. Safety of Young Workers in Ontario. *Canadian Journal of Public Health*. Currently under review.

**Staley JA,** Weiner B, Linnan L. The Culture of Fitness within the Fire Service. Understanding the link between low Workplace Fitness Program Participation, Fitness Level, and Coronary Heart Disease Risk. *American Journal of Health Behavior*. Will submit June 2009.

Runyan CR, **Staley JA**, Lewko J. Attitudes and Beliefs of the Parents of Working Ontario Teenagers About the Risks of Work to Their Children. *Canadian Journal of Public Health*. Will submit July 2009.

**Staley JA**. Evaluation of the Effectiveness of the 1994 Personal Protective Equipment Standard in Occupational Health and Safety. 1997. East Carolina University.

**Staley JA**. The Determinants of Firefighter Physical Fitness: An inductive inquiry into firefighter culture and coronary risk salience. 2008. *The University of North Carolina at Chapel Hill*.

#### Non-refereed Publications:

**Staley, JA**. *Pitt County Schools Custodial Environmental Safety Manual*. 1999. Pitt County Schools Facility Services.

**Staley JA**. *Pitt County Schools Facility Services Safety Manual*. 1998. Pitt County Schools Facility Services.

**Staley JA.** What you should know about: Lead in Your Drinking Water. 1994. Pitt County Schools.

#### **University and Community Service:**

## 10/2005 - Present

**MEMBER,** Committee on Educational Excellence and Innovation, Department of Health Policy Management, UNC Gillings School of Global Public Health

• Served in co-leadership role towards the creation of educational goals for the department

#### 2000 - 2002

BOARD MEMBER, Board of Directors, Mediation Center of Eastern Carolina

- Provided oversight into community based conflict resolution and other mediation services
- Developed strategic community planning and goals for the center

## 1998-2002

## **EMERGENCY OPERATIONS LIAISON**, American Red Cross

- Acted as the Red Cross liaison to connect county government, community and disaster agencies during critical emergency events
- Directed transportation of products, goods, and services during local disasters

## **Technical Skills:**

STATA Quantitative Analysis Software Atlas.ti Qualitative Analysis Software Survey Development/Design Microsoft Word, Excel, and PowerPoint

## **Professional Affiliations:**

Society for Advancement of Violence and Injury Research National Postdoctoral Association AcademyHealth North Carolina Public Health Association

References available upon request

## Maggie Stedman-Smith, Ph.D., M.P.H., M.S., R.N.

Kent State University, College of Public Health PO Box 5190, Kent, Ohio 44242 330-672-6510 Email: mstedman@kent.edu

#### **EDUCATION**

# University of Minnesota School of Public Health / Division of Environmental Health Sciences, Minneapolis, MN

Doctor of Philosophy in Environmental Health: Subspecialty, Occupational and Environmental Health
Nursing. Minor: Agricultural Safety & Health

November, 2008

# University of Minnesota School of Public Health / University of Minnesota Graduate School, Minneapolis, MN

Master of Public Health in Environmental Health: Subspecialty, Occupational and Environmental Health
Nursing

December, 2004
Master of Science in Nursing, major in Public Health Nursing

December, 2004

## College of St. Catherine, St. Paul, MN

Bachelor of Arts: Communications 1988

## Inver Hills Community College, Inver Grove Heights, MN

Associate of Arts Degree: Nursing 1979

#### ACADEMIC AND RESEARCH EXPERTISE: OCCUPATIONAL & ENVIRONMENTAL HEALTH

- Health disparities research in diverse subcultures
  - Native American populations
  - Rural agricultural populations
  - New American immigrants
- Agricultural health & safety
  - Protective work practices for pesticide application on family farms
  - Pesticide pathways to exposure in children
- Community- based participatory research
  - Collaboration with diverse stakeholders and vulnerable populations
- Distance learning over the Internet
- Environmental health & nursing
- Risk perception, risk communication, and environmental justice

#### RESEARCH AWARD and DISSERTATION

**Award:** One of two recipients in the nation to be awarded a 2007 Fellowship in Environmental Health Promotion by the Society of Public Health Education (SOPHE) & the United States Agency for Toxic Substances and Disease Registry (ATSDR) to conduct dissertation research.

**Dissertation:** Documenting Perceptions about Pesticides and Other Environmental Exposures with Photovoice: Mothers' Concerns for their Children.

**Joint Masters Thesis for MS / MPH dual degrees:** Environmental Health and Nursing: Piloting a Technology-Enhanced Distance Learning Module. Primary research through a pilot study on the efficacy of a national online module to impart knowledge and competencies in environmental health as designated by the Institute of Medicine (supported partially through a grant from Health Research Services Agency [HRSA]).

#### ACADEMIC FUNDING

#### 2004-2005 Academic Year

United States Department of Health and Human Services, United States Public Health Services. Student Traineeship in Occupational Health Nursing / National Institute of Occupational Safety and Health (NIOSH) / Public Health Services serial identification number: 510-422-11 (tuition and stipend support)

Award: \$34,899

#### 2005-2006 Academic Year

United States Department of Health and Human Services, United States Public Health Services. Student Traineeship in Occupational Health Nursing / National Institute of Occupational Safety and Health (NIOSH) / Public Health Services serial identification number: 0H008434-01 (tuition and stipend support).

Award: \$25,161

#### 2006-2007 Academic Year

United States Department of Health and Human Services, United States Public Health Services. Student Traineeship in Agricultural Safety and Health / National Institute of Occupational Safety and Health (NIOSH) / Public Health Services serial identification number: 0H008434-02 (tuition and stipend support).

Award: \$41,712

## 2007 Academic Year (July - August)

Louise Hulton Endowment Fund. Division of Environmental Health Sciences, School of Public Health, University of Minnesota (general student support).

Award: \$2,500

#### 2007 Academic Year (July – December)

Society of Public Health Education (SOPHE) / United States Agency for Toxic Substances and Disease Registry (ATSDR) graduate fellowship in environmental health promotion. **Award: \$1,500** 

#### 2007-2008 Academic Year

Graduate School Block Grant, Division of Environmental Health Sciences, School of Public Health, University of Minnesota (tuition and Health Insurance Support).

Award: \$7,319

## **COMMUNITY RESEARCH**

#### February 2008 - February 2009

**Co-Principle Investigator / Consultant,** St. Croix County Department of Health & Human Services (DHHS) / Public Health, New Richmond, Wisconsin:

- Led a qualitative community-based participatory research study as part of the St. Croix County community health improvement process; used Photovoice as a method for mothers raising children to document their perceptions of community health needs, assets, and personal concerns. Responsibilities involved: consulting, facilitating and collaborating with team members in planning, implementing, analyzing and disseminating initial findings. Included writing materials for displays and directing the organization of photos, quotes, and research for a community gallery show at the Phipps Center for the Arts in Hudson, Wisconsin. Author of final report to St. Croix County DHHS Public Health on the methods, findings, and recommendations for this research.
- Research partners were professionals from St. Croix County DHHS / Public Health, Hudson Hospital, and the Wisconsin Area Health Education Center (AHEC) at the University of Wisconsin-Madison. Citizen participants consisted of women raising children in St. Croix County from three distinct groups: Hispanic mothers who do not speak English; Caucasian mothers of predominantly low-income strata who have had pre-term births; and mothers concerned about healthy eating and active living for their children. This research was approved and conducted in accordance with the Institutional Review Board at the University of Wisconsin-Madison.

#### INSTRUCTOR: ETHICAL ISSUES IN UNIVERSITY-COMMUNITY COLLABORATION

#### August 6, 2009

Developed curricula and co-taught a 90 minute training seminar, "Research Ethics in University-Community Collaborations: Highlights from the Community-Based Participatory Model". The workshop provided continuing education approved by the University of Minnesota Institutional Review Board for the conduct of responsible research and was attended by 60 principle investigators and faculty. Funding was awarded through a \$3500 grant by the University of Minnesota Office of the Vice President, "Fostering Integrity in Research Scholarship and Teaching Programs (FIRST)." The event was sponsored by the University of Minnesota Regional Sustainable Development Partnerships.

#### **CONTINUING EDUCATION MODULE**

#### January 2009

**Co-Author, Education Module for Licensed Pesticide Applicators in Minnesota,** University of Minnesota School of Public Health, Division of Environmental Health Sciences, Minneapolis, MN:

Developed an online module, "Documenting Mothers' Perceptions about Pesticide Exposures" with Professor Patricia McGovern. The module has been integrated as curriculum by University of Minnesota Agricultural Extension educators into continuing education workshops for licensed pesticide applicators. Attendance at these workshops is mandatory for pesticide license recertification in the State of Minnesota.

#### **ACADEMIC EXPERIENCE**

#### July 2007- May 2008

**Research Assistant, (RA),** University of Minnesota, School of Public Health, Division of Environmental Sciences, Minneapolis, MN:

- Member of a community-based participatory research (CBPR) team that conducted a public health needs assessment using Photovoice methodology. Primary investigator, Dr. Kathryn Draeger; lead investigator, Dr. Pat McGovern
- Planned and implemented six Photovoice workshops with local stakeholders and three diverse groups of mothers in the Red River Valley of Minnesota. Data collection, May - July 2007
- Dissertation research under the guidance of Professor Pat McGovern involved performing a secondary analysis of this data for deeper themes and meanings from the shared cultural perspective of each group, along with formative and summative evaluation of the research partnership from the perspectives of the co-researchers and the mothers.

## September 2006 - June 2007

**Research Assistant, (RA),** University of Minnesota, School of Public Health, Division of Environmental Health Sciences, Minneapolis, MN:

- Conducted secondary analysis on data from the Farm Family Exposure Study using SAS programming under the direction of Dr. Bruce Alexander, occupational and environmental epidemiologist
- Analyzed associations between work practices of pesticide applicators (fathers) on family farms with exposure levels as measured in 24-hour urine specimens
- Analyzed the determinants of pesticide applicators (fathers) on family farms that use protective work practices.

#### January 2005 - June 2006

**Research Assistant (RA),** University of Minnesota, School of Public Health, Division of Environmental Health Sciences, Minneapolis, MN:

- Team member of a study for the Prairie Island Dakota Sioux Indian Community of Minnesota living near a nuclear power plant and high voltage power lines
- Conducted extensive literature review on health effects of low-level ionizing radiation emissions and residential electromagnetic field energy

- Co-moderated focus groups with tribal elders, adults, and youth with Dr. Pat McGovern
- Performed data analysis and co-authored the project's final report
- Participated in meetings with tribal liaisons, tribal members, and the research team for collaborative design and implementation of the project, as well as presentation of findings.

#### March 2004 - May 2004

**Research Assistant (RA),** University of Minnesota, School of Public Health, Division of Environmental Health Sciences, Minneapolis, MN:

- Conducted research under the guidance of Dr. Pat McGovern for division core course, Environmental & Occupational Policy, Public Health 6105
- Produced a two-hour online module from a face-to-face lecture given by a professor of industrial hygiene.

## June 2003 - August 2003

*Intern, Risk Communication & Environmental Justice, Minnesota Department of Health / Division of Environmental Health, Minneapolis, MN:* 

- Participated in health risk communication with tribal and community members related to citizen
  concerns of adverse health effects from dioxin associated with the St. Regis Superfund Site in
  Cass Lake, MN. Involved the integration of scientific research, cultural knowledge, and
  application of successful principles of health risk communication
- Researched risk factors for birth defects per citizen request and presented this information at an informal community meeting
- Revised a health risk communication publication for citizens of MN concerned about the association between environmental exposures and cancer
- Researched and wrote sections in response to focus group survey results to increase citizen
  information about: environmental substances associated with cancer; interpreting information
  related to environmental substances associated with cancer; approaches to lowering risks of
  exposure from environmental agents; and locating resources related to cancer and the
  environment.

## January 2002- May 2002

**Research Assistant (RA),** University of MN, School of Public Health, Division of Environmental Health, Minneapolis, MN:

 Member of a virtual support team that produced a national nursing & environmental health on-line module, *Introduction to Environmental Health* and *Nursing* for nurses and allied health professionals.

#### **TEACHING EXPERIENCE**

#### May 2003

**Teaching Assistant (TA),** University of Minnesota, School of Public Health, Division of Environmental Health Sciences, Minneapolis, MN:

- TA for the division core course, Environmental & Occupational Health Policy, Public Health, 6105
- Tutored graduate students of multiple ethnicities who had difficulty with English as a second language, with required written assignments.

#### May 2001- December 2001

**Teaching Assistant (TA),** University of MN, School of Public Health, Division of Environmental & Occupational Health, Minneapolis, MN:

- TA for Debra Olson, Associate Dean for Public Health Practice Education for two web-based courses, including three course sections: "Issues in Environmental & Occupational Health" 5201, graduate students, and 3201, undergraduate students
- Monitored and responded to on-line discussions
- Developed, administered, and graded mid-term and final exams for 3201

•	Graded final research papers for	r 5201, responde	ed to student o	online difficulties,	researched	and
	up-dated course web content.					

#### **POSTER PRESENTATIONS**

- Predicting Pesticide Exposure from Usual Work Practices Among Farmers Applying 2,4-D in the Farm Family Exposure Study, Annual National Occupational Research Agenda (NORA) Symposium, Minneapolis, MN, May 2009.
- Prairie Island Phase I feasibility Study: Listening to the Tribe-Using Focus Groups to Hear the Environmental Health Concerns of the Mdewakanton Dakota Sioux Community Living Near a Nuclear Plant. American Association for Occupational Health Nursing
- Symposium, Albuquerque, New Mexico, May 2006.
- Environmental Health and Nursing: Piloting a Technology-Enhanced Distance Learning Module. American Association for Occupational Health Nursing Symposium, Minneapolis, MN, May 2005.

#### **ORAL PRESENTATIONS / GUEST LECTURES**

Expanding the Movement: Power in Unity for Tobacco Control 2009 Priority Populations Conference, sponsored by Blue Cross Blue Shield of Minnesota, Clearway Minnesota, Minnesota Department of Health, Minnesota Public Health Association, and the Asian Pacific Partners for Empowerment, Advocacy and Leadership, in Bloomington, Minnesota (May 28, 2009):

 Presented Photovoice as conducted in the Red River Basin of the North as an innovative community- based participatory methodology and applications of Photovoice research as a strategy for tobacco control.

Fifty-eighth Annual Meeting of the Society for Public Health Education (SOPHE): Partnerships to Achieve Health Equity, sponsored by SOPHE, the United States Centers for Disease Control's Racial and Ethnic Approaches to Community Health (REACH) Program, and Eta Sigma Gamma, in Alexandria, Virginia (November 3, 2007):

 Presented Photovoice research methods and findings from the perspective of shared similarities and differences among participants of three cultural groups in one rural agricultural region.

Gates Millennium Scholars Program event: *The Graduate Studies Institute: Pathways to Professions in Public Health* (September, 8, 2007). This seminar connected Gates undergraduate scholars from communities of color residing in the Midwest with faculty from the University of Minnesota, School of Public Health for recruitment to graduate education:

Presented Photovoice as a Public Health Needs Assessment in the Red River Valley as an
innovative community participatory methodology, and discussed the major findings for
community needs of the mothers from the perspective of a future multi-disciplinary public health
intervention.

Community- Based Participatory Research, Topics in Public Health 7201 University of Minnesota, Center for Public Health Education & Outreach (May, 2007):

• Presented dissertation research proposal, and discussed experience with planning and implementation related to issues in community- based participatory research.

Reproductive and Perinatal Health, Public Health 6605, University of Minnesota, School of Public Health, Division of Maternal Child Health Epidemiology (March, 2007):

Presented research proposal for dissertation using Photovoice as a public health needs
assessment in the Red River Valley of Minnesota, included a review of current epidemiological
literature related to adverse effects from pesticide exposure in the arenas of reproductive
impacts and childhood cancer.

Population- Based Public Health Nursing, Nursing 4322, University of Minnesota, School of Nursing (November, 2005):

- Participated as an environmental health guest expert on a panel that explored the topic of lead exposure in children
- Presented principles of risk perception and risk communication pertaining to research and professional opportunities in public health nursing.

#### **PUBLICATION**

Olson, D.K., **Stedman-Smith, M**., & Fredrickson, A. (2005). Environmental health and nursing: Piloting a technology-enhanced distance learning module. *AAOHN Journal*, 53(8): 353-359.

#### **CLINICAL EXPERIENCE**

#### May 1984- March 2004

Registered Nurse, Methodist Hospital Family Birth Center, Minneapolis, MN.

Cared for women and families of diversity in a large metropolitan family birth center, including Somali, Hmong, and Hispanic immigrants in the following clinical specialties: labor & delivery, postpartum,

newborn care, high-risk ante-partum, obstetrical urgent care, and obstetrical post anesthesia recovery. Teaching experience involved:

- Licensed Early Parenting Educator, Minnesota State Vocational Association (March, 1990-June 1992); taught and developed curricula for pre-natal education classes to expectant parents with average course sizes of 60 adults.
- Certified Instructor for Association for Women's Health Obstetrical & Neonatal Nursing
   (AWHONN) Fetal Monitoring Principles and Practice Workshop (1996-2000); team taught
   workshops to staff nurses in-house and to the larger community on a quarterly basis. Included
   monitor strip interpretation, understanding related fetal physiology, appropriate nursing
   interventions, and performance of the Leopold's maneuver.
- Clinical Resource Nurse (1990-2001); oriented newly hired staff, and cross-trained staff in labor and delivery.
- National Certification in Inpatient Obstetrics, National Certification Corporation (June, 1996- June 2007).
- Chair, Closed Unit Committee (1990-2001). Chaired a committee of staff nurses and managers to change unit functioning from an open unit in which nurse floated to other stations to an autonomously staffed closed obstetrics unit, utilizing an on-call system. Included:
  - Designed, administered and interpreted surveys for staff
  - Wrote the closed unit operational proposal
  - Chaired quarterly meetings to trouble-shoot staffing issues
  - Liaison between staff, union officials, and management with regard to closed-unit operational issues
  - Wrote internal communication documents pertaining to operational issues.

#### June 1983 - December 1983

Registered Nurse, University of Minnesota Hospital, Minneapolis, Minnesota:

• Staff nurse in a family birthing center. Cared for women and families in the following specialties, labor & delivery, postpartum, newborn care, high-risk ante-partum, as well as surgical and post anesthesia when scrubbing and circulating during surgery, and recovering patients from anesthesia after cesarean births.

#### April 1982 - April 1983

Registered Nurse, University of Iowa Hospital, Iowa City, Iowa:

Staff Nurse, post-partum. Patient education involved breast feeding, discussion of physiological changes during the four to six week postpartum period.

#### June 1979 - April 1982

Registered Nurse, Mount Sinai Hospital, Minneapolis, Minnesota:

- Staff Nurse in a combination post-coronary care step-down, and endocrinology unit
- Cared for open heart surgical patients after discharge from intensive coronary care
- Trained in coronary care to read cardiac monitors and treat abnormal rhythms
- Participated in interdisciplinary discharge planning conferences with family members, physicians, social workers and physical therapists

- Conducted bedside patient education related to managing heart disease, and type II diabetes
- Participated in separate family support sessions with social workers for clients and family members of both cardiac patients and type II diabetics.

## **PROFESSIONAL AFFILIATIONS**

- American Association for Occupational Health Nurses
- Sigma Theta Tau International Nurses Honor Society
- Society for Public Health Education

## TOMAS TAMULIS, Ph.D., M.S.

Director, Global Health and Population Studies Program
Office of Public Health Studies/ Dept of Public Health Sciences
University of Hawaii John A. Burns School of Medicine
Email: tamulis@hawaii.edu

## **CURRICULUM VITAE**

SURNAME: Tamulis NAME: Tomas MARITAL STATUS: Married

**DATE OF BIRTH:** September 15, 1973 **CITIZENSHIP:** Lithuanian/ EU

U.S. Permanent Resident

**HOME ADDRESS** 

3029 Lowrey Ave, Apt O-2206 Honolulu, Hawaii 96822 -1800

Ph.: 808 393 8554

**OFFICE ADDRESS** 

1960 East-West Rd. Biomed D104AB Honolulu, Hawaii 96822-2300

Ph.: 808 956 5745; Fax: 808 956 5818

**EDUCATION** 

2001-2005 **Ph.D., Public Health** (Specialization: Environmental Health & Environmental

Epidemiology), Department of Environmental and Occupational Health, College of

Public Health, University of South Florida, Tampa, Florida;

1997-1999 M.S., Environmental Sciences, Department of Environmental Sciences, College of

Natural Sciences, Vytautas Magnus University, Kaunas, Lithuania;

1991-1997 **B.S., Environmental Engineering**, Department of Environmental Engineering,

College of Chemical Engineering, Kaunas University of Technology, Kaunas,

Lithuania;

POSTGRADUATE EDUCATION

2000 **Visiting Scientist**, Division of Epidemiology, Department of Clinical Medicine and

Public Health, Umeå University School of Medicine, Umeå, Sweden;

1999 **Visiting Scientist,** Center for Sustainable Development and the Environment, Oslo

University, Oslo, Norway;

1999 Visiting Scientist, Environmental Chemistry Section, Environmental Protection,

Policy and Marketing International Summer School, Umeå University, Umeå,

Sweden:

**FACULTY APPOINTMENTS** 

2007-present Assistant Professor of Epidemiology and Environmental Health, Department of

Public Health Sciences, John A. Burns School of Medicine, University of Hawaii,

Honolulu, HI

Principal Faculty Position/ Graduate Courses in Environmental Determinants of

Health, Global Health and Environmental Epidemiology;

2008-present Adjunct Professor of Public Health, Department of Health Sciences, Kaplan

University, Kaplan High Education, Kaplan, Inc., New York City, NY

Adjunct Online Faculty Position/ Graduate Distance Education Courses in Public Health, Epidemiology and Environmental Health;

2008-present Honorary Faculty, Institute of Public Health Sciences, Vilnius University School of Medicine, Vilnius, Lithuania/EU

> Adjunct Honorary Faculty Position/ Intensive Graduate Courses in Global Health and Research Methods;

2008-present Graduate Faculty, Disaster Management and Humanitarian Assistance Program,

Department of Urban and Regional Planning, University of Hawaii at Manoa,

Honolulu, HI

Adjunct Graduate Faculty of the Graduate Certificate Program in Disaster Management and Humanitarian Assistance

2008-present Graduate Faculty, Department of Public Health Sciences, University of Hawaii at

Manoa, Honolulu, HI

2005-2007 Assistant Professor of Environmental Health and Public Health, Public Health &

Health Education Programs, Department of Allied Health Sciences, College of Health

and Human Sciences, Northern Illinois University, DeKalb, IL

Principal Faculty Position/ Undergraduate and Graduate Courses in Elements of Environmental Health; Problems and Issues in Environmental Health; and Applied

Research Methods:

#### **TEACHING**

## Courses Taught (as a Principal Instructor):

2009-present	Introduction to Global Health (Graduate)
2009-present	Principles of Environmental Health (Undergraduate/Online)
2008-present	Environmental Epidemiology (Graduate)
2008	Global Environmental Health (Graduate)
2007-present	Environmental Determinants of Health (Graduate)
2005-2007	Elements of Environmental Health (Undergraduate)
2005-2007	Problems and Issues in Environmental Health (Graduate)
2005-2007	Applied Research Methods (Graduate)
2004-2005	Health Care Services in the US (Graduate)
2004-2005	Introduction to Epidemiology (Graduate)
2002-2004	Advanced Research Methods and Study Design (Graduate)
2002-2004	Environmental and Occupational Health (Graduate/Online)

#### ADMINISTRATIVE AND LEADERSHIP POSITIONS

2008-present

Founding Director, Interdisciplinary Graduate Certificate Program in Global Health and Population Studies, Offered by the East West Center and University of Hawaii, Administered by the Office of Public Health Studies, University of Hawaii John A. Burns School of Medicine, Honolulu, HI;

- Founded the first interdisciplinary continuous graduate education and professional training program in Global Health at the University of Hawaii and in the State of Hawaii;
- Developed new graduate program working plan, mission and vision statements, program and course curriculum requirements, and new graduate-level courses offered by the program;

- Coordinated the program advertising activities and increased the graduate student enrollment by 50% per annum;
- Increased the enrollment of interdisciplinary principal graduate and adjunct graduate program faculty members to represent such disciplines as anthropology, Asian studies, disaster management and humanitarian assistance, economics, political sciences, population studies, public health, sociology; and tropical medicine:
- Established and strengthened the collaboration and partnership with the East West Center, Honolulu, HI;
- Developed collaboration and partnership with Global Health Educational Consortium, Pacific Global Health Conference Organizational Committee, and Asian Pacific Educational Consortium in Public Health;
- Initiated the collaborative partnership and research activities in La Pita, Nicaragua, and Kalala Muzeu Health Center, Democratic Republic of Congo.
- 2008-2009 Chair, Abstract Review Committee, Pacific Global Health Conference Organizational Committee, Honolulu, HI;
- 2008-present **Ad-hoc Board Member** of Pacific Global Health Conference Organizational Committee, Honolulu, HI;
- 2008-present Chair, Executive Board Committee, Global Health and Population Studies Program, Office of Public Health Studies, University of Hawaii John A. Burns School of Medicine, Honolulu, HI;
- 2007-present **Senator**, University of Hawaii John A. Burns School of Medicine Faculty Senate, Honolulu, HI;
- 2007-present **Board Member,** Coalition of Partners Against Asthma, Hawaii State Asthma Control Program, Hawaii State Department of Health (HI DOH), Honolulu, HI;

#### RESEARCH

2008-present

**Co-Principal Investigator**, Avian Influenza and Coupled Human-Natural Ecosystems in Vietnam", (Principal Investigator: Dr. Lewis Nancy, Director of Research, East-West Center, Honolulu, HI, National Science Foundation (NSF), grant proposal submitted for the review);

2008-present

Co-Principal Investigator and Program Evaluator, "Childhood Rural Asthma Project" (Principal Investigator Dr. Fukino C.L., Director of Health, Hawaii State Department of Health, CDC Grant EH08EM-801 CFDAN 93.283);

In collaboration between the Hawaii State Asthma Control Program and Waianae Coast Comprehensive Health Center (WCCHC), the project will attempt to identify specific environmental factors that contribute to high asthma prevalence and morbidity rates for local low-income communities, and to implement the home-based intervention in order to reduce or eliminate indoor environmental exposure to these factors. The project will also develop and implement a comprehensive training program for primary care providers at Community Health Centers to improve patient care services and to comply with the National Asthma Education and Prevention Program Guidelines for the Diagnosis and management of Asthma.

2008

**Principal Investigator**, Community Health Assessment Pilot Project, in cooperation with and partial funding provided by NGO "Engineers without Borders- University of Hawaii", La Pita, Nicaragua;

Comprehensive community health assessment through community meetings (qualitative data), standardized questionnaire (qualitative and quantitative data) and direct environmental quality measurements to collect and analyze the descriptive information about selected study site, community demographic profile, health and environmental quality (drinking and surface water contamination) data of sixteen households in Pita village, Nicaragua.

2007-2008

Co-Principal Investigator, "The Role of Environment in the Transtheoretical Model (TTM) of Behavior Change" (Principal Investigator, Dr. Claudio Nigg, UH JABSOM Department of Public Health Sciences, NIH/NCI Grant 1R01 CA109941-01);

Application of Geographic Information Systems (GIS) in the multilevel spatial data analysis and quantitative assessment of environmental, socio-behavioral and nutritional characteristic's role in the individual healthy behavior change model.

2004-2005

**Co-Principal Investigator**, "Overlap and Repetition of Health Services Provided for the Special Needs Population Groups in the State of Ohio", Cincinnati Children's Hospital Medical Center, Cincinnati, OH, in cooperation with the Department of Health Services Administration, Xavier University, Cincinnati, OH (Principal Investigator: Ronald Levin, M.D., Associate Professor, Cincinnati Children's Hospital Medical Center, Cincinnati, OH);

Complex review of all state-funded departments, committees, agencies and organizations delivering health services to specific susceptible population groups in need; and identification of overlapping and repetitive health care services provided by various independent agencies and organizations without any systematic coordination of delivered health services. Specific population groups included children, elderly, and persons with chronic illnesses and specific medical conditions;

2001-2004

**Co-Investigator and Consultant**, Division of Asthma, Allergy and Immunology, USF Department of Internal Medicine, and Clinical Research Unit of Allergy and Immunology, James A. Haley VA Hospital Medical Center, Tampa, FL;

Population-based Studies and Clinical Trials (Pharmaceutical Studies) of Asthma,

Population-based Studies and Clinical Trials (Pharmaceutical Studies) of Asthma, Chronic Pulmonary Obstructive Disease, Allergy and Clinical Immunology (Primary Responsibilities Included Consultancy in Study Design, Study Protocol Development and Statistical Data Analyst; Development of Novel Surveillance Techniques for Asthma Surveillance; Electronic Patient Data Processing; Statistical Database Management and Research Data Analysis; Scholarly Manuscript Editing and Poster Presentation Preparation for Local and International Professional Conference; Teaching Post-Doctoral Seminars in Study Design and Statistical Data Analysis);

2001-2004

**Principal Investigator**, Department of Environmental and Occupational Health, College of Public Health, University of South Florida, Tampa, FL;

Original Doctoral Dissertation Research "Association of Environmental Exposure to Ambient Air Pollution and Socioeconomic Deprivation Status with Childhood and Adult Asthma Hospital Admissions" Partially Supported by Open Society Institute Research Scholarship, Florida Suncoast Health Council, Central Florida Health Council, and USF Division of Asthma, Allergy and Immunology (\$2,000 Research Grant);

2001-2002 **Member of Asthma Surveillance Program**, Asthma and Allergy Foundation of America, Florida Chapter, Tampa, FL, in collaboration with Florida Suncoast and Central Florida Health Councils, St. Petersburg, FL, and USF Division of Asthma, Allergy and Immunology, Tampa, FL;

Development and Evaluation of the Surveillance System of Hospital Admissions for Childhood and Adult Asthma, Statistical Secondary Data Analysis, Calculation of Asthma Hospital Admission rates in Hillsborough and Pinellas Counties, FL;

- Graduate Research Associate, Bay Regional Atmospheric Chemistry Experiment Study (BRACE), University of South Florida College of Public Health, Tampa, FL; Continuous Environmental Quality Monitoring Program (Ambient Air Pollution and Water Quality Sampling and Analysis) Database Management, Statistical Data Analysis and Results Interpretation/Representation;
- 1998-1999 Graduate Research Assistant, Department of Environmental Sciences, College of Natural Sciences, Vytautas Magnus University, Kaunas, Lithuania;

  Urban Air Quality Monitoring Program (Assistance in Sample Collection and Data Analysis, Application of Passive Diffusive Samplers and Spectrophotometric Analysis Techniques for Nitrogen Dioxide);
- Principal Junior Investigator, Department of Environmental Sciences, College of Natural Sciences, Vytautas Magnus University, Kaunas, Lithuania;

  Cross-sectional Childhood Cancer Epidemiology Study: Influence of Environmental Air Pollution on Cancer Morbidity in Children, Vytautas Magnus University, Kaunas, Lithuania; Original Master Thesis Research Project Supported by Martinkus Memorial Research in Cancer Grant, Chicago, IL, USA (\$1,000 Student Research Grant).

#### **CONSULTING EXPERIENCE**

- 2007-present Affiliated Senior Consultant, Pacific Resources for Education and Learning (PREL), Honolulu, HI (Educational Research, development, training, and technical assistance to the Pacific Region of American Samoa, the Commonwealth of the Northern Mariana Islands, the Federated States of Micronesia, Guam, Hawaii, the Republic of the Marshall Islands, and the Republic of Palau);
- 2001-2004 Consultant in Biostatistics and Study Design, Division of Asthma, Allergy and Immunology, USF Department of Internal Medicine, Tampa, FL; and Clinical Research Unit (CRU) of Allergy and Immunology, James A. Haley VA Hospital Medical Center, Tampa, FL;
- 2001-2002 *Member* of Asthma Surveillance Executive Committee, Tampa Bay Asthma Surveillance Program, Asthma and Allergy Foundation of America, Florida Chapter, Tampa, FL;
- 2000-2001 International Expert for Grant Proposal Evaluation, European Union Leonardo da Vinci Program (European Union Vocational Training, Continuous Professional Education and Research Program), EU Leonardo da Vinci Program, National Center in Vilnius, Lithuania;

#### SCHOLARLY PUBLICATIONS

- **Tamulis T.**, Coontz K.. Stukas R. The Model of Transdiciplinary Research and Education in Public Health Sciences, 2009 (in preparation).
- **Tamulis T.**, Coontz K. Community Health Assessment Pilot Study in La Pita, Nicaragua, 2009 (in preparation);
- **Tamulis T.**, King J.M., Rugg E. Complex Multidimentional Socioeconomic Deprivation Index as an Independent Predictor of Hospitalizations for Childhood and Adult Asthma, *J Asthma*, 2009 (submitted for publication).
- **Tamulis T.,** King J.M. Asthma: A Lifespan Perspective. Harver A., Kotses H. (Eds) *Asthma, Health, and Society: A Public Health Perspective*, Springer, 2009 (accepted for publication).
- King J.M., **Tamulis T.**, Lockey R.F. Prick Puncture Skin Tests and Serum Specific IgE as Predictors of Nasal Challenge Response to *Dermataphagoides Pteronyssinus* in Older Adults. *Ann of Allerg, Asthma Immunol*, 2008; 101, pp. 12-17.
- **Tamulis T.**, King J.M. Association between Small-Area Socioeconomic Status and Asthma Hospital Admissions for Adults and Children. *Epidemiology*, 2006: 17(6), pp.388-389.
- King J.M., Bukantz S.C., Phillips S., Mohapatra S.S., **Tamulis T.**, Lockey R.F. Serum Total IgE and Specific IgE to D. Pteronyssinus, but not Eosinophilic Cationic Protein (ECP), are More Likely to be Elevated in Elderly Asthmatics, *Asthma and Allergy Proceedings*, 2004:25(5), pp.321-325.
- **Tamulis T.**, Grazuleviciene R. Influence of Environmental Air Pollution on Cancer Morbidity in Children (summary in English). *Environmental Research, Engineering and Management*, 2000:3 (10), Kaunas, pp. 64-74.
- **Tamulis T.** The Association Between Environmental Air pollution and Risk of Childhood Cancer. //5<sup>th</sup> International Symposium on Environmental Contamination in Central and Eastern Europe. *Symposium Proceedings*. Prague, Check Republic, 2000, p. 160.
- **Tamulis T.,** Burlanova N., Erofeeva A., Malkova S. "The Concept of Life-Style and Sustainable Mobility Policy in Baltic Region". *Environmental Protection, Policy and Marketing*, Umeå University, Umeå, Sweden, 1998, pp. 71-84.

#### **CONFERENCE PRESENTATIONS**

August 25-29, 2009	21st Annual International Conference "Environment, Food and Global
-	Health", International Society for Environmental Epidemiology (ISEE),
	Dublin, Ireland;
March 2-6, 2009	11th Pacific Science Inter-Congress PSI 2009 "Facing Local and Global
	Changes", Tahiti, French Polynesia;
September 16-18, 2008	International Transdisciplinary Symposium "EcoHealth in Coupled Human-
_	Natural Systems: Anthropogenic Change, Biodiversity Loss and Disease
	Emergency", National Science Foundation IGERT Program, Hawai'i Immin
	International Conference Center, Honolulu, Hawai'i;
May 11-16, 2008	10th World Congress in Environmental Health "Environmental Health, a
•	Sustainable Future", International Federation of Environmental Health

	(IFEH)/ Australian Institute of Environmental Health (AIEH), Brisbane, Australia;
March 10, 2008	Annual National Public Health Week Teach-In Conference: Public Health & Climate Change, Plenary Opening Keynote Speech 'Global Warming: General Overview with a Specific Focus on Emerging Infectious Diseases', Office of Public Health Studies, University of Hawaii at Manoa, Honolulu, Hawaii,
September 6-9, 2007	USA; 19th Annual International Conference "Translating Environmental Epidemiology into Action", International Society for Environmental
May 18-19, 2007	Epidemiology (ISEE), Mexico City, Mexico; 2007 Clinical Research Educational Conference, Joint National Association of Clinical Research Professionals (ACRP) and Northwestern Center for Clinical Research (NCCR) Conference, Northwestern University, Chicago, IL;
September 2-6, 2006	International Conference on Environmental Epidemiology and Exposure, Joint International Society for Environmental Epidemiology (ISEE) and International Society of Exposure Assessment (ISEA) Conference, Paris,
	France;
March 29-30, 2006	11th University of Illinois College of Medicine Research Day, University of
	Illinois College of Medicine at Rockford, Rockford, IL;
February 26, 2004	USF Health Sciences Center Research Day, University of South Florida,
May 21-26, 2003	Tampa, FL; 12 <sup>th</sup> World Symposium on Science and Creativity, Lithuanian World Center, Lemont, IL;
Sept 12-14, 2000	5 <sup>th</sup> International Symposium on Environmental Contamination in Central and
•	Eastern Europe, Prague, the Czech Republic;
June 16-18, 2000	2 <sup>nd</sup> International Conference of Public Health in the Baltic Countries, Kaunas
	Medical University, Kaunas, Lithuania;
April 13-17, 2000	2 <sup>nd</sup> International Conference 'Environmental Protection in Baltic Region:
	Awareness Building, Gdansk University, Gdansk, Poland;
May 23-25, 1999	5 <sup>th</sup> National Young Scientists Conference 'Human and Environment',
	Lithuanian University of Agriculture, Kaunas, Lithuania;
August 19-21, 1998	International Seminar 'Agenda 21 in Local Government and Business', Umeå University, Umeå, Sweden;

## FELLOWSHIPS AND RECOGNITION AWARDS

- Conference Travel Grant Award, University Research Council, University of Hawaii at Manoa, Honolulu, HI, 2008;
- University of South Florida Graduate Assistantship, Department of Environmental and Occupational Health, University of South Florida College of Public Health, Tampa, FL, 2001-2004;
- *Lithuanian Foundation International Scholarship*, Lithuanian Foundation, World Lithuanian Center, Lemont, IL, 2001-2004;
- *Open Society Institute International Scholarship*, OSI Global Supplementary Grant Program Scholarship, New York, NY, 2001-2002;
- University of South Florida Graduate Fellowship Award, USF College of Public Health, Tampa, FL, 2001-2002;
- Research Fellowship, Dr. K. Martinkus Memorial Foundation for Research in Cancer, Chicago IL, 2000-2001;
- Lithuanian Ministry of Education and Science Visiting Scholar Fellowship, Lithuania, 1999 and 2000;

- Oficial Letter of Thanks for outstanding academic studies results and scientific achievements on behalf of the Rector of Vytautas Magnus University, Kaunas, Lithuania, 1999;
- Norwegian Non-Governmental Organization 'Fritt Ord' Visiting Scholar Scholarship, Norway, 1999;
- Swedish Institute (Svenska Instituten) Visiting Scholar Fellowship, Stockholm, Sweden, 1998;
- Open Society Foundation-Lithuania Research and Conference Program Grant, Vilnius, Lithuania, 1998;

#### OTHER PROFESSIONAL SERVICES

### Manuscript Reviewer:

- 2008-present Manuscript Reviewer, Pacific Symposium for Sciences and Sustainability (PS3),
  - Educational Programs Office, Hawaii Academy of Science, Honolulu, HI;
- 2008-present *Manuscript Reviewer* (Manuscript ID ECH-08-0024 entitled "Ecosystem Health Assessment: Based on the Analysis of Land Use Database"), EcoHealth, 2008.

## Service on Academic Committees:

- 2008-present *Member of Undergraduate Program Development and Distance Education Committee*, Department of Public Health Sciences, University of Hawaii John A. Burns School of Medicine, Honolulu, HI;
- 2008-present *Member of Graduate Faculty*, Global Health and Population Studies Program, Office of Public Health Studies, UH John A. Burns School of Medicine, Honolulu, HI;
- 2007-present *Member of Curriculum Committee*, Department of Public Health Sciences, UH John A. Burns School of Medicine, Honolulu, HI;
- 2007-present *Member of the Doctoral Program in Public Health (DrPH) Committee*, Department of Public Health Sciences, UH John A. Burns School of Medicine, Honolulu, HI;
- 2006-2007 *Member of Masters in Public Health Program Accreditation Committee*, NIU School of Allied Health Professions, DeKalb, IL;
- 2006-2007 *Member of Homeland Security Certificate Task Force*, NIU College of Health and Human Sciences, DeKalb, IL;
- 2006-2007 Principal Member of Northern Illinois University Judicial Board, NIU, DeKalb, IL;
- 2005-2006 *Member of Student Dismissal Task Force Committee*, NIU School of Allied Health Professions, DeKalb, IL;
- 2005-2006 *Member of Online Course Development Committee*, NIU College of Health and Human Sciences, DeKalb, IL;
- 1999-2001 *Member of the Executive Board* at the College of Natural Sciences, Vytautas Magnus University, Kaunas, Lithuania.

## PROFESSIONAL MEMBERSHIPS

- 2000-present Member of *International Society for Environmental Epidemiology* (ISEE), Boston, MA:
- 2008-present Member of *Hawaii Public Health Association (HPHA)*, Honolulu, HI;
- 2008-present Member of *Hawaii Academy of Science*, Honolulu, HI;
- 2008-present Institutional Elect Member of Global Health Educational Consortium (GHEC), San Francisco, CA:
- 2008-present Honored Member, *Madison's Who's Who Directory* of International Executives and Professionals, New York City, NY.

#### **CONTINUOUS EDUCATION**

Sept 16-18, 2008 Global Ecosystem Changes and Emerging Infectious Diseases in Asia, International Transdisciplinary Workgroup "EcoHealth in Coupled Human-

	Natural Systems: Anthropogenic Change, Biodiversity Loss and Disease		
	Emergency", National Science Foundation IGERT Program, Hawai'i Immin Int		
	Conference Center, Honolulu, Hawai'i;		
July 9-20, 2007	Geographic Information Systems in Public Health, Summer Program in Applied Biostatistics and Epidemiology Methods (SPABEM), The Center in Biostatistics and the College of Public Health, Ohio State University, Columbus, OH;		
June 12, 2006	Faculty Development and Instructional Design Center Training Workshop:		
	Publish or Flourish. Becoming a Prolific Scholar, Northern Illinois University,		
	DeKalb, IL;		
May 21-22, 2004	National Institutes of Health (NIH) Grant Writing Workshop, USF Health		
	Sciences Center, University of South Florida, Tampa, FL;		
Jan–April, 2003	Grant Writing and Management, Interdisciplinary Professional Training Seminar,		
	Chiles Center, University of South Florida, Tampa, FL;		
2002-2003	Center for Teaching Excellence Professional Training Sessions, Center for		
	Teaching Excellence, University of South Florida, Tampa, FL; (Workshop Series in Enhancing Critical Thinking Skills, Leading Effective Classroom Discussions,		
	Effective Teaching and Learning at a Distance);		
May – July, 2002	Writing for Scholarly Publication in Health Sciences, Interdisciplinary		
	Professional Training Seminar, Department of Community and Family Health,		
	University of South Florida College of Public Health, Tampa, FL;		

#### COMPUTER SKILLS

MS OFFICE TOOLS (MS Office 2007):
 MS Word, Excel, Access, PowerPoint, and Outlook;

# • DATABASE MANAGEMENT AND STATISTICAL DATA ANALYSIS:

Statistical Data Analysis: SAS (primary), SPSS, STATA, and EPI-INFO

Descriptive and advanced multivariable data analysis techniques including correlation parametric and nonparametric descriptive data analysis, categorical data analysis, frequency tables, analysis of variance, multiple regression analysis and modelling (linear, log-linear, Poisson), model prediction and validity analyses, principal factor and component analysis (PCA), and meta-analysis techniques;

## SPECIFIC COMPUTER SOFTWARE APPLICATION PROGRAMS:

ArcGIS Desktop 9.3, ArcView 9.3, ArcMap, ArcInfo, ArcGIS Geospatial Analyst, ArcGIS Spatial Analyst, and GIS ArcPad;

## • <u>DISTANCE WEB-BASED EDUCATION PROGRAMS:</u>

Blackboard, WebCT, eCollege, Adobe Connect Professional, Sakai (Laulima), Elluminate.

Tomas Tamulis, Ph.D.

March 15, 2009

any

#### TOMAS TAMULIS, Ph.D.

Director, Global Health and Population Studies Graduate Program
Department of Public Health Sciences/ Office of Public Health Studies
University of Hawaii John A. Burns School of Medicine

#### REFERENCES

- Monroe J. King, D.O., Chair of the American Academy of Allergy, Asthma and Immunology (AAAAI) Task Force on Asthma in the Elderly; and Associate Clinical Professor, Clinical Research Unit of Asthma, Allergy and Immunology, 13801 Bruce B. Downs Blvd., Suite 505, Tampa, FL; Ph.: (727) 515 5407 (c), (813) 974 9570 (w), Fax: (727) 391 2564, Email: mjking@tampabay.rr.com;
- **Dmitry Krupitsky, Ph.D.**, Epidemiologist, Hawaii State Asthma Control Program, Chronic Disease Management and Control Branch, State of Hawaii Department of Health, 601 Kamokila Blvd., Suite 344, Kapolei, HI 96707; Ph.: (808) 692 8180, Fax: (808) 692 7461, Email: <a href="mailto:dmitry.krupitsky@doh.hawaii.gov">dmitry.krupitsky@doh.hawaii.gov</a>;
- **Kris Coontz, MPH**, Program Administrator, Global Health and Population Studies Program, Office of Public Health Studies, University of Hawaii John A. Burns School of Medicine, 1960 East-West Rd., Biomed D104A, Honolulu, HI 96822; Ph.: (808) 927 0048 (c); (808) 956 5757 (w); Fax: (808) 956 5818, Email: <a href="mailto:kcoontz@hawaii.edu">kcoontz@hawaii.edu</a>;
- Ngoyi K. Zacharie Bukonda, Ph.D., Executive Director of Kalala Muzeu Health Center, Democratic Republic of Congo; and Associate Professor, Department of Health Services Management and Community Development, College of Health Professions, Campus Box 043, Wichita State University, 1845 Fairmount St., Wichita, Kansas 67260; Ph.: (316) 978 5591, Fax: (316) 978 3060, Email: <a href="majorithmeangraph:ngoyi.bukonda@wichita.edu">ngoyi.bukonda@wichita.edu</a>;
- Richard F. Lockey, M.D., Professor of Medicine, Pediatrics and Public Health; Director of the Division of Allergy and Immunology, and Clinical Research Unit for Asthma, Allergy, and Immunology; Joy McCann Culverhouse Endowed Chair in Allergy and Clinical Immunology. Past-President of the American Academy of Asthma, Allergy and Immunology (AAAAI), and a former Director of the Board of Allergy and Immunology. 13000 Bruce B. Downs Blvd., 111D, Tampa, FL 33612, Ph.: (813) 972-7631, Fax: (813) 910-4041, Attn.: Peggy Hales; Email: rlockey@health.usf.edu (CC: phales@health.usf.edu).

Tomas Tamulis, Ph.D.

March 15, 2009

#### curriculum vitae

#### CHRISTOPHER J. WOOLVERTON

## I. General Background Information:

Name: Christopher Jude Woolverton

Date of Birth: 9 January 1960

Place of Birth: Trenton, New Jersey, USA

Married, 3 children

## II. Educational Background:

## A. Degrees

B.S. Biology with honors, Magna cum laude	1982	Wilkes College Wilkes-Barre, Pennsylvania
M.S. Medical Microbiology,	1984	West Virginia University Morgantown, West Virginia
Ph.D. Medical Microbiology,	1986	West Virginia University Morgantown, West Virginia

## B. Assistantships, Fellowships, etc.

Predoctoral Fellowship, National Foundation for Cancer Research, West Virginia University Medical Center, 1983-1986.

Postdoctoral Fellowship, Center for Gastrointestinal Biology and Disease, University of North Carolina, Chapel Hill, NC, 1986 - 1988.

## C. Awards, Recognitions and Honors

Deans List, Wilkes College, 1978-1982.

Biology Department Honors, Wilkes College, 1982.

Inducted into Sigma Xi, Wilkes College, 1982.

Student Research Presentation Award, First Place, Annual Meeting of the Allegheny Branch, American Society for Microbiology, Pittsburgh, PA, 1983.

Student Research Presentation Award, First Place, Joint Meeting of the Allegheny, Ohio, and Kentucky-Tennessee Branches, American Society for Microbiology given by the Allegheny Branch, Huntington, WV, 1985.

Student Research Presentation Award, Second Place overall, Joint Meeting of the Allegheny, Ohio, and Kentucky-Tennessee Branches, American Society for Microbiology given by the Joint Branches, Huntington, WV, 1985.

Postdoctoral Research Competition Award, First Place, University of North Carolina at Chapel Hill, Chapel Hill, NC, 1988.

Delegate of the Citizen Ambassador Program of People to People International, Infectious Disease Delegation. Soviet Union and Czechoslovakia. 1991.

Distinguished Young Alumnus Award, Wilkes University, 1992.

Who's Who in Science and Engineering, 2nd edition; 1994.

American Men and Women of Science, 19th edition, 1994.

Faculty Excellence (Merit) Award in Teaching, 1997.

Faculty Excellence (Merit) Award in Research, 1997.

University Teaching Council Travel Award, 1998.

Undergraduate Faculty Travel Award, American Society for Microbiology, 1998.

Co-chair, Drug and Biologic Delivery Session, Emerging Applications of Tissue Sealants Conference, San Diego, CA, 1998.

Co-chair, Instructional Technology Concurrent Session on using the Internet in Microbiology Education, Undergraduate Microbiology Education Conference, Atlanta, GA, 1998.

Co-chair, Curriculum Resources Concurrent Roundtable Discussion Session on Defining the Scholarship of Teaching, Undergraduate Microbiology Education Conference, Atlanta, GA, 1998.

Faculty Excellence (Merit) Award in Teaching, 1999.

Faculty Excellence (Merit) Award in Research, 1999.

Co-chair, Interactive Symposium on Critical Thinking Strategies in the Microbiology Laboratory, 99<sup>th</sup> General Meeting of the American Society for Microbiology, Chicago, IL, 1999.

Planning Committee, Undergraduate Microbiology Education Conference of the American Society for Microbiology, 19-21 May 2000 in Los Angeles, CA.

Nominee, 1999-2000 Arts and Sciences Distinguished Teaching Award, Kent State University, Kent, OH, April 2000.

Scientific Advisory Board, Surgical Applications of Tissue Sealants Conference, preceding The American College of Surgeons Clinical Congress, 21-22 October 2000 in Chicago, IL.

Faculty Excellence (Merit) Award in Teaching, 2000.

Faculty Excellence (Merit) Award in Research, 2000.

Who's Who Among America's Teachers (student nominated), 6<sup>th</sup> Edition, 2000.

Faculty/Staff Incentive Award, Kent State University, Kent, OH, Summer 2000.

Promotion to Associate Professor, Kent State University, Kent, OH, Fall 2000.

Tenured to Department of Biological Sciences, Kent State University, Fall 2000.

Co-chair, Planning Committee, Undergraduate Microbiology Education Conference of the American Society for Microbiology, 18-20 May 2001 in Orlando, FL.

Session Chairperson, Surgical Applications of Tissue Sealants Conference, preceding The American College of Surgeons Clinical Congress, 21-22 October 2000 in Chicago, IL.

Meeting Co-Chair, Undergraduate Microbiology Education Conference of the American Society for Microbiology, 18-20 May 2001 in Orlando, FL.

Research and Teaching Recognition on Kent State University Home Page, November 2000-January 2001.

Scientific Advisory Board, Surgical Applications of Tissue Sealants and Adhesives Conference, preceding The American College of Surgeons Clinical Congress, 6-7 October 2001 in New Orleans, LA.

Nominee, 2000-2001 Arts and Sciences Distinguished Teaching Award, Kent State University, Kent, OH, April 2001.

Session Chairperson, Biological Systems, American Physical Society Ohio Section, 21 April 2001 in Kent, OH.

Session Chairperson, Surgical Applications of Tissue Sealants Conference, preceding The American College of Surgeons Clinical Congress, 6-7 October 2001 in New Orleans, LA.

Finalist, 2001 Awards of Achievement (Health and Medicine Division), presented by the Publishers of Northern Ohio Live Magazine, Cleveland, OH.

"Graduate Applause" Recognition by Graduating Students. Awarded by the University Teaching Council 26 October 2001.

Faculty/Staff Incentive Award, Kent State University, Kent, OH, November 2001.

Research/Patent recognition by *Scientific American*, January 2002.

Research recognition by *Healthcare Informatics Online*, January 2002

NorTech Innovation Award, Cleveland, OH, May 2002.

Scientific Advisory Board, Surgical Applications of Tissue Sealants and Adhesives Conference, preceding The American College of Surgeons Clinical Congress, 5-6 October 2002, San Francisco, CA.

Who's Who in Technology, Crain's Business Report, Cleveland, June 2002.

Technology Funding Candidate, TechVesting Business Development Group, Cleveland, June 2002.

Session Chairperson, Surgical Applications of Tissue Sealants Conference, preceding The American College of Surgeons Clinical Congress, 5-6 October 2002, San Francisco, CA.

Faculty/Staff Incentive Award, Kent State University, Kent, OH, October 2002.

Faculty Excellence (Merit) Award in Teaching, 2003.

Faculty Excellence (Merit) Award in Research, 2003.

Phi Delta Epsilon (student nominated honorary member), Inducted 31 March 2003, Kent State University Chapter.

Faculty/Staff Incentive Award, Kent State University, Kent, OH, Summer 2003.

Finalist, 2003 Awards of Achievement (Technology), presented by the Publishers of Northern Ohio Live Magazine, Cleveland, OH, October 2003.

Research/Patent recognition by Kent State University, 2004

Selected as a new author team member for the McGraw-Hill textbook, Microbiology, by Prescott, Harley and Kline. September 2004.

Who's Who in Technology, Crain's Business Report, Cleveland, June 2005.

Symposium Chairperson, Biodefense and Safety, American Society for Microbiology, General Meeting, Orlando, FL, May 2006.

Promotion to Professor, Kent State University, Kent, OH, Fall 2006.

Research/Patent recognition by Kent State University, 2007

Co-Editor-in-Chief, Journal of Microbiology and Biology Education, American Society for Microbiology, July 2007-June 2008.

KSU Representative to the U.S. House of Representative's Committee on Homeland Security Science and Technology Fair (invitation only), Rayburn Senate Building, April 2, 2008.

Editor-in-Chief, Journal of Microbiology and Biology Education, American Society for Microbiology, July 2008-June 2011.

Faculty/Staff Incentive Award, Kent State University, Kent, OH, October 2008.

Faculty Excellence (Merit) Award in Teaching, 2008.

Faculty Excellence (Merit) Award in Research, 2008.

Provost's Recognition for Community Building through Community-based Pedagogy, 2009.

Arts & Sciences Distinguished Teacher Award, 2009 (student nominated).

American Association for the Advancement of Science, invitation only meeting "Workforce Development: Preparing Health Professionals for Infectious Disease Threats" to determine the needs of the relevant audiences, evaluate existing programs and identify unmet needs, and formulate recommendations on how to address those unmet needs, 26 May 2009.

American Society for Microbiology Branch Lectureship (formerly Waksman Foundation for Microbiology Lectureship), 2009-2011 (honorary lectureship).

American Association for the Advancement of Science, invitation only meeting "Transforming Undergraduate Education in Biology: Mobilizing the Community for Change" to mobilize people to focus on undergraduate biology education by engaging them in shared, directed, provocative, and ongoing discussions that lead to action in the immediate future, 15-17 July 2009.

### III. Non-Academic Work Experience:

Medical Technologist, West Virginia University Hospital, Morgantown, WV. January to October 1984.

Medical Technologist, West Virginia Industrial Medical Consultants, Inc., Morgantown, WV. 1984-1986.

Scientist, Pharmacology Department, Scios Nova, Inc., Baltimore, MD, January 1993 to September 1994.

Scientist, Plasma Derivatives Department, Holland Biomedical Research Laboratory, American Red Cross, Rockville, MD, November 1994 to August 1995.

### IV. Academic Work Experience

#### A. Academic Appointments

Department of Biological Sciences

Kent State University

Kent, Ohio

2005-present Faculty, Cooperative Medical Technology Program of Akron:

Akron General Medical Center, Akron Children's Hospital,

& Summa Health System, Akron, OH

2000-2006 Associate (Tenured) Professor

Department of Biological Sciences

Kent State University

Kent, Ohio

1995-2000 Assistant Professor

Department of Biological Sciences

Kent State University

Kent, Ohio

1988-1993 Assistant Professor

Department of Biology

Austin College Sherman, Texas

1986-1988 Post Doctoral Fellow

Center for Gastrointestinal Biology and Disease, University of North Carolina at Chapel Hill

Chapel Hill, North Carolina

1982-1986: Pre Doctoral Fellow

Department of Medical Microbiology West Virginia University Medical Center

#### Morgantown, West Virginia

### **B.** Graduate Faculty Status

2004-present F4, School of Biomedical Sciences,

Program in Cellular and Molecular Biology

Kent State University, Kent, OH

1995-present F4, Department of Biological Sciences

Kent State University, Kent, Ohio

1996-2004 F3, School of Biomedical Sciences,

Program in Cellular and Molecular Biology

Kent State University, Kent, OH

## V. Evidence of Scholarship

## A. Teaching Evaluations

1. Courses Taught

Kent State University: Basic Microbiology

General Microbiology

Immunology

Cell Biology (and Cell Biology Workshops) Reproductive Physiology (Guest Lectures)

Bioinformatics (team taught)

Microbial Physiology

Laboratory Safety, Risk Assessment and Security

Bioterrorism Readiness for Laboratorians

Ohio State University: Public Health Emergencies: Prevention, Recognition &

Response

#### 2. Evaluations:

Peer and student evaluations on file in the Department of Biological Sciences, or the College of Continuing Studies, Kent State University.

## B. Refereed Research and Scholarly Publications

Woolverton, C.J. and L.J. Turoczi. 1983. Studies in Mutagenesis and Antimutagenesis. II. A Modified Micronucleus Test as a Genotoxic Screen Using Vitamin C. *Proceedings of the Pennsylvania Academy of Science* **57**:185-189.

- Veltri, R.W., G. Fodor, C-M. Liu, C.J. Woolverton, and M.W. Baseler. 1986. A New Class of Synthetic Biological Response Modifiers: The Methylfurylbutyrolactones (Nafocare B). *Journal of Biological Response Modifiers* 5:444-461.
- Woolverton, C.J., R.W. Veltri, and I.S. Snyder. 1986. Stimulation of Human PMNs *In vitro* by a Succinimide Molecular Complex of Methylfurylbutyrolactone. *Journal of Biological Response Modifiers* **5**:527-538.
- Woolverton, C.J., P.G. Fotos, M.J. Mokas, and M. Mermigus. 1986. Evaluation of Eugenol for Mutagenicity by the Micronucleus Test. *Journal of Oral Patholology* **15**:450-453.
- Fotos, P.G., C.J. Woolverton, K. VanDyke, and R.L. Powell. 1987. Effects of Eugenol on Polymorphonuclear Cell Migration and Chemiluminescene. *Journal of Dental Research* **66**:774-777.
- Fotos, P.G., C.J. Woolverton, M.M. Mermigas, and M.J. Mokas. 1988. Effect of Eugenol on Prostaglandin E Levels in Serum and PMNs. *Ann. Dentistry* **47**:19-22.
- Woolverton, C.J., J.J. White, Jr., E.J. Chapman, and R.B. Sartor. 1988. Eicosanoid Regulation of the Acute Vascular Phase of Inflammation. In: <u>Inflammatory Bowel Disease</u>: <u>Current Status and Future Approach</u>, Elsiever, Amsterdam, pp 309-316.
- Woolverton, C.J., E.J. Chapman, P.B. Carter, and R.B. Sartor. 1988. Systemic Immunoregulation in Germ Free Mice Fed Bacterial Cell Wall Polymers. In: <u>Inflammatory Bowel Disease: Current Status and Future Approach</u>, Elsiever, Amsterdam, pp 207-212.
- Woolverton, C.J., J.J. White, and R.B. Sartor. 1989. Intestinal Vascular Permeability Induced by Intravenous Peptidoglycan-polysaccharide Polymers. *Agents and Actions* **26**:301-310.
- Woolverton, C.J. Lisa C. Holt, Deborah Mitchell, and R.B. Sartor. 1992. Isolation and Characterization of Rat Intestinal Lamina Propria cells: Consequences of Bacterial Colonization. *Veterinary Immunology and Immunopathology* **34**:127-138.
- Woolverton, C.J., Van B. Haywood, and Harold O. Heymann. 1993. Toxicity of Two Carbamide Peroxide Products used in Night Guard Vital Bleaching. *American Journal of Dentistry*, **6:**310-314.
- Woolverton, C.J., L.C. Holt and R.B. Sartor. 1994. Oral Peptidoglycan-polysaccharide Stimulates Systemic Immunocompetency in Germ Free Mice. *Microbial Ecology in Health and Disease*, **7**:183-190.
- Woolverton, C.J., C.L. Bryson (**undergraduate student**), P.A Redshaw and A. Paquet, Jr. 1994. Immunomodulating Activities of Sodium-Dodecyl-Sulfate Extracted Antigens from *Actinobacillus actinomycetemcomitans* Serotype b. *Microbial Ecology in Health and Disease*, **7**:275-282.
- Woolverton C.J., M. Singh, R. Brady W. Drohan and M. MacPhee, 1995. Antibiotic Release from Fibrin Sealant. *Controlled Release of Bioactive Materials* **22**:750-751.

Miekka, S.I., T. Jameson, M. Singh, C. Woolverton, II-M. Lin, R. Krajcik, M. MacPhee and W. N. Drohan, 1998. Novel Delivery Systems for Coagulation Proteins. *Hemophilia*. **4**:436-442.

Woolverton, C.J., 1998. Teaching Microbiology with a Little Help from the Web. *Focus on Microbiology Education* **5**:1-3.

Woolverton, C.J., K. Huebert (**undergraduate student**), B. Burkhart (**undergraduate student**) and M. MacPhee, 1999. Subverting Bacterial Resistance using High Dose, Low Solubility Antibiotics in Fibrin. *Infection* **27:**28-33.

Woolverton, C.J. and J. Liliestedt (**undergraduate student**), 1999. Identification and Quantitation of Bacteria in Emergency Eyewash Bottles used in Science Laboratories. *American Biology Teacher* **61**:372-375.

Woolverton, C.J, 1999. Use of Veterinary Records to Teach Laboratory Thinking Skills in Biology. *American Biology Teacher* **61**:444-447.

Woolverton, C. J., H. Hawkins, R. Anderson, E. DeAngelo, M. Jones, W. Matthai, B. Poole, J. Richardson, V. Schirone, 1999. Antibiotic Susceptibility of *E. coli* Isolates. International Curriculum Resources Collection. <u>American Society for Microbiology</u>. Peer reviewed Internet publication, <a href="http://www.asmusa.org/edusrc/library/FactSheet.asp?SubmissionID=440">http://www.asmusa.org/edusrc/library/FactSheet.asp?SubmissionID=440</a>.

Woolverton, C.J., J. A. Fulton, S. Salstrom, John Hayslip (**undergraduate student**), Nairmeen Awad Haller, M. Wildroudt, M. MacPhee, 2001. Tetracycline Delivery from Fibrin Controls Peritoneal Infection without Measurable Systemic Antibiotic. *Journal of Antimicrobial Chemotherapy*, **48**:861-867.

Bartolo, L., Melton, A., Strah, M. (**graduate student**), Lowe, C. (**graduate student**), Feng' L. (**graduate student**) and Woolverton, C.J., 2002. An Electronic Scientific Notebook: Metadata and Database Design for Multidisciplinary Scientific Laboratory Data. *Proceedings of ICEIS 2002, 4th International Conference on Enterprise Information Systems*. ICEIS Press, Portugal, ISBN: 972-98050-6-7.

Woolverton, C.J., S.T. Lopino, J.A. Fulton and W.J. Landis, 2002. *Mimicking the Natural Tissue Environment*, In: <u>Tissue Engineering and Biodegradable</u> <u>Equivalents: Scientific and Clinical Applications</u>, (K-U, Lewandrowski, D.L. Wise, D.J. Trantolo, J.D. Gresser, M.J. Yaszemshi and D.E. Altobelli. Eds.) Marcel Dekker, New York (invited chapter).

Bartolo, L., Melton, A., Strah, M. (**graduate student**), Lowe, C. (**graduate student**), Feng, L. (**graduate student**) and Woolverton, C.J., 2002, An Electronic Scientific Notebook: Metadata and Database Design for Multi-disciplinary Scientific Laboratory Data. *Proceedings of the 6<sup>th</sup> International Conference on Current Research Information Systems*, University of Kassal, Kassal, Germany.

Bansal, A.K. and C.J. Woolverton, 2003. Applying Automatically Derived Genegroups to Automatically Predict and Refine Metabolic Pathways. *IEEE Transactions on Knowledge and Data Engineering*. **15**: 883-894.

Shiyanovskii, S.V., T. Schneider (**graduate student**), I.I. Smalyukh, T. Ishikawa, G. D. Niehaus, K. J. Doane, C. J. Woolverton, and O. D. Lavrentovich, 2005. Director Distortions and Light Transmittance around Growing Immune Complexes in a Lyotropic Chromonic Liquid Crystal: A Real-time Microbe Detector. *Phys. Rev. E.*, **71**, 020702.

Woolverton, C.J., E. Gustely (undergraduate student), L. Li (graduate student) and O.D. Lavrentovich, 2005. Liquid Crystal Effects on Bacterial Viability. *Liquid Crystals*, 32, 417–423.

Helfinstine, S. (**graduate student**), C. Vargas-Aburto, Roberto M. Uribe and C. J. Woolverton, 2005. Inactivation of *Bacillus* Endospores in Envelopes using Electron Beam Irradiation. *Applied and Environmental Microbiology*, **71**, 7029-7032.

Shiyanovskii, S.V., O. D. Lavrentovich, T. Schneider (**graduate student**), I.I. T. Ishikawa, Smalyukh, C. J. Woolverton, G. D. Niehaus, and K. J. Doane, 2005. Lyotropic Chromonic Liquid Crystals for Biological Sensing Applications. *Mol. Cryst. Liq. Cryst.* **434**:259-270.

Helfinstine, S.L. (**graduate student**), O.D. Lavrentovich and C.J. Woolverton, 2006. Lyotropic Chromonic Liquid Crystals as Real-time Detector of Microbial Immune Complexes. *Letters Applied Microbiology* **43**:27-32.

Woolverton, C.J. and L. N. Woolverton (**high school student**), 2006. Are Three Sheets Enough? Using Toilet Paper to Teach Science and Mathematics, *American Biology Teacher* 68:395 (online at <a href="http://www.nabt.org/sub/pdf/068-07-0018.pdf">http://www.nabt.org/sub/pdf/068-07-0018.pdf</a>).

Gilbert, A., T. Meilander, S. Helfinstine, and C.J. Woolverton, 2008. What Makes Flatulence. Microbial Discovery Activity, American Society for Microbiology, <a href="https://www.asm.org/Education/index.asp?bid=35292">www.asm.org/Education/index.asp?bid=35292</a>.

Meilander, T. and C.J. Woolverton, 2008. Engaging Teachers and Students in Microbiology Education. *Focus on Microbiology Education* **14(3)**: 2-3.

Blegen, M (**graduate student**), C. Cheatham (**graduate student**), N. Caine-Bish (**graduate student**), C.J. Woolverton, J. Marcinkiewicz, E. Glickman, 2008. The Immunological and Metabolic Responses to Exercise of Varying Intensities in Normoxic and Hypoxic Environments. *J Strength Cond. Res.* **22**(5):1638-1644.

Woolverton, C.J., S. Fiester (**graduate student**), T. Meilander, and S. Helfinstine. Sentinel Laboratory Safety, Risk Assessment, Security and Readiness. In preparation.

### C. Non-refereed Scholarly Publications

Woolverton, C.J., 1991. Soviet Health Care: Enigma or Oxymoron? AC Knowledge, The Alumni Magazine of Austin College, Sherman, TX.

Woolverton, C.J., 1997. <u>Experimental Microbiology</u>. Burgess Publishing, Edina, Minnesota. ISBN: 0-8087-9591-0.

Woolverton, C.J., 1999. <u>Experimental Microbiology</u>. 2<sup>nd</sup> Edition, Morton Publishing Co., Englewood, CO. ISBN: 0-89582-541-4.

Woolverton, C.J. and M. Johnson, 2001. Eighth ASM Undergraduate Microbiology Education Conference a Success. Focus on Microbiology Education Newsletter, a publication of the American Society for Microbiology, ISSN 1542-9210.

Woolverton, C.J., 2003. Liquid Crystals: Find Microbes at Lightning Speeds. Medical Design News, Penton Press, published on-line at <a href="http://www.medicaldesign.com/articles/ID/6673">http://www.medicaldesign.com/articles/ID/6673</a>.

Woolverton, C.J., 2003. Highlights of the ASM BioDefense Countermeasures Meeting. Focus on Microbiology Education Newsletter, a publication of the American Society for Microbiology, ISSN 1542-9210.

Woolverton, C.J., 2004. <u>Experimental Microbiology</u>. 3<sup>rd</sup> Edition, Morton Publishing Co., Englewood, CO. ISBN: 0-89582-541-4.

Wiley, Sherwood, and Woolverton, 2007. <u>Prescott Harley and Klein's Microbiology</u> (Chapters 30-39 by Woolverton), McGraw-Hill Higher Education Publishers, NY.

Wiley, Sherwood, and Woolverton, 2008. <u>Prescott's Microbiology</u>, McGraw-Hill Higher Education Publishers, NY.

#### D. Abstracts

Woolverton, C.J., R.W. Veltri, and I.S. Snyder, 1985. PMN Receptor Modulation by an Ascorbic Acid Derivative. Abstracts of the Annual Meeting of the American Society for Microbiology. Las Vegas, NA.

Woolverton, C.J. and R.W. Veltri, 1986. PMN Modulation by Membrane Interaction with Methylfurylbutyrolactone. Abstracts of the Annual Meetings of the American Society for Microbiology. Washington, DC.

Fotos, P.G., R.L. Powell, and C.J. Woolverton, 1986. Effect of Eugenol on PMN Migration *in vitro*. Abstracts of the Annual Meeting, American Association for Dental Research, Washington, DC. Journal of Dental Research 65: 1660.

Woolverton, C.J. and P.G. Fotos, 1986. Examination of Eugenol Mutagenicity Utilizing the Mouse Micronucleus Test. Abstracts of the Annual Meeting of the International Association for Dental Research. The Hague, The Netherlands. Journal of Dental Research 65:575.

Woolverton, C.J., R.W. Veltri, and I.S. Snyder, 1987. Enhanced Bacterial Resistance in Mice Using Methyfurylbutyrolactone. Abstracts of the Annual Meeting of the American Society for Microbiology. Atlanta, GA.

Woolverton, C.J., P.G. Fotos, and M.E. Mermigas, 1987. Effect of Eugenol on Prostaglandin E Production by Polymorphonnuclear Cells. Abstracts of the Joint Meetings, International Association for Dental Research and American Association for Dental Research, Chicago, IL. Journal of Dental Research 66:543.

Woolverton, C.J. and R.B. Sartor, 1987. A Modified Method for the Isolation of Viable, Resting, Intestinal Lamina Propria Cells from the Rat. Abstracts of the Annual Meeting, American Gastroenterological Association, Chicago, IL. Gastroenterology 92:1699.

White, J.J., C.J. Woolverton, and R.B. Sartor, 1987. Prevention of Bacterial Cell Wall-Induced GALT Hemorrhage by Prostaglandins. Abstracts of the Annual Meeting, American Gastroenterological Association, Chicago, IL. Gastroenterology 92:1692.

Woolverton, C.J. and R.B. Sartor, 1988. Dexamethasone and Indomethacin Exacerbate Intestinal Inflammation in an Experimental Model. Abstracts of the Annual Meeting, American Gastroenterolaogical Association, New Orleans, LA. Gastroenterology 94:502.

Woolverton, C.J. and R.B. Sartor, 1988. Systemic Immunocompetency is Conferred to Germ Free Mice Fed Bacterial Cell Wall Polymers. Abstracts of the Annual Meeting, American Gastroenterological Association, New Orleans, LA. Gastroenterology 94:503.

Woolverton, C.J. and R.B. Sartor, 1988. Oral Peptidoglycan Induces T Cell Proliferation in Germ Free Rats. Abstracts of the 11th International Convocation on Immunology, Buffalo, N.Y.

Woolverton, C.J. and R.B. Sartor, 1989. Induction of Lamina Propria T Cells by Peptidoglycan-polysaccharide Polymers in Germ Free Rats. Abstracts of the Annual Meeting, American Gastroenterological Association, Washington, DC. Gastroenterology 96:552.

Woolverton, C.J., Van B. Haywood, and Harold O. Heymann, 1991. A Toxicologic Screen of Two Carbamide Peroxide Tooth Whiteners. Abstracts of the Meeting, International Association for Dental Research and the American Association for Dental Research, Acapulco, Mexico. Journal of Dental Research 70:558.

Woolverton, C.J., C.L. Bryson, P.A. Redshaw, and A. Paquet Jr. 1993. Immunomodulating Activities of SDS-extracted Antigens from *Actinobacillus actinomycetemcomitans* serotype b. Abstracts of the Annual Meeting, American Association of Immunologists, Denver, CO. Journal of Immunology 150:214A.

Laemont, K., L. Noronha-Blob and C.J. Woolverton. 1993. NPC 15669 Inhibits Leukocyte Recruitment to Chemokines *in vivo*. Abstracts of the Eastern Meeting of the American Federation for Clinical Research, New York, NY. Clinical Research 41:618A.

Laemont K. and C.J. Woolverton, 1994. A Leumedin, NPC 15669, Inhibits Leukocyte Recruitment to Chemoattractants *in vivo*. Abstracts of the Clinical Research Meeting, Baltimore, MD. Clinical Research 42:307A

Woolverton C.J. and K. Laemont, 1994. Cellular Recruitment into the Subcutaneous Gelatin Sponge is Integrin Dependent. Abstracts of the Clinical Research Meeting, Baltimore, MD. Clinical Research 42:276A.

MacPhee, M., J. Bowersox, C. Woolverton, M. Singh and W. Drohan, 1995. Fibrin Sealant-based Bandages and Foam: Hemostatic Devices for Treatment of Combat Casualties on the Battlefield. Second Advanced Technology Applications to Combat Casualty Care Workshop, Silver Spring, MD.

Woolverton C.J., M. Singh, R. Brady W. Drohan and M. MacPhee, 1995. Antibiotic Release from Fibrin Sealant. 22<sup>nd</sup> International Symposium on Controlled Release of Bioactive Materials. Seattle, WA.

Woolverton, C.J., M. Singh, W. Drohan and M. MacPhee, 1996. Long-term Antibiotic Release from Fibrin Sealant. Proceedings of the International Cambridge Symposia on Tissue Sealants: Current Practice, Future Uses. La Jolla, CA.

Woolverton, C.J., W.N. Drohan and M. MacPhee, 1997. Antibiotic Release from Fibrin: Delivery Kinetics and Bioactivity. Proceedings of the Second International Antibacterial Drug Discovery Summit. Princeton, NJ.

Woolverton, C.J., W.N. Drohan and M. MacPhee, 1997. Antibiotics Delivered in Fibrin Subvert Bacterial Resistance. Abstracts of the XVI<sup>th</sup> Congress of the International Society on Thrombosis and Haemostasis. Florence, Italy. <u>Thrombosis and Haemostasis</u> (Supplement), p. 371.

Woolverton, C.J., K.R. Finer, D. Gerbig, C. Hanousek, A. Leff and C.E. Wickstrom, 1998. The Microbiology Learning Center: A Web-based Resource. Abstracts of the 98<sup>th</sup> General Meeting of the American Society for Microbiology. Atlanta, GA.

Woolverton, C.J., W. Drohan and M. MacPhee, 1998. Antibiotics Delivered from Fibrin Overcome Antibiotic Resistance. Proceedings of the 3<sup>rd</sup> Annual International Cambridge Healthtech Symposia on Emerging Applications of Tissue Sealants. San Diego, CA.

Woolverton, C.J., K.R. Finer, D. Gerbig, C. Hanousek, A. Leff and C.E. Wickstrom, 1998. The Microbiology Learning Center: A Web-based Resource. Abstracts of the 5<sup>th</sup> Undergraduate Microbiology Education Conference, American Society for Microbiology. Atlanta, GA.

Woolverton, C.J., W. Drohan and M. MacPhee, 1998. Control of Antibiotic Resistant Bacteria with Low Solubility Antibiotics in Fibrin Sealant. Proceedings of

the European Cambridge Healthtech Symposia on Emerging Applications of Tissue Sealants. Lisbon, Portugal.

Woolverton, C.J., W. Drohan and M. MacPhee, 1999. Infection Control using Low Solubility Antibiotics in Fibrin Sealant. Proceedings of the Plasma Product Biotechnology Meeting, Queensland, Australia.

Woolverton, C.J., 1999. Critical Thinking in the Microbiology Laboratory. Abstracts of the 99<sup>th</sup> General Meeting of the American Society for Microbiology, Chicago, IL.

Woolverton, C.J., 2000. The Virtual Poster as an Active Learning Strategy in Microbiology Education. Abstracts of the 7<sup>th</sup> Undergraduate Microbiology Education Conference, American Society for Microbiology. Ontario, CA.

Woolverton, C.J., J. Fulton, M. MacPhee, 2000. Antibiotics Delivered from Fibrin Sealant Control Antibiotic-Resistant *Staphylococcus aureus*. Abstracts of the Surgical Applications of Tissue Sealants Conference, American College of Surgeons Clinical Congress, Chicago, IL.

Niehaus, G.D., K.J. Doane, T. Ishikawa, O.D. Lavrentovich and C. J. Woolverton, 2001. Liquid Crystal Biosensor for Microbes. Abstracts of the Experimental Biology Meeting. Orlando, FL.

C.J. Woolverton, T. Ishikawa, O.D. Lavrentovich, K.J. Doane and G.D. Niehaus, 2001. A Near-Real Time Microbial Biosensor. Abstracts of the Experimental Biology Meeting. Orlando, FL.

Arroyo, A., M. Wildroudt, E. Marino, E. Dulka, C.J. Woolverton, W. Landis and J. Fulton, 2001. Skin Bilayer Formation with Varied Cell Culture Methods. Abstracts of the Surgical Applications of Tissue Sealants and Adhesives Conference, New Orleans, LA.

Woolverton, C.J., Lavrentovich, O.D. and Niehaus, G.D., 2002. A Liquid Crystal Biosensor for Virus Detection. Abstracts of the 102<sup>nd</sup> General Meeting of the American Society for Microbiology, Salt Lake City, UT.

Bartolo, L., Melton, A., Strah, M., Lowe, C., Feng L. and Woolverton, C.J., An Electronic Scientific Notebook: Metadata and Database Design for Multidisciplinary Scientific Laboratory Data. 6<sup>th</sup> International Conference on Current Research Information Systems, University of Kassal, Kassal, Germany.

L.M. Bartolo, L. Feng, C.S. Lowe, A.C. Melton, C.J. Woolverton, 2003. Flexible Lab tool for a Digital Library of Reusable Materials Science Microstructures. Joint Conference on Digital Libraries.

Woolverton, C.J., T. Schneider, I.I. Smalyukh, G. D. Niehaus and O.D. Lavrentovich, 2003. Biosensors based on Lyotropic Chromonic Liquid Crystals (LCLC). Abstracts of ASM Biodefense Research Conference, Baltimore, MD.

Niehaus, GD, CH Block, CJ Woolverton, OD Lavrentovich, and KJ Doane, 2003. Sensitivity of a Liquid Crystal-based Biosensor. Abstracts of the Experimental Biology Meeting.

Miller-Helfinstine, S., C. Vargas and C.J. Woolverton, 2003. Electron Beam Irradiation of <u>Bacillus</u> Endospores. Abstracts of the Council on Ionizing Radiation Measurements and Standards, NIST, Gaithersburg, MD.

Helfinstine, S., C. Vargas-Aburto, CJ Woolverton, 2003. Evaluation of electron beam irradiation on endospores-contaminated mail. Abstracts of the OH Branch ASM, Youngstown, OH.

Woolverton, CJ, S. Miller-Helfinstine, T. Schneider, I.I. Smalyukh, and O.D. Lavrentovich, 2004. Liquid Crystal Biosensor Detects Anthrax Simulant in Real Time. Abstracts of the General Meeting, ASM, New Orleans, LA.

Helfinstine, S.L., C. Vargas-Aburto, C. J. Woolverton, 2004. A Systematic Evaluation of Electron Beam Irradiation Control of Bacillus atrophaeus (a.k.a. BG) in Simulated Mail. Abstracts of the General Meeting, ASM, New Orleans, LA.

Woolverton, CJ, 2004. Lyotropic Chromonic Liquid Crystals (LCLC) Enhance Microbe Detection. Great Lakes Photonics Symposium, Cleveland, OH.

Woolverton, CJ, 2004. Lyotropic Chromonic Liquid Crystals for Sensing Biological Agents. Great Lakes Photonics Symposium, Cleveland, OH.

Lavrentovich, OD and CJ Woolverton, 2005. Real-time Microbe Detection based on Director Distortions and Light Transmittance around Growing Immune Complexes in Lyotropic Chromonic Liquid Crystals. American Physical Society. Los Angeles, CA.

Woolverton, CJ, S. Helfinstine, H. Liu, Y. Nastyshin and OD Lavrentovich, 2005. Liquid Crystal Director Distortions Report Microbe Capture by Antibody. Gordon Research Conference on Liquid Crystals. New London, NH.

Meilander, T., S. Helfinstine and CJ Woolverton, 2006. Using a Bioterrorism Simulation to Teach Select Agent Identification. 2006 ASM Conference for Undergraduate Educators. Orlando, FL.

Meilander, T., S. Helfinstine and CJ Woolverton, 2006. Using a Bioterrorism Simulation to Teach Select Agent Identification. 106<sup>th</sup> General Meeting of the American Society for Microbiology. Orlando, FL.

Tortora, L., H. S. Park, K. Antion, C. Woolverton, O. D. Lavrentovich, D. Finotello 2006. A Study of the Effects of Salts and Polyamines on Phase Diagrams of Lyotropic Chromonic Liquid Crystals. 21<sup>st</sup> International Liquid Crystal Conference. Denver, CO.

Woolverton, CJ, 2006. Optical Amplification of Liquid Crystal Distortion Detects Microorganisms. SPIE Great Lakes Photonics Symposium, Dayton, OH.

Cowan, B., M. Gangoda, M. Gomez-Escalada, R. Gregory, S. Helfinstine, R. M. Uribe, C. Woolverton, P. Loar, M. Nickelson, J. De Jesus, E. Filppi and C. Garcia, 2006. Dose Measurements in Sludge Treatment by an Electron Beam. 15<sup>th</sup> Annual Meeting of the Council on Ionizing Radiation Measurements and Standards, NIST, Gaithersburg MD.

Helfinstine, S., R. Uribe and C. J. Woolverton, 2007. Effects of Electron Beam Irradiation on *Bacillus* Spore DNA and Outer Protective Structures. 107<sup>th</sup> General Meeting of the American Society for Microbiology, Toronto.

Meilander, T., S. Fiester, S. Helfinstine, and C. J. Woolverton, 2007. Hands-On Biosafety Level 3 Laboratory Workshop Improves Knowledge and Skills in Laboratory Personnel. 107<sup>th</sup> General Meeting of the American Society for Microbiology, Toronto.

Woolverton, C.J., 2008. Detection of Microorganisms in Real Time. Heal OH: 1<sup>st</sup> Annual Conference on Wound Healing in OH. Akron, OH

Woolverton, C.J., S.L. Helfinstine and R. Uribe, 2008. Dose-dependent Electron Beam Irradiation Damages Bacterial Spore Coat and DNA. 17<sup>th</sup> Annual Meeting, Council on Ionizing Radiation Measurements and Standards. NIST, Gaithersburg, MD.

#### E. Papers Presented

#### Refereed

Woolverton, C.J., R.W. Veltri, and I.S. Snyder. Genotoxicity and Immunomodulation of L-Ascorbic Acid Derivatives. Abstracts of the Annual Meeting of the American Society for Microbiology. St. Louis, MO, 1994.

Woolverton, C.J., R.W. Veltri, and I.S. Snyder. PMN Receptor Modulation by an Ascorbic Acid Derivative. Abstracts of the Annual Meeting of the American Society for Microbiology. Las Vegas, NA, 1985

Woolverton, C.J. and R.W. Veltri. PMN Modulation by Membrane Interaction with Methylfurylbutyrolactone. Abstracts of the Annual Meetings of the American Society for Microbiology. Washington, DC, 1986.

Woolverton, C.J., R.W. Veltri, and I.S. Snyder. Enhanced Bacterial Resistance in Mice Using Methyfurylbutyrolactone. Abstracts of the Annual Meeting of the American Society for Microbiology. Atlanta, GA, 1987.

Woolverton, C.J., J.J. White, E.J. Chapman, and R.B. Sartor. Eicosanoid Regulation of the Acute Vascular Phase of Inflammation. In: <u>Inflammatory Bowel Disease</u>: <u>Current Status and Future Approach</u>, Excerpta Medica, New York, pp 309-315. Fort Lauderdale, FL, 1987.

Woolverton, C.J., J.J. White, E.J. Chapman, and R.B. Sartor. Systemic Immunoregulation in Germ Free Mice Fed Bacterial Cell Wall Polymers. In: <u>Inflammatory Bowel Disease:</u> <u>Current Status and Future Approach</u>, Excerpta Medica, New York, pp 207-212. Fort Lauderdale, FL, 1987.

Woolverton, C.J. and R.B. Sartor. A Modified Method for the Isolation of Viable, Resting, Intestinal Lamina Propria Cells from the Rat. <u>Gastroenterology</u> 92:1699, American Gastroenterology Association, Chicago, IL, May 1987.

Woolverton, C.J. and R.B. Sartor. Dexamethasone and Indomethacin Exacerbate Intestinal Inflammation in an Experimental Model. <u>Gastroenterology</u> 94:502, American Gastroenterology Association, New Orleans, LA, May 1988.

Woolverton, C.J. and R.B. Sartor. Systemic Immunocompetency is Conferred to Germ Free Mice Fed Bacterial Cell Wall Polymers. <u>Gastroenterology</u> 94:503, American Gastroenterology Association, New Orleans, LA, May 1988.

Woolverton, C.J. and R.B. Sartor. Oral Peptidoglycan Induces T Cell Proliferation in Germ Free Rats. Abstracts of the 11th International Convocation on Immunology, Buffalo, NY, June 1988.

Woolverton, C.J. and R.B. Sartor. Induction of Lamina Propria T Cells by Peptidoglycan-polysaccharide Polymers in Germ Free Rats. <u>Gastroenterology</u> 96:552, American Gastroenterology Association, Washington, DC, May 1989.

Woolverton, C.J., Van B. Haywood, and Harold O. Heymann. A Toxicologic Screen of Two Carbamide Peroxide Tooth Whiteners. <u>Journal of Dental Research</u> 70:558. International Association for Dental Research, Acapulco, Mexico, 1991.

Woolverton, C.J., C.L. Bryson, P.A. Redshaw, and A. Paquet Jr. 1993. Immunomodulating Activities of SDS-extracted Antigens from *Actinobacillus actinomycetemcomitans* serotype b. <u>Journal of Immunology</u> 150:214A. FASEB, Anaheim, CA,

Woolverton C.J. and K. Laemont. Cellular Recruitment into the Subcutaneous Gelatin Sponge is Integrin Dependent. Clinical Research 42:276A. Baltimore, MD, 1994.

Woolverton C.J., M. Singh, R. Brady W. Drohan and M. MacPhee. Antibiotic Release from Fibrin Sealant. <u>Controlled Release of Bioactive Materials</u> 22:750-751, Controlled Release Society, Seattle, WA, 2 August 1995.

Woolverton, C.J., M. Singh, W. Drohan and M. MacPhee. Long-term Antibiotic Release from Fibrin Sealant. Proceedings of the International Cambridge Symposia on Tissue Sealants: Current Practice, Future Uses. La Jolla, CA, 31 March 1996.

Woolverton, C.J., W.N. Drohan and M. MacPhee. Antibiotic Relase from Fibrin: Delivery Kinetics and Bioactivity. Proceedings of the Second International Antibacterial Drug Discovery Summit. Princeton, NJ, 24 March 1997.

Woolverton, C.J., W.N. Drohan and M.J. MacPhee, 1997. Antibiotics Delivered in Fibrin Subvert Bacterial Resistance. Proceedings of the XVI<sup>th</sup> Congress of the International Society on Thrombosis and Haemastasis. Florence, Italy, 9 June 1997.

Woolverton, C.J., W. Drohan and M. MacPhee, 1998. Antibiotics Delivered from Fibrin Overcome Antibiotic Resistance. Proceedings of the 3<sup>rd</sup> Annual International Cambridge Healthtech Symposia on Emerging Applications of Tissue Sealants. San Diego, CA, 3 May 1998.

Woolverton, C.J. K.R. Finer, D. Gerbig, C. Hanousek, A. Leff and C.E. Wickstrom. The Microbiology Learning Center: A Web-based Resource Proceedings of the 5<sup>th</sup> Undergraduate Microbiology Education Conference, Atlanta, GA, 16 May 1998.

Woolverton, C.J. K.R. Finer, D. Gerbig, C. Hanousek, A. Leff and C.E. Wickstrom, 1998. The Microbiology Learning Center: A Web-based Resource. Proceedings of the 98<sup>th</sup> General Meeting of the American Society for Microbiology, Atlanta, GA, 19 May 1998.

Woolverton, C.J., W.N. Drohan and M. MacPhee, Control of Antibiotic Resistant Bacteria with Low-Solubility Antibiotics in Fibrin Sealant. Proceedings of the Emerging Applications of Tissue Sealants-Europe Meeting. Lisbon, Portugal, 19-20 November, 1998.

Woolverton, C.J., W.N. Drohan and M. MacPhee, Infection Control Using Low Solubility Antibiotics in Fibrin Sealant. Proceedings of the Plasma Product Biotechnology Meeting. Queensland, Australia, 27-30 March 1999.

Woolverton, C.J., Critical Thinking in the Microbiology Laboratory. Abstracts of the 99<sup>th</sup> General Meeting of the American Society for Microbiology, Chicago, IL, 31 May 1999.

Woolverton, C.J. The Virtual Poster as an Active Learning Strategy in Microbiology Education. Abstracts of the 7<sup>th</sup> Undergraduate Microbiology Education Conference, American Society for Microbiology. Ontario, CA, 19-21 May 2000.

Woolverton, C.J. "Bioinformatics in the Classroom: DNA to Digital" to the 7<sup>th</sup> ASM Undergraduate Microbiology Education Conference, California Polytechnic State University, Pomona, CA, 20 May 2000.

Woolverton, C.J., J. Fulton, M. MacPhee, Antibiotics Delivered from Fibrin Sealant Control Antibiotic-Resistant *Staphylococcus aureus*. Proceedings of the Surgical Applications of Tissue Sealants Conference, American College of Surgeons Clinical Congress, Chicago, IL, 21-22 October 2000.

Niehaus, G.D., K.J. Doane, T. Ishikawa, O.D. Lavrentovich and C. J. Woolverton (presenter). Liquid Crystal Biosensor for Microbes. Abstracts of the Experimental Biology Meeting. Orlando, FL, 4 April 2001.

Woolverton, C.J., Ishikawa, T., Lavrentovich, O.D., Doane, K.J. and Niehaus, G. A Near-Real Time Microbial Biosensor. Abstracts of the Experimental Biology Meeting. Orlando, FL, 4 April 2001.

Arroyo, A., M. Wildroudt, E. Marino, E. Dulka, C.J. Woolverton, W. Landis and J. Fulton. Skin Bilayer Formation with Varied Cell Culture Methods. Abstracts of the Surgical Applications of Tissue Sealants and Adhesives Conference, New Orleans, LA, 6-7 October 2001.

Bartolo, L., Melton, A., Strah, M., Lowe, C., Feng' L. and Woolverton, C.J. An Electronic Scientific Notebook: Metadata and Database Design for Multidisciplinary Scientific Laboratory Data. Proceedings, 4th International Conference on Enterprise Information Systems. Ciudad Real, Spain, 3-6 April 2002.

Woolverton, C.J., Lavrentovich, O.D. and Niehaus, G. A Liquid Crystal Biosensor for Virus Detection. Abstracts of the 102<sup>nd</sup> General Meeting of the American Society for Microbiology, Salt Lake City, UT, 20 May 2002.

Bartolo, L., Melton, A., Strah, M., Lowe, C., Feng L. and Woolverton, C.J., An Electronic Scientific Notebook: Metadata and Database Design for Multidisciplinary Scientific Laboratory Data. Proceedings of the 6<sup>th</sup> International Conference on Current Research Information Systems, University of Kassal, Kassal, Germany, 29-31 August 2002.

Woolverton, C.J., T. Schneider, I.I. Smalyukh, G. D. Niehaus and O.D. Lavrentovich. Biosensors based on Lyotropic Chromonic Liquid Crystals (LCLC). Abstracts of the 1<sup>st</sup> ASM Biodefense Research Conference; Baltimore, MD, 9-12 March 2003.

L.M. Bartolo, L. Feng, C.S. Lowe, A.C. Melton, C.J. Woolverton. Flexible Lab tool for a Digital Library of Reusable Materials Science Microstructures. Joint Conference on Digital Libraries, Houston, TX, May 27-31, 2003.

Niehaus, GD, CH Block, CJ Woolverton, OD Lavrentovich, and KJ Doane, 2003. Sensitivity of a Liquid Crystal-based Biosensor. Abstracts of the Experimental Biology Meeting, San Diego, CA, April 11-15, 2003.

Woolverton, C.J., S. Miller-Helfinstine, T. Schneider, I. Smalyukh, and OD Lavrentovich. Liquid Crystal Biosensor Detects Anthrax Stimulant in Real Time, Abstracts of the 104<sup>th</sup> General Meeting, American Society for Microbiology, New Orleans, LA, 25 May 2004.

Lavrentovich, OD and CJ Woolverton, 2005. Real-time Microbe Detection based on Director Distortions and Light Transmittance around Growing Immune Complexes

in Lyotropic Chromonic Liquid Crystals. American Physical Society. Los Angeles, CA.

Woolverton, CJ, S. Helfinstine, H. Liu, Y. Nastyshin & OD Lavrentovich. Liquid Crystal Director Distortions Report Microbe Capture by Antibody. Gordon Research Conference on Liquid Crystals. New London, NH, 22 June 2005.

O.D. Lavrentovich, Yu.A. Nastishin, K. Antion, Hui Liu, V.G. Nazarenko, R. Vasyuta, S.V. Shiyanovskii, and C.J. Woolverton, Lyotropic Chromonic Liquid Crystals: Physical properties and emerging applications, PMSE 430, American Chemical Society annual meeting, Atlanta, Georgia, March 26-March 31, 2006.

Meilander, T., S. Helfinstine and Woolverton, CJ, 2006. Using a Bioterrorism Simulation to Teach Select Agent Identification. 2006 ASM Conference for Undergraduate Educators. Orlando, FL.

Meilander, T., S. Helfinstine and Woolverton, CJ, 2006. Using a Bioterrorism Simulation to Teach Select Agent Identification. 106<sup>th</sup> General Meeting of the American Society for Microbiology. Orlando, FL.

Woolverton, CJ, 2006. Optical Amplification of Liquid Crystal Distortion Detects Microorganisms. SPIE Great Lakes Photonics Symposium, Dayton, OH.

Tortora, L., H. S. Park, K. Antion, C. Woolverton, O. D. Lavrentovich, D. Finotello 2006. A Study of the Effects of Salts and Polyamines on Phase Diagrams of Lyotropic Chromonic Liquid Crystals. 21<sup>st</sup> International Liquid Crystal Conference. Denver, CO.

Cowan, B., M. Gangoda, M. Gomez-Escalada, R. Gregory, S. Helfinstine, R. M. Uribe, C. Woolverton, P. Loar, M. Nickelson, J. De Jesus, E. Filppi and C. Garcia, 2006. Dose Measurements in Sludge Treatment by an Electron Beam. 15<sup>th</sup> Annual Meeting of the Council on Ionizing Radiation Measurements and Standards, NIST, Gaithersburg MD.

S. Helfinstine, R. Uribe and C. J. Woolverton, 2007. Effects of Electron Beam Irradiation on *Bacillus* Spore DNA and Outer Protective Structures. 107<sup>th</sup> General Meeting of the American Society for Microbiology, Toronto.

Meilander, T., S. Fiester, S. Helfinstine, and C. J. Woolverton, 2007. Hands-On Biosafety Level III Laboratory Workshop Improves Knowledge and Skills in Laboratory Personnel. 107<sup>th</sup> General Meeting of the American Society for Microbiology, Toronto.

Woolverton, C.J., S.L. Helfinstine and R. Uribe, 2008. Dose-dependent Electron Beam Irradiation Damages Bacterial Spore Coat and DNA. 17<sup>th</sup> Annual Meeting,

Council on Ionizing Radiation Measurements and Standards. NIST, Gaithersburg, MD.

### **Invited Seminars and Symposia**

- "He Said, She Said: A Model of Immunologic Communication," to the Austin College Chapter of Phi Beta Kappa, Sherman, TX 1991.
- "Consequences of Bacterial Colonization," to the Institute for Immunology, Moscow, USSR, 26 July 1991.
- "Consequences of Bacterial Colonization," to the J.E. Purkyne Czech Medical Society, Prague, Czechoslovakia, 30 July 1991.
- "Infectious Disease Update in the Soviet Union," to the Texas Branch of The American Society for Microbiology, Austin, TX, September 1991.
- "Infectious Disease Health Care in the Soviet Union and Czechoslovakia" to Austin College, Sherman, TX, 19 September 1991.
- "Infectious Diseases in the Russian Federation," to Texas Christian University, Fort Worth, Texas, 27 October 1992.
- "AIDS 101: An Update, "to Mercer County Prosecutor's Office, Trenton, NJ, 22 April 1994.
- "Bacterial Induction and Regulation of Host Immunity" to Department of Biological Sciences, Kent State University, 5 October 1995.
- "AIDS 101 Revisited: What Have We Learned?" to Kent State University, Wellness Seminar, 30 November 1995.
- "Messing with Bacterial Physiology" to Department of Biological Sciences, Kent State University, 26 September 1996.
- "Fibrin: Foe Turned Ally in the Ongoing Fight to Control Infection" to Department of Physiology, North Eastern Ohio University College of Medicine, Rootstown, OH, 16 December 1996.
- "Fibrin: It's Not Just for Clotting Blood Anymore" to Human Anatomy and Physiology Society, Canton, OH, 1 March 1997.
- "HIV and other Sexually-transmitted Diseases" to the Inter-residence Hall Staff, Kent State University, Kent, OH, 8 December 1997.
- "Sex in the 90's: The Germs My Mother Never Told Me About" to the Phi Delta Epsilon Premedical Fraternity, Kent State University, Kent OH, 26 February 1998.
- "Fibrin: A New Weapon in the Ongoing Fight to Control Infection" to the Wound Healing Research Focus Group, North Eastern Ohio University College of Medicine, Rootstown, OH, 2 March 1998.

"Infection Control using Antibiotic-supplemented Fibrin" to Slippery Rock University, Slippery Rock, PA, 9 October 1998.

"Localized Infection Control Mediated by Antibiotics Delivered from Fibrin" to the Biochemistry Research Group, Kent State University, Kent, OH, 08 December 1998.

"Career Choices in the Biological Sciences" to the Student Medical Association, Kent State University, Kent, OH, 23 February 1999.

"Hemostasis and Drug Delivery Using a Commercial Fibrin Product" to the Annual Meeting of the Northern Ohio Medical Technology Educators and Affiliates, Kent, OH, 8 October 1999.

"Liquid Crystal Amplification of Biological Signals" to the Biochemistry Research Group, Kent State University, Kent, OH, 06 October 1999.

"Teaching Microbiology in the Digital Age" to Kent State University (Moulton Hall Workshop on Multimedia in Education), Kent, OH, 21 November 1999.

"Wound Healing and Infection Control" to the School of Exercise, Leisure and Sports, Kent State University, Kent, OH, 25 February 2000.

"Infection Control in the New Millennium" to the Department of Microbiology and Immunology, North Eastern Ohio University College of Medicine, Rootstown, OH, 29 February 2000.

"Advanced Hemostasis and Infection Control" to the Ohio Society for Clinical Laboratory Sciences, Morley Health Center, Akron, OH, 11 March 2000.

"Y2K Advances in Infection Control" to the Cleveland Clinic Foundation, Cleveland, OH, 4 April 2000.

"Teaching, Learning and the Link to Critical Thinking in the Classroom" to the to the Woodrow Wilson Foundation Leadership Program for Teachers, Lawrenceville, NJ, 26-27 July 2000.

"New Uses for Plasma Clotting Factors" to the Ohio Society for Clinical Laboratory Sciences, Morley Health Center, Akron, OH, 28 April 2001.

"Pathogen Detection in Near-Real Time" to Akron Wound Healing Society, Calhoun Research Center, Akron General Medical Center, 13 June 2001.

"Biotechnology at Kent State University" to Senator Amstutz and select members of the Ohio Department of Development, Kent State University, 18 January 2002.

"The Integrated Life Sciences Program at Kent State University" to the Kent State University Board of Trustees, 24 January 2002.

"Development of a Liquid Crystal Biosensor for Pathogen Detection" to the Liquid Crystal Institute & ALCOM membership, Kent State University, 3 April 2002.

- "Detecting Infectious Agents before They Cause Disease: A Case Study of Successful University Technology Transfer" to the Canton Rotary Club, Canton, OH, 23 August 2002.
- "Liquid Crystal Biosensors: Where Biology, Chemistry and Physics Meet" to the Department of Biological Sciences, Kent State University, Kent, OH, 17 October 2002.
- "Liquid Crystal Biosensors: A Lesson in Physical Chemistry" to the Biochemistry Research Group, Kent State University, Kent, OH, 22 October 2002.
- "Amplification of Receptor-Ligand Binding Events using Liquid Crystals" to the Biology Department, University of Akron, Akron, OH, 20 February 2003.
- "Biological and Biomedical Research at KSU" to the Life Sciences Symposium, Polymer Sciences Department, University of Akron, Akron, OH, 21 March 2003.
- "Liquid Crystal Biosensors" to the Retired KSU Faculty group, Kent State University, Kent, OH, 19 November 2003.
- "Real Time Pathogen Detection using the Liquid Crystal Biosensor" to the OH Society for Clinical Laboratory Science, Hudson, OH, 6 May 2004.
- "Sanitizing US Mail by Electron Beam Irradiation" to the OH Society for Clinical Laboratory Science, Hudson, OH, 7 May 2004.
- "ACT/SGER: Liquid Crystal Materials for Biosensor Development" to the Approaches to Combat Terrorism Principal Investigator Workshop, National Science Foundation, Arlington, VA, 8 June 2004.
- Lyotropic Chromonic Liquid Crystals Enhance Microbe Detection" to Great Lakes Photonics Symposium (Sensors Session), Cleveland, OH, 9 June 2004.
- "Lyotropic Chromonic Liquid Crystals for Sensing Biological Agents" to Great Lakes Photonics Symposium (Chemical, Biological, radiological and Nuclear Countermeasures Session), Cleveland, OH, 10 June 2004.
- "Bioterrorism and the Role of the Clinical Laboratory" to the Cooperative Medical Technology Program of Akron, Akron Children's Hospital, Akron, OH, 15 September 2004.
- "The Northeastern Ohio Consortium for Biopreparedness" to the Academic Support for Ohio Homeland Security" at the 2005 Ohio Homeland Security Symposium and Trade Show, Franklin County Veterans Memorial, Columbus, OH, 20 April 2005.
- "The Role of the Clinical Laboratory in Public Health" to the Cooperative Medical Technology Program of Akron, Akron Children's Hospital, Akron, OH, September 2005.

- "Safety and Bioterrorism Preparedness" to the American Society for Clinical Laboratory Science-Ohio at their conference on Advancing the Practice Exceeding Expectations, Toledo Wyndham Hotel, Toledo, OH, 3 May 2006.
- "Microbiology 101: Public Health Preparedness Basics" to the Medical Reserve Corp of Portage County at their conference on Topics in Bioterrorism & Disaster Planning: Nursing Issues 2006, Kent State University, Kent, OH, 11 May 2006.
- "Teaching Microbiology without Teaching Microbiology: The Dual Use Debate" to the 2006 ASM Conference on Undergraduate Education, University of Central Florida, Orlando, FL, 19 May 2006.
- "The Dual Use Dilemma and its Impact on Microbiology Education" to the 106<sup>th</sup> General Meeting of the American Society for Microbiology, Orlando, FL, 22 May 2006.
- "Optical Amplification of Liquid Crystal Distortion Detects Microorganisms" to the 2006 SPIE Great Lakes Photonics Symposium, Dayton Convention Center, Dayton, OH, 14 June 2006
- "Microbiology 101: Infection Control Basics" to the Akron Children's Hospital Radiology School, Akron, OH, September 2006.
- "Identifying Bioterrorism Agents in the Clinical Laboratory" to the Cooperative Medical Technology Program of Akron, Akron Children's Hospital, Akron, OH, September 2006.
- "Research 101" Introduction to Research Rationale, Methods and Communication" to the Cooperative Medical Technology Program of Akron, Akron Children's Hospital, Akron, OH, April 2007.
- "Microbiology 101: Infection Control Basics" to the Akron Children's Hospital Radiology School, Akron, OH, May 2007.
- "Select Agent Identification by the Clinical Laboratory" to the Cooperative Medical Technology Program of Akron, Akron Children's Hospital, Akron, OH, September 2007.
- "Graduate and Career Opportunities in Microbiology and Public Health" to the Senior Seminar Course, Biology Department, Central State University, OH, October 24, 2007.
- "Research 101" Introduction to Research Rationale, Methods and Communication" to the Cooperative Medical Technology Program of Akron, Akron Children's Hospital, Akron, OH, April 2008.

"Microbiology 101: Infection Control Basics" to the Akron Children's Hospital Radiology School, Akron, OH, September 2008.

"Select Agent Identification by the Clinical Laboratory" to the Cooperative Medical Technology Program of Akron, Akron Children's Hospital, Akron, OH, September 2008.

Woolverton, C.J., 2008. Detection of Microorganisms in Real Time. Heal OH: 1<sup>st</sup> Annual Conference on Wound Healing in OH. Akron, OH, October 2008.

"Graduate and Career Opportunities in Microbiology and Public Health" to the Senior Seminar Course, Biology Department, Central State University, OH, November 7, 2008.

## F. Other Creative Accomplishments

### **Patents and Patent Applications**

Patent Number 6,054,122 issued April 25, 2000; Supplemented and Unsupplemented Tissue Sealants, Methods or their Production and Use (A Self-Expanding Foam). MacPhee, Drohan and Woolverton, inventors.

Patent Number 6,117,425 issued September 12, 2000; Supplemented and Unsupplemented Tissue Sealants, Methods of their Production and Use (Drug and Biologics Delivery). MacPhee, Drohan, Nunez, Liau, Woolverton, Burgess, Maciag and Greisler, inventors.

Patent Number 6,171,802, issued January 9, 2001; Detection and Amplification of Ligands. Woolverton, Niehaus, Doane, Lavrentovich, Schmidt and Signs, inventors.

Patent Number 6,395,288, issued May 28, 2002; Subversion of Bacterial Resistance by Low Solubility Antibiotics. Woolverton, C.J., W.N. Drohan and M. MacPhee, inventors.

Patent Number 7,160,736, issued January 9, 2007. Detection and Amplification of Ligands (using Microspheres). Niehaus, Woolverton, Doane, Lavrentovich, Schmidt and Signs, inventors.

Patent Number 7,267,957, issued September 11, 2007. Detection and Amplification of Ligands (Liquid Crystal Receptor-based Device) Woolverton, Niehaus, Doane, Lavrentovich, Schmidt and Signs, inventors.

Patent Number 7,407,815, issued August 5, 2008. Liquid Crystal Cassette, Woolverton and Niehaus, inventors.

Utility Application filed September 27, 2006 Liquid Crystal Sensor System, No. 11/535,485 (based on Provisional Application No. 60/596,485 filed on 9/28/06). PCT Application No. PCT/IB2006/053544

Utility Application filed September 27, 2006, Ligand Concentrating, Liquid Crystal Biosensor System, No. 11/535,562 (based on Provisional Application No. 60/596,487). PCT Application No. PCT/IB2006/053545.

#### **Other Creative Activities**

"A Novel Antibiotic Therapy to Treat Infection." Poster Presentation to Kent State University, Celebration of Scholarship, 25 April 1996.

Reviewer for <u>Microbiology Tutorial Software</u> by Betsy Cooper. Prentice Hall Publisher, June 1996.

Reviewer (2 exercises) for <u>Microbiological Applications</u>, 7th edition, Short Version by H. Benson. Wm. C. Brown Publisher, September 1996.

"Fibrin: A New Weapon in the Ongoing Fight to Control Infection." Poster Presentation to the School of Biomedical Sciences, Kent State University, 14 November 1996.

"Prokaryotic Structure and Diversity." Guest lecture to BSCI 20140, Cell Biology, Kent State University, 24 January 1996; 11 September 1996; 29 January 1997.

"Cell Cycles and Cancer." Guest lecture to BSCI 20140, Cell Biology, Kent State University, 24 April 1996; 11 December 1996.

"Thoughts on Evolution and Religion." Guest lecture to Phil 32091, Integrating Philosophy and Religion, Kent State University, 8 November 1996.

"Immunologic Implications of Pregnancy." Guest lecture to BSCI 4/5/70435, Reproductive Physiology of Mammals, Kent State University, 6 March 1997.

"Subverting Bacterial Infection and Resistance," Poster Presentation to Kent State University, Celebration of Scholarship, 15 May 1997.

"Bacterial Contamination of Emergency Eyewash Bottles," Poster Presentation to Kent State University, Celebration of Scholarship, 15 May 1997.

"Overcoming Bacterial Resistance," Poster Presentation to the School of Biomedical Sciences, Kent State University, 14 November 1997.

Reviewer (6 chapters) for <u>Microbiology: Concepts and Applications</u>, by Krieg, Pelczar, Chan, Elgert and Roop, John Wiley & Sons, Publisher, January 1998.

Reviewer (book) for <u>Procedures Manual for the Microbiology Laboratory</u>, by Pierce and Leboffe, Morton Publishers, March 1998.

"LC Amplification of Receptor-mediated Detection," to Frantz Medical Development, Kent State University, November 1998.

"LC Amplification of Receptor-mediated Detection," to Diagnostic Hybrids, Inc., Kent State University, November 1998.

"Bacillus subtilis." Annotated photograph accepted into the International Collection of Microbial Resources, American Society for Microbiology, December 1998.

Reviewer (5 chapters) for <u>Biology: The Dynamics of Life</u>, by A. L. Biggs et al., Glencoe/McGraw-Hill Publishers, December 1998.

"LC Amplification of Receptor-mediated Detection," to Steris Corporation, Kent State University, January 1999.

"Immune Factors Regulating Reproduction." Guest lectures to BSCI 4/5/70435, Reproductive Physiology of Mammals, Kent State University, March 1999.

"LC Amplification of Receptor-mediated Detection," to Tim Biro, Kent State University, March 1999.

Reviewer (book) for <u>Exercises for the Microbiology Laboratory</u>, by Pierce and Leboffe, Morton Publishers, March 1999.

"LC Amplification of Receptor-mediated Detection," to BioMec, Kent State University, April 1999.

"LC Amplification of Receptor-mediated Detection," to Dairy One, Inc., Kent State University, April 1999.

The Microbiology Learning Center, Interactive Presentation to Kent State University, Celebration of Scholarship, 6 May 1999.

Using Phylogenetic Analysis and DNA Consensus Sequences to Create and Interactive Web Site, Interactive Presentation to Kent State University, Celebration of Scholarship, 6 May 1999.

Reviewer (2 chapters) for <u>Kuby Immunology</u>, by Goldsby, Kindt and Osborne, W.H. Freeman and Company Publishers, May 1999.

Reviewer for <u>Current Drugs, Ltd.</u>, "Antimicrobial Drug Discovery, Research and Development at the ASM 99<sup>th</sup> General Meeting," London, June 1999.

Reviewer (2 chapters) for <u>Microbiology: A Human Perspective</u>, by Nester et al., McGraw-Hill Publishers, January 2000.

"Managing Careers in the Biological Sciences" to BSCI 10182, Principles of Biology, Kent State University, 29 March 2000.

Reviewer (4 chapters) for <u>Focal Foundations of Microbiology</u>, by Hampton, Myers and Thai, Prentice Hall Publishers, April 2000.

Reviewer (annotated Table of Contents) for <u>Microbial Universe</u>, by Dennis Schneider, Benjamin Cummings, November 2000.

Reviewer (3 chapters) for <u>The Microbial Universe</u>, by Krieg, Chan, Pelczar, Eigert and Roop, John Wiley and Sons, November 2000.

"Immune-endocrine Interactions" Guest Lecture to BSCI 5/70432 Endocrinology, Kent State University, 21 November 2000.

Evaluate English translation of French Immunology Report with MCLS graduate student Victor Foster, Kent State University, November-December 2000.

"Immunologic Implications of Pregnancy." Guest lecture to BSCI 4/5/70435, Reproductive Physiology of Mammals, Kent State University, 8 & 13 March 2001.

"Bacterial Gene Expression and Regulation." Guest lecture to BSCI 30156 Elements of Genetics, Kent State University, 16 March 2001.

"New Techniques for the Detection of Human Pathogens." Guest lecture to ILS 22091 Seminars in Medicine, Kent State University, 22 March 2001.

Panelist, Building Scholarly Communities, 7<sup>th</sup> Annual Celebration of Scholarship, Kent State University, 12 April 2001.

Panelist, Attack on American: What do We do Now? Open forum, Kent State University, Kent, OH 30 October 2001.

Reviewer, <u>Microbiology: Diversity</u>, <u>Disease and the Environment</u> by Salyers and Whitt, John Wiley and Sons, November 2001.

Evaluate English Translations of Three Spanish Microbiology Reports with MCLS graduate student Judith Noval, Kent State University, November 2001.

Panelist, AAUP-KSU Policy Colloquim, Kent State University, 11 April 2002.

Founding member, Wound Healing Consortium of Northeastern Ohio, 2003.

Panelist, Student preparations for the 10<sup>th</sup> Annual Science and Societal Issues Symposium, Valley Forge High School, Parma Heights, OH, 18 March 2003.

Founding member, Northeastern Ohio Consortium for Biopreparedness, 2003.

Panelist, "Northeast OH's Biotech Future" (Craintech.com's MegaBite Breakfast), City Club, Cleveland, OH, 2 December 2003.

Reviewer (2 chapters) for <u>Microbiology</u>, by Prescott, Harley and Kline., McGraw-Hill Publishers, April 2004.

Public Health Preparedness Web Site (with Tracey Millender, Shannon Helfinstine and KSU New Media Development), <a href="http://cphp.kent.edu">http://cphp.kent.edu</a>, Fall 2004.

Founding member, Center for Public Health Preparedness at Kent State University, 2007.

Reviewer (5 chapters) for *Microbiology: Principles and Practice*, by Finer, Pearson Benjamin Cummings McGraw-Hill Publishers, April-May 2008.

## **G.** Society Memberships

American Association for the Advancement of Science (1996-present)

American Society for Microbiology (1983-present)

(May 2000 Conference on Undergraduate Education, Planning Committee)

(May 2001 Co-chair, Conference on Undergraduate Education)

(May 2005 Chair, Biosecurity and Safety Symposium)

(July 2008 Editor-in-Chief, *Journal of Microbiology and Biology Education*)

New York Academy of Sciences (1993-2003)

Sigma Xi, The Scientific Research Society (Life Member since 1982)

Society for Mucosal Immunology (1987-2004)

Society for Applied Microbiology (2004-2008)

SPIE The International Society for Optical Engineering (2006)

International Society for Environmental Microbiology (2007-2008)

Association of Public Health Laboratories (2009-present)

### H. Editorial and Peer Review Responsibilities

Editorial Board, *Focus on Microbiology Education*, American Society for Microbiology, June 2002-2005.

Ad Hoc Reviewer, *Wilderness and Environmental Medicine*, Wilderness Medical Society, October 2001-2003.

Ad Hoc Reviewer, *BioMed Central* (open access, on-line journal), May 2002.

Ad Hoc Reviewer, Office of Naval Research, June 2002.

Ad Hoc Reviewer, Kent State University (for the OBR review of University of Cincinnati PhD program in Immunobiology), April-August 2003.

Ad Hoc Reviewer, Journal of Controlled Release, May-June 2003.

Ad Hoc Reviewer, Applied and Environmental Microbiology, October 2003.

Ad Hoc Reviewer, Kent State University (for the Internal Graduate Program Review of the Chemical Physics Interdisciplinary Program), April-November 2004.

Ad Hoc Reviewer, Engineering and Physical Sciences Research Council (UK), March-April 2005.

Ad Hoc Reviewer, Engineering and Physical Sciences Research Council (UK), March 2006.

Ad Hoc Reviewer, Applied and Environmental Microbiology, September 2006.

Editorial Board, *Microbiology Education*, American Society for Microbiology, June 2001-2007.

Co-Editor-in-Chief, *Journal of Microbiology and Biology Education* (formerly *Microbiology Education*), American Society for Microbiology, July 2007-June 2008.

Editor-in-Chief, *Journal of Microbiology and Biology Education* (formerly *Microbiology Education*), American Society for Microbiology, July 2008-present.

Ad Hoc Reviewer, Applied and Environmental Microbiology, September 2008.

Ad Hoc Reviewer, National Science Foundation, December 2008.

Ad Hoc Reviewer, National Science Foundation, April-May 2009.

# I. Grant Proposals

Characterization of Methylfurylbuterolactone (Nafocare) for Biological Activity. Predoctoral Fellowship from the National Foundation for Cancer Research. 1983-1986. **Funded**.

Isolation, Purification and Assessment of Intestinal Mucosal Macrophages Stimulated by Bacterial Cell Wall Polymers. 1987-1988. **\$5,000** from University of N. C., Department of Medicine. **Funded**.

Comparison of Carbamide Peroxides as Potential Tooth Whiteners. **\$3,000** from Marion Merrell Dow, Inc., 1989-1990. **Funded**.

Career Devlopment Implementation Grant, \$2030 from the Richardson Endowment, Austin College, Summer 1992. **Funded**.

Young Investigator Award. \$25,000 from the National Science Foundation. Submitted January 1992. Not Funded.

Bacterial Cell Wall Polymers in Periodontal Disease. **\$75,000** from the National Institutes of Health. 1993-1996. Priority score 150. **Funded** but withdrawn due to relocation.

Bacterial Antigen-induced Arthrtis. **\$6,500** from the Division of Research and Graduate Studies (Research and Creative Activity Award), Kent State University. Summer 1996. **Funded**.

Bacterial Antigen-induced Colitis in Marmosets. \$4,000 (matching grant) from The National Foundation for Infectious Diseases. 1996-1997. Not Funded.

Microbiology Research. **\$2,500** from 3M Life Sciences Sector Laboratory (unsolicited). 1996-1997. **Funded**.

Subverting Bacterial Resistance: Antibiotics in Fibrin. \$92,789 from the National Institutes of Health. 1997-2000. Not funded

Microbiology Learning Center Web Site, C.J. Woolverton, principal investigator, Chris Hanousek, Adam Leff, Conrad Wickstrom, Kim Finer and Don Gerbig, coinvestigators. **\$5,000** from OhioLINK. 1997. **Funded**.

Clinical Models of Long-term Antibiotic Delivery. **\$5,000** from the American Red Cross. 1997-1998. **Funded**.

Amplification of Antibody Signals. **\$2500** from the University Research Council, Division of Research and Graduate Studies, Kent State University. 1997-1998. **Funded**.

Subverting Bacterial Resistance: Antibiotics in Fibrin. \$96,445 from the National Institutes of Health. 1998-2001. Not funded.

An Electronic Resource Package for General Microbiology. **\$6,500** from the College of Arts and Sciences, Kent State University. Summer 1998. **Funded**.

Faculty Travel Award. **\$500** from the University Teaching Council, Kent State University, 1998. **Funded**.

Undergraduate Faculty Travel Grant. **\$400** from the American Society for Microbiology. May 1998. **Funded**.

Subverting Bacterial Resistance using Antibiotics Delivered from Fibrin Sealant. **\$21,600** from the American Red Cross. May 1998. **Funded**.

Liquid Crystal Amplification of Antibody-based Threat Agent Detection (White Paper). \$115,000 from the Army Research Office. C.J. Woolverton, principal investigator, K. Doane, and O. Lavrentovich, G. Niehaus, co-investigators. Preproposal submitted May 1998. Encouraged for full proposal.

Neutralization of Biologic Pathogens by Engineered Phage-displayed Antibodies (White Paper). \$110,000 from the Army Research Office. G. Niehaus, principal investigator, K. Doane, and O. Lavrentovich, C.J. Woolverton, co-investigators. Preproposal submitted May 1998. Discouraged for full proposal.

Development of a Pathogen Detection System. C. J. Woolverton and G. D. Niehaus (co-Principal Investigators), O. Lavrentovich, K. Doane and S. Schmidt, co-investigators. **\$12,139** from Kent Research Corporation and Northeastern Ohio Universities College of Medicine (matching funds). February 1999-May 1999. **Funded**.

Development of a Microbiology Textbook Web Site. C. J. Woolverton, principal investigator. **\$5000** from W.C. Brown/McGraw-Hill Publishers. Summer 1999. **Funded**.

Mouse Strain Reconstitution: Optimizing Sperm Function. Doug Kline, principal investigator, S. Vijayaraghavan, C. Woolverton (5% effort), J. Kline and R. Keri, coinvestigators. \$920,772 from the National Institutes of Health. 1999-2002. Not funded.

Acquisition of Imaging and Visualization Instrumentation for Biological Investigations. J. Blank, principal investigator, J. Khan, D. Kline, L. Reichel and C. Woolverton (10% effort), co-investigators. \$884,204 from the National Science Foundation. 1999-2001. Not funded

Liquid Crystal Amplification of Antibody-based Threat Agent Detection. C.J. Woolverton, principal investigator, K. Doane, and O. Lavrentovich, G. Niehaus, coinvestigators. \$254,234 from the Army Research Office. 1999-2001. Not funded.

Alpha-2 Macroglobulin Caged Enzyme Amplification of ABO Blood groups and Blood-borne Pathogens, G. Niehaus, principal investigator, C.J. Woolverton, K. Doane, S. Schmidt and O. Lavrentovich, co-investigators. White paper submitted to the Materials Research Military Command, 1999. Not funded.

A Microcalorimetry System for Studying Phase/State Changes and Molecular Interactions. S. Cabaniss, A. Gericke, R. Gregory, M. Jaroniec, K. Laali, S. Prosser, F. Walz, D. Finotello, O. Lavrentovich, P. Maurice, C.J. Woolverton. \$143,810 from State of Ohio Research Challenge Program. 2000. Funded.

Scientific and Patent Searching for Pathogen Detection Systems. C.J. Woolverton. **\$8,000** from E.H. Ventures, Inc. January-May 2000 (purchased release time). **Funded.** 

Rapid, Selective Detection of Biologic Pathogens. G.D. Niehaus, C.J. Woolverton. \$75,000 from Procter and Gamble's University Exploratory Research Program. 2000-2002. Not funded.

ASM/Sustaining Member Undergraduate Research Fellowship. D. Quillen, C.J. Woolverton. \$4000 from American Society for Microbiology. Summer 2000. Not funded.

Integrating Biological Systems with Lyotropic Liquid Crystals. W. Doane, D. Finotello, M. Glasser, O. Lavrentovich G. Niehaus, S. Prosser, P. Westerman, C. J. Woolverton. \$4,200,000 from DARPA. 2000-2003. Pre-proposal submitted 17 February 2000. Discouraged for full proposal.

Real-time Pathogen Detection Devices. C.J. Woolverton, G.D. Niehaus, O. Lavrentovich, K. Doane. **\$250,000** from E. H. Ventures, Inc. (Sponsored Research). July-December, 2000. **Funded**.

Metabolic and Immune Effects of Exercise at 10,000 Feet. C.J. Woolverton, E. Glickman-Weiss, M. Blegan and T. Waseleski. **\$3,500** from Research and Graduate Studies, Kent State University. Summer 2000. **Funded**.

Antibiotic Drug Discovery using Integrated Bioinformatics. A. Bansal, C-C. Tsai and C. Woolverton. \$101,788 from the State of Ohio Research Challenge Program. 2001-2002. Not funded.

A Model for Sharing Multi-disciplinary, Multi-institutional Scientific Information through Information Management, Adaptive Data Streaming and Electronic Publishing. L. Bartolo, J. Blank, R. Fidler, J. Khan, A. Melton, A. Ruttan and C. Woolverton. \$125,000 from the State of Ohio Research Challenge Program. 2001-2002. **Funded at \$50,000**.

An Integrated Approach for Automated Genome Analysis of Extremophilic Microbes. A.K. Bansal, PI and C.J. Woolverton, co-PI, \$661,982 from the Department of Energy. 2001-2004. Not funded.

Real-time Pathogen Detection Devices. C.J. Woolverton. **\$101,537** from E. H. Ventures, Inc. (Sponsored Research Renewal). January-June, 2001. **Funded**.

Chromonic Lyotropic Liquid Crystal Biosensors for Pathogen Detection. C.J. Woolverton and O.D. Lavrentovich. \$195,000 from NASA. August 2001-July 2002. Not funded.

Full Spatial-Temporal Simulation Modeling of Substrate Sensing, Transport and Metabolism in Prokaryotes. J. Blank, C.J. Woolverton, M. Lee, et al. Pre-proposal to the Department of Energy. 2002-2004. Accepted for full proposal submission.

Software Architecture and Prototyping for a Full Spatial-Temporal Simulation Model of Substrate Sensing, Transport and Metabolism in Prokaryotes. J. Blank, C.J. Woolverton, M. Lee, et al. \$1,418,758 from the Department of Energy. 2002-2004. Not funded.

Skin Bilayer Formation using Fibrin to Engineer the Tissue. C.J. Woolverton and C. Skytta (undergraduate student), **\$3,500** from the University Research Council. September-December 2001. **Funded**.

Pathogen Detection by Lyotropic Liquid Crystals. C.J. Woolverton and OD. Lavrentovich, \$115,389 from the Ohio Board of Reagents Research Challenge Program, January 2002-December 2003. **Funded at \$80,000**.

Rapid Airborne Infection Detector. C.J. Woolverton and OD Lavrentovich, \$765,850 from the US Department of Defense, July 2002-December 2003. Not funded.

ITR: An extensible software architecture for multiscale cellular simulation. Ruttan, AG, Farrell, PA, Heath, RT, Lee, MA and Woolverton, CJ. \$499,454 from the National Science Foundation, September 2002-August 05. Not funded.

Integrated Database Management and Presentation in a Handheld Device. Melton, A., Bartolo, L., and Woolverton, C.J. \$635,081 from the US Department of Defense, April 2003-March 2004. Not funded.

An XML-based Enduser-centric Information Architecture for Multidisciplinary, Multi-institutional Information Management. Bartolo, L., Melton, A., Khan, J. and Woolverton, C.J. \$101,501 from the Ohio Board of Reagents Research Challenge Program, January 2003-January 2005. Not funded.

Diagnostic and Therapeutic Advances Require Isolation and Quantitative Analysis of Rare Cell Populations. Fraizer, G., MacLean, D., Stroup, D., Mintz, E., Woolverton, C.J and Marcinkiewicz, J. \$158,000 from the the Ohio Board of Reagents Research Challenge Program, January 2003-December 2004. **Funded at \$130,000.** 

The Development Strategies for the Treatment of Spinal Cord Injury and the Enhancement of Spinal Cord Regeneration. Joynes, R., Tuthill, D. and Woolverton, C.J. \$99,282 from the the Ohio Board of Reagents Research Challenge Program, January 2003-December 2004. **Funded at \$85,171**.

Release of Antibiotics from Wound Dressings. Woolverton, C.J. **\$33,200** from OMERIS (formerly EBTC), December 2002- December 2003. **Funded**.

Biotechnology Notebook Software. Bartolo, Khan, Melton and Woolverton, \$30,000 from OMERIS, March 2003-February 2004. Not funded.

Wound Dressing Research. Woolverton, C.J. and Tuthill, D. \$487,052 (subcontract) from Technology Action Fund (through GSI, Inc.), June 2003-May 2005. Not funded.

Canada Geese, Fecal Bacteria, and Humans: a Study of Synergistic and Antagonistic Relationships. Leff, L., Kershner, M. and Woolverton, C.J. \$1,158,680 from The National Science Foundation, September 2003-August 2008. Not funded.

The Northeastern OH Consortium for Biopreparedness. Woolverton, C.J. \$1,200,000 from the Hayes Investment Fund, OBR. Not funded.

Liquid Crystal Materials for Biosensor Development, Lavrentovich, O.D. and Woolverton, C.J. **\$100,000** from the National Science Foundation. 15 September 2003-31 August 2004. **Funded**.

Theoretical Study of Domains in Membranes, D. Allender, O. Lavrentovich, E. Mann and C.J. Woolverton, co-Pis. \$64,167 from the Ohio Board of Reagents Research Challenge Program, January 2004-December 2005. **Funded at \$26,912**.

Biological Applications for Microgenomics, E. Mintz, G. Fraizer, J. Blank, D. Stroup, D. Glass, R. Heath, L Leff, J. Stalvey and C.J. Woolverton, co-PIs. \$79,325 from the Ohio Board of Reagents Research Challenge Program, January 2004-June 2006. **Funded at \$60,000**.

Biological Simulation of Microbial Processes, K. Quader, J. Portman, M. Lee, P. Farrell, A. Ruttan, C.J. Woolverton and D. Stroup, co-Pis. \$74,000 from the Ohio Board of Reagents Research Challenge Program, June 2004-May 2005. Not funded.

The Northeastern OH Consortium for Biopreparedness. Woolverton, C.J. \$1,000,000 from the US Department of Health and Human Services (congressional allocation), August 2004-July 2005. **Funded at \$698,926** by the Centers for Disease Control and Prevention.

*E. coli* in Aquatic Ecosystems: Population Dynamics, Lateral Gene Transfer and Implications for Waterborne Disease. L. Leff, J. Lee. G. Poole, T. Royer & C.J. Woolverton. \$1,815,032 from the National Science Foundation. September 2004-August 2009. Not funded.

IERI: Enhancing the Middle School Learning Community for Students Who are Deaf/Hard-of-Hearing using Science Inquiry Methods. Johnson, H., C.J. Woolverton & A. Gilbert. \$1,999,594 from the National Science Foundation. April 2005-March 2009. Not funded.

The Northeastern OH Consortium for Biopreparedness-equipment and curriculum. Woolverton, C.J. \$2,000,000 from the US Department of Education (FIPSE) (congressional allocation). August 2005-July 2007 (NCE to 7/08). **Funded at \$744,000**.

Rapid Detection of Fluid-borne Pathogens using Liquid Crystals. Niehaus, PI. \$800,000 contract form US Department of Homeland Security; \$30,000 subcontract to Woolverton and Lavrentovich. February 2004-January 2005. Funded.

DMR-Materials Research Science and Engineering Center. Palffy-Muhoray, Bos, Finotello, Lavrentovich, Twieg, Woolverton, et al., \$18,178,061 from the National Science Foundation, September 2005-August 2010. Full proposal requested, reverse site visit on 6/2/05. Not funded.

Molecular design, synthesis, self-assembly and applications of novel well-defined lyotropic chromonic liquid crystals (LCLCs), Q. Li, O. Lavrentovich, and C.J. Woolverton, co-Pis. \$60,000 from the Ohio Board of Reagents Research Challenge Program, January 2005-December 2005. Not funded.

Nanotechnology, Liquid Crystals and Drug Release, D. Finotello, O. Lavrentovich, and C.J. Woolverton, co-PIs. **\$59,948** from the Ohio Board of Reagents Research Challenge Program, January 2005-December 2006. **Funded**.

Liquid Crystal Amplification of Immune Complexes to Detect Microbes in Food. Woolverton, CJ, Quan Li and Oleg Lavrentovich. \$1,265,474 from Dupont Qualcore. July 2005-June 2007. Not funded.

Bacterial Growth and Biofilm Formation in Magnetically Levitated Environments. Fisch, Abraham, Kumar, Leff, Rosenblatt and Woolverton. \$1,052,258 from NASA. June 2005-May 2008. Not funded.

IGERT: Liquid Crystals and Advanced Materials for Optical and Biological Applications. Finotello, D., A. Gericke, O.D. Lavrentovich, E. Mann, & C.J. Woolverton. \$3,400,000 from the National Science Foundation. August 2005-July 2010. Not funded.

Research at the Biology-Liquid Crystals Frontier. CJ Woolverton and OD Lavrentovich, co-PIs. \$1,330,419 from the W.M. Keck Foundation (Instrumentation Grant). June 2005-May 2007. **Funded at \$860,000.** 

Electron Beam Surface Decontamination of Eggs. M. Fisch, R. Uribe, B. Schedule and CJ Woolverton. \$598,788 from the USDA. August 2005-July 2008. Not funded.

Transmission Electron Microscopy and Freeze-fracture Facility at the Liquid Crystal Institute. O.D. Lavrentovich, M. Jaroniec, L-C. Chine, and C.J. Woolverton (co-PIs). \$832,600 from the National Science Foundation. August 2005-July 2006. Not funded.

SST: Real time Microbe Detection based on Lyotropic Chromonic Liquid Crystals. OD Lavrentovich, S. Shiyanovskii and CJ Woolverton (co-PIs). \$736,699 from the National Science Foundation. September 2005-August 2008. Not funded.

Public Health Workforce Curriculum Development and Implementation. \$397,000 to the Ohio State University (\$38,000 sub-contract to KSU for CJW) from the Ohio Department of Health. April-June 2005. **Funded**.

Detection of Fecal Coliforms in Drinking Water using a Liquid Crystal Biosensor. CJ Woolverton, L Leff and OD Lavrentovich (co-PIs). \$599,846 from the U.S. Environmental Protection Agency. Not funded.

K-12 Shelter-in-place Learning & Training Tool. CJ Woolverton. \$5,786 from the Ohio Department of Health. June –August 2006. Not funded.

Microbes for the Masses: STEM Learning for Ages 5-105. \$1,518,412 from the National Science Foundation (preproposal not encouraged for submission).

The Wright Center for Sensor Systems Engineering. OD Lavrentovich, P. Bos, P. Palffy-Muhoray, J. Sellinger & CJ Woolverton (co-PIs). \$848,374 from Cleveland State University subaward from the Ohio Department of Development. November 2006-October 2009. Not funded.

Growth and Optical Studies of Proteins Crystals and Films. YA Nastyshyn (Ukranian Institute of Physical Optics) & CJ Woolverton (co-PIs). \$100,000 from U.S. Civilian Research and Development Foundation. Not funded.

A Liquid Crystal Biosensor for the Detection of NIAID Category B Bacteria. CJ Woolverton and OD Lavrentovich (co-PIs). \$1,509,400 from the National Institutes of Health. Not funded.

Proteomics Research Facility. Gregory, R., G. Fraizer, D. Glass, J. Stalvey, D. Stroup & CJ Woolverton (co-PIs). from the Ohio Board of Reagents Research Challenge Program, January 2007-December 2009. Not funded.

Water Quality, Microbiology, and Environmental Biotechnology: Creation of an Oncampus Experimental Facility. Leff, L., M. Kershner, J. Baseman, C. Blackwood, R. Carlson, F. deSzalay, R. Heath, CJ Woolverton, J. Ortiz, D. Palmer & A. Smith (co-PIs). \$50,000 from the Ohio Board of Reagents Research Challenge Program, January 2007-January 2008. Not funded.

Chromonic Liquid Crystals as a New System for Controlled Drug Delivery. Finotello, Lavrentovich and Woolverton (co-PIs). **\$50,000** from the Ohio Board of Reagents Research Challenge Program, January 2007-December 2008. **Funded**.

EPA2007 STAR-G1: Detection and quantification of *Aeromonas hydrophila* using a liquid crystal-based biosensor. C. J. Woolverton, L. Leff and O. D. Lavrentovich (co-PIs). \$595,156 from the U.S. Environmental Protection Agency. December 2007-November 2010. Not funded.

Terrorism Preparedness Needs Assessment and Training Recommendations for Northeastern Ohio Hospitals. C.J. Woolverton (PI of subcontract). **\$21,259** from the Ohio Department of Health, Northeastern Central Planning Group of the Akron Regional Hospital Association (subcontract from University of Findley). June 2007-December 2008. **Funded**.

IGERT: Environmental Sensing: Basic Science, Product Development and Business Outreach (preproposal encouraged for full submission). Leff, L., G. D. Bade, and C. J. Woolverton (co-PIs), \$3.2M from the National Science Foundation. June 2008-May 2013. Not funded.

Development of a Liquid Crystal Biosensor to Detect and Quantify *Aeromonas hydrophila*. C.J. Woolverton, L. Leff and O.D. Lavrentovich (co-PIs) \$50,000 from the Ohio Board of Reagents Research Challenge Program, January 2008-December 2008. Not funded.

Development of temperature and field-modulatable liquid crystal cubic gels as vehicles for therapeutic drug delivery. L.C. Chien and C.J. Woolverton (co-PIs) \$50,000 from the Ohio Board of Reagents Research Challenge Program, January 2008-December 2008. Not funded.

MRI: Acquisition of a Transmission Electron Microscope for Research, Education and Industrial Partnership in the Field of Orientationally Ordered Materials. O. Lavrentovich, M Jaroniec, E Mann, P Palffy-Muhoray and C Woolverton (co-PIs) \$608,611 from the National Science Foundation, August 2008-July 2011. Not funded.

IGERT: Environmental Aquatic Resource Sensing: Basic Science, Business Education and Outreach (preproposal). Leff, L., G. D. Bade, and C. J. Woolverton (co-PIs), National Science Foundation. Encouraged for full proposal submission.

IGERT: Environmental Aquatic Resource Sensing: Basic Science, Business Education and Outreach. Leff, L., G. D. Bade, and C. J. Woolverton (co-PIs), 2,896,040 from the National Science Foundation, July 2008- June 2013. Pending.

Science and Technology Center: Frontiers and Applications of Mesomorphism (preproposal). Lavrentovich, O.D. (PI) and 25 co-PIs. \$22,578,343 from the National Science Foundation. June 2010-May 2015. Not funded.

Mathematical Sciences Research Institute. Melton, A (PI). CJW as senior personnel. \$16,697,112 from the National Science Foundation. January 2010-December 2015. Penidng.

IGERT: Environmental Aquatic Resource Sensing: Basic Science, Business Education and Outreach Leff (PI), Bade and Woolverton (coPIs), preproposal submitted March 12, 2009.

Cold Plasma Applications for Wound Disinfection and Healing, C.J. Woolverton, (PI), Letter of Intent to NIH, submitted April 27, 2009.

## J. Service on Thesis and Dissertation Committees

James Dudones, Ph.D. Defense Committee Moderator Chemistry Department, Kent State University, April 1998

Scott Howell, Ph.D. Defense Committee Moderator Cellular and Molecular Biology Program, School of Biomedical Sciences June 1998

Guo Zhong, Masters Thesis Advisor Cellular and Molecular Biology Program, School of Biomedical Sciences August 1997-August 2000

Xu Ping, Masters Candidacy Committee (L. Leff, Advisor) Cellular and Molecular Biology Program, School of Biomedical Sciences April 1998-2001 Joseph Kavolchin, Doctoral Candidacy Committee (R. Chandawarkar, Advisor) Cellular and Molecular Biology Program, School of Biomedical Sciences September 1998-2003

Mark Blegan, Doctoral Candidacy Committee (E. Glickman, Advisor) School of Exercise, Leisure and Sport September 1999-2001

Elizabeth Marino, Masters Thesis Advisor Cellular and Molecular Biology Program, School of Biomedical Sciences January 2000-May 2003

Ola Olapade, Doctoral Candidacy Committee (L. Leff, Advisor) Department of Biological Sciences March 2000-2004

Abhishek Deshpande, Masters Candidacy Committee (B. Bruot, Advisor) Cell and Molecular Biology Program, School of Biomedical Sciences September 2001-2004 (student changed program)

Shannon Miller Helfinstine, Doctoral Dissertation Advisor Environmental Physiology, Department of Biological Sciences January 2002-2007

Jun Ping, Doctoral Candidacy Committee (B. Bruot, Advisor) Cellular and Molecular Biology Program, School of Biomedical Sciences January 2002- (student left program)

Brian Heston, Masters Candidacy Committee (K. Bichara, Advisor) School of Technology May 2003.

Song Bo, Masters Candidacy Committee (L. Leff, Advisor) Ecology Program, Biological Sciences, January 2002-December 2004.

Mitali Das, Doctoral Candidacy Committee (L. Leff, Advisor) Ecology Program, Biological Sciences January 2002-2006.

Heather Purk, Masters Candidacy Committee (R. Carlson, Advisor) Ecology Program, Biological Sciences January 2002- (student left program) Raghava Induru, Masters Thesis Advisor Cellular and Molecular Biology Program, School of Biomedical Sciences August 2003- (student left program).

Anne Marie Patterson, Masters Candidacy Committee (D. Tuthill, Advisor) Physiology Program, Biological Sciences December 2003- (student changed programs).

Raja Vukanti, Masters Candidacy Committee (L. Leff, advisor) Ecology Program, Biological Sciences December 2003-2009.

Barbara (Brezina) Kuri, Masters Thesis Advisor (transferred from another advisor). Cell and Molecular Biology Program, School of Biomedical Sciences January 2004-August 2005.

Rachel Leahy, Masters Candidacy Committee (S. Ezurum, advisor) Cleveland Clinic Program, School of Biomedical Sciences August 2004-present.

Rashmi Ram, Masters Candidacy Committee (D. van Wagoner, advisor) Cleveland Clinic Program, School of Biomedical Sciences September 2004-2008.

Steve Fiester, Doctoral Dissertation Advisor Cell and Molecular Biology Program, Biological Sciences August 2005-present.

Tod Schneider, Ph.D. Defense Committee (Moderator) Chemical Physics Interdisciplinary Program, Kent State University May 2005.

Christopher Paustian, Doctoral Candidacy Committee (Gary Koski, advisor) Cleveland Clinic Program, School of Biomedical Sciences December 2005-present.

Hui (Patrick) Liu, Doctoral Candidacy Committee (Outside Reader/Moderator) Chemical Physics Interdisciplinary Program, Kent State University, June 2006.

Tom Rusk, Doctoral Dissertation Advisor (co-advised with Steve Schmidt) Cell and Molecular Biology Program, School of Biomedical Sciences August 2005-present

Leigh Murray, Doctoral Candidacy Committee (Grad. Fac. Rep; Ellen Glickman, advisor), Exercise Leisure and Sports Program, Kent State University, June 2006.

James Redfearn, Doctoral Dissertation Advisor Cell and Molecular Biology Program, Biological Sciences August 2006-present

Greg Farnell, Doctoral Candidacy Committee (Ellen Glickman, advisor) Exercise Leisure and Sports Program, Kent State University October 2006-2007.

Sinu Paul, Doctoral Advisory Committee (Helen Pointkivska, advisor) Ecology (Evolutionary/Systematic Biology), Biological Sciences December 2006-present

Guogiang (Matt) Zhang, Doctoral Candidacy Committee (John West, advisor) Chemical Physics Interdisciplinary Program, Kent State University July 2007

Ramesh Raj Subedi, Doctoral Candidacy Committee (John Watson, advisor) Physics, Kent State University August 2007

Moumita Moitra, Masters Advisory Committee (R. Heath, advisor) Ecology, Biological Sciences December 2007-present

Suchismita Ghosh, Masters Thesis Advisor (co-advised with L. Leff) Ecology, Biological Sciences December 2007-present

Douglas Antibus, Masters Advisory Committee (C. Blackwood, advisor) Ecology, Biological Sciences December 2007-present

James Dieringer, Masters Thesis Advisor Liberal Studies Program, College of Arts and Sciences September 2007-May 2008

Michael Shilling, Doctoral Dissertaion Advisor Cell and Molecular Biology Program, Biomedical Sciences January 2008-present

James Ferrell, Masters Thesis Advisor Cell and Molecular Biology Program, Biomedical Sciences August 2008-present Ana Carolina Vazquez (Grad. Fac. Rep; Miguel Quinones-Mateu, advisor) Cell and Molecular Biology Program, Biomedical Sciences October 2008

Dawn Novicky, Doctoral Dissertation Advisor Cell and Molecular Biology Program, Biomedical Sciences January 2009-present.

# **MPH Preceptorships**

Colleen M. Dundon: Developing a Medical Reserve Corp in a Rural County NEOUMPH, 2007-present

Stanley (Rick) Young: tbd NEOUMPH, 2008-present

# **Undergraduate Honors and Research**

Gregory J. Brophy, Departmental Honors Candidacy Committee (D. Kline, Advisor) Department of Biological Sciences, 1996.

Victoria L. Brown, Research Advisor Honor's College, Research Credit to BSCI 40174, Spring 1996.

Alan Gunther, Research Advisor Undergraduate Individualized Investigation, Summer 1996.

Kelly Hubbard, Research Advisor Undergraduate Individualized Investigation, Fall 1996 and Spring 1997.

Bethany Burkhart, Research Advisor Undergraduate Individualized Investigation, Spring 1997 and Spring 1998.

John Hayslip, Research Advisor Honor's College, Research Credit to BSCI 40171, Spring 1997.

Jerry Liliestedt, Research Advisor Honor's College, Research Credit to BSCI 40171, Spring 1997.

Heather Pilch, Research Advisor Honor's College, Research Credit to BSCI 40171, Spring 1997.

Robert Lewis, Research Advisor Undergraduate Individualized Investigation, Fall 1997 and Spring 1998. Aaron Dye, Research Advisor Undergraduate Individualized Investigation, Fall 1997.

Margaret Tsai, Research Advisor Honors Research Project, Fall 1997 and Spring 1998.

Monique Scholtes, Research Advisor 1998 Leiden Exchange Program, Fall 1998

Ben Ingersol, Research Advisor Undergraduate Individualized Investigation, Fall 1998

Summet Kumar, Departmental Honors Thesis Advisor Department of Biological Sciences, Fall 1998 and Spring 1999.

Tom Scharschmidt, Departmental Honors Candidacy Committee (Glickman-Weiss) School of Exercise, Leisure and Sport, Spring 1999.

David Lansbergen, Research Advisor 1999 Leiden Exchange Program, Fall 1999

Vanessa Madrigal, Departmental Honors Thesis Co-Advisor (w/ Blank) Department of Biological Sciences, Fall 1999 and Spring 2000.

David Quillen, Research Advisor Honors Research Project, Spring 2000

Shannon Miller, Research Advisor Department of Biological Sciences, Spring, Summer and Fall 2001

Erin Dulka, Research Advisor Undergraduate Individualized Investigation, Spring 2001

Anaeze Offodile, Advisor Honor's College, Research Credit to BSCI 30171, Spring and Fall 2001, Fall 2002

Binh To, Research Advisor Undergraduate Individualized Investigation, Spring 2001

Danielle Gyorgak, Departmental Honors Candidacy Committee (Arango-Keeth, advisor), Modern & Classical Language Studies), Spring 2001

Carla Skytta, Departmental Honors Thesis Advisor Biological Sciences, Spring and Fall 2001, Spring 2002. Dannika Wallace, Departmental Honors Thesis Advisor Biological Sciences, Fall 2002-Spring 2004

Paul Rothenbacher, Research Advisor Undergraduate Individualized Investigation, Spring 2003

Christopher Paustian, Research Advisor Undergraduate Individualized Investigation, Summer & Fall 2003

Donald Misquitta, Research Advisor Honors Research Project, Fall 2003

Sierra Kirkland, Research co-Advisor (w/ L. Leff) UMEB, Summer 2004

Erin Gustley, Research co-Advisor (w/ O. Lavrentovich) Center for Liquid Crystal Science and Education, Summer 2004

Josh Widman, Research Advisor Undergraduate Individualized Investigation, Spring 2005.

Jonathon Wilson, Research Advisor Undergraduate Individual Investigation, Spring 2006.

Jessica Karrer, Research Advisor Undergraduate Individual Investigation, Fall 2006, Spring 2007.

Amorya Ferrara, Research Advisor UMEB Summer 2007 and Individual Investigation Fall 2007 & Spring 2008.

Sal Coppola, Research Advisor Undergraduate Individual Investigation, Spring 2009.

Andrea Teodosiu, Research Advisor Undergraduate Individual Investigation, Spring 2009.

# **K.** Instructional Resource Development

"The Microbiology Learning Center," Instructional Web Site for BSCI 20021 C.J. Woolverton, principal investigator, Chris Hanousek, Adam Leff, Conrad Wickstrom, Kim Finer and Don Gerbig, co-investigators. 15 August 1997. Fifty percent effort. (See: http://www.kent.edu/microbiology).

"Experimental Microbiology," Laboratory Manual for BSCI 20021 and 30171, 21 July 1997. One hundred percent effort. [currently in its 3<sup>rd</sup> edition]

"e-Micro," an electronic resource package for teaching BSCI 30171, 21 August 1998. One hundred percent effort.

"Bacillus subtilis." Annotated photograph accepted into the International Collection of Microbial Resources, American Society for Microbiology, December 1998. One hundred percent effort.

"Antibiotic Susceptibility of *E. coli* Isolates," A curriculum resource for the international peer-reviewed Microbiology Resource Collection. American Society for Microbiology. 26 January 1999. Eighty percent effort. http://www.asmusa.org/edusrc/library/FactSheet.asp?SubmissionID=440.

Bachelor of Science in Biotechnology, as co-chair of the Biotechnology Feasibility Committee, September 2000-September 2002.

"Introduction to Bioinformatics," co-developed with L. Bartolo and G. Volkert. First taught as special topics Spring 2003.

MS in Biotechnology, as co-chair of the Biotechnology Feasibility Committee, 2000-2003.

Bioterrorism Prevention and Control, K-12 curriculum (with Tracey Milander), 2004-2005.

Computer Simulation of Select Agent Identification (with Tracey Milander, Shannon Helfinstine and KSU New Media Development), 2004-2005.

Select Agents and Biosafety Curriculum for Laboratorians (with Adam Leff), 2005.

BSL 1-3 Curriculum for Laboratorians (with Adam Leff), 2005.

Public Health Emergencies: Prevention, Recognition & Response (with F. Holtzhauer, S. Frank, A. Lee, M. Bisesi, H. Schmalzried, J. Boettger, M. Alliman, W. Mase, W. Bines, & R. Shuster), 2005.

Germs 101 (A collection of standards-based curricular materials teaching personal hygiene, microbiology concepts and public health principles) for K-12 students and teachers, students who are deaf, and students with low reading levels (with Tracey Milander, Shannon Helfinstine, Andy Gilbert, Harold Johnson and KSU New Media Development), 2006-2008.

# VI. University Citizenship, Professional and Public Service

# **A.** Committee Assignments

Kent State University

1995-2000	Biosafety Subcommittee of CHARM
1996-2001	Committee on Hazardous and Radioactive Materials (CHARM)
1997-1998	Departmental Search Committee (Wetlands Biologist)
1997-2000	University Health Affairs Council (UHAC)
1997-2000	Chair, Continuing Education Committee of UHAC
1997-1998	BSCI Undergraduate Curriculum Committee
1997-2001	BSCI Faculty Advisory Committee
1998-2000	Co-chair, Health Related Programs Cluster of the University Strategic Planning Committee
1998-2000	University Strategic Planning Steering Committee
1998-1999	BS/MD Admissions Committee
1998-2003	BSCI ad hoc Computer Committee
1998-1999	Consortial MPH Organizing Committee
1998-2000	Celebration of Scholarship Planning Committee
1999-2000	BSCI Undergraduate Curriculum Committee
1999-2000	University Council on Technology's Standing Subcommittee on Learning Technology Services
1999-2000	Consortium Task force to Review Structure and Operations of the School of Biomedical Sciences
1999-2000	Secretary, BSCI Faculty Advisory Committee
1999-2002	Co-Chair, Ad Hoc Committee to Develop a Biotechnology Program at KSU

1999-2004	Executive Committee, School of Biomedical Sciences
2000-2003	Integrated Life Sciences FAC, Chairperson
2000-2004	Co-chair, Cell and Molecular Biology Program Area, School of Biomedical Sciences
2000-2006	University Patent and Copyright Board
2001	Search Committee, Technology Transfer Manager Position, RAGS, Kent State University
2001-2004	Graduate Admissions Sub-committee, Cell and Molecular Biology Program Area, School of Biomedical Sciences
2001-2003	Search Committee, NTT faculty member, Biological Sciences
2002-2003	Medical Students Subcommittee, LCME/NCA accreditation review (NEOUCOM)
2002-2004	Committee member, UPBAC
2002-2006	Biotechnology major Advisory Committee
2003	Search Committee, Faculty Member, Ashtabula Campus, Kent State University
2003-2004	Chair, Search Committee, Faculty Member, Kent Campus, Kent State University
2004-2005	Chair, Search Committee, Faculty Member, Kent Campus, Kent State University
2007	Search Committee, 2 Faculty Members (joint search with LCI), Kent Campus, Kent State University
2007-2008	Search Committee, Faculty Member, Kent Campus, Kent State University
2008-2009	Search Committee, Chief University Physician, Kent State University
2008-2009	Provost's Promotion Advisory Board

# **B.** Administrative Assignments

1995-2001, 2003-pres	Coordinator, Clinical Laboratory Sciences Program Kent State University, Kent, OH
2000-2003	Coordinator, BS/MD Training Program (Undergraduate), Kent State University, Kent, OH
2003-present	University Coordinator of Biopreparedness Initiatives Kent State University, Kent, OH
2004-present	Director, Center for Public Health Preparedness at

Kent State University

# C. Student Recruitment

1996	Transitions Program for African American, Latino and American Indian Students
1997	Transitions Program for African American, Latino and American Indian Students
1998	Transitions Program for African American, Latino and American Indian Students
1999	Transitions Program for African American, Latino and American Indian Students
2000	Transitions Program for African American, Latino and American Indian Students
2001	Founder's Scholarship Day
2002	Transitions Program for African American, Latino and American Indian Students
2002	Founder's Scholarship Day
2003	Founder's Scholarship Day
2004	Discovery Days (Biotechnology Table)

2006 Health Care in Progress (KSU Admissions Office)

2006 Medical Technology Open House Recruiting

# D. Consulting outside the Department

IGR Enterprises, Inc. Beachwood, OH. Novel applications of oxygen and ozone products for disinfection purposes. 1997-1998.

Pneumatic Scale, Inc., Cuyahoga Falls, OH. Evaluation of novel materials and production line processes for antiseptic delivery of liquid products. 1998. Frantz Medical Devices, Inc., Mentor, OH. Advising on tissue sealing and welding devices. 1998.

William C. Brown, Publishers, St. Louis, MO. Responding to student questions related to Microbiology and their Microbiology textbooks. 1999.

Clearant, Inc., Frederick, MD. Advising on radiation-based sterilization technologies. 1999-2000.

E.H. Ventures, Inc., Seattle, WA. Industry analysis and feasibility study to design a dehydration detector. 2000.

E.H. Ventures, Inc., Seattle, WA. Intellectual property evaluation, mediation of technology transfer and research plan design for fibrin sealant technologies. 2000-2003.

Grigg Smith Industries, Brimfield, OH. Wound care product development. 2002-2004.

IGR Enterprises, Inc. Beachwood, OH. Novel applications of ozone products for contaminated room disinfection. 2002.

BioEnterprise, Cleveland, OH. Surgical Welding. 2003. Global Strategic Business Advisors, Cleveland, OH. Twinsburg Research Incubator. 2005.

GOJO Industries, Akron, OH. Microbe Sensing Technologies. 2007-present.

Lexi-Comp, Inc. Hudson, OH. Microbiology Database Design and Implementation. 2007-present.

# E. Lectures (not listed under V. A)

"Infectious Disease Update in the Soviet Union," to the Grayson Rotary Club, Sherman, TX, 18 December 1991.

"Germs," to the First Grade (1W), Walls Elementary School, Kent OH, 4 March 1997.

"Microbes in our World," to the Third Grade (3B), Walls Elementary School, Kent, OH, 10 April 1997.

"Germs," to the First Grade (1W), Walls Elementary School, Kent OH, 8 June 1999.

"Community Problem Solving in Epidemiology" to PACE, Kent School System, 25 April 2000.

"Microbiology Career Options" to Kent City Schools, 8<sup>th</sup> grade science class. 2001. "Nanotechnology" to Kent City Schools, Future Problem Solvers (requested by Kathy Frazier), KSU, 8 January 2003.

"Bioterrorism, post 911", to BSCI 50195 Special Topics in Biology (requested by Doug Kline), KSU 16 June 2004.

# F. Awards and Other Recognition (not listed under II. C)

Phoenix Award for successful cardiopulmonary resuscitation. American Heart Association, Morgantown, WV, 1984.

# **G.** Community Service

Judge, Invention Convention (Science Fair), 3<sup>rd</sup>-5<sup>th</sup> Grade Judge, Whitesborough, TX, 28 February 1992.

Ad hoc instructor, Biological Sciences, graduate and undergraduate student use of computer software and hardware for presentations. Kent State University, Kent, OH, 1996-present.

University Representative, Medical Technology Program Directors Meetings, annually at various sites, 1996-2001 & 2004-present.

Advisor, Elizabeth Fehrmann, student science fair project, Kent, OH, September-December 1997.

Ad hoc Consultant, IACUC, Kent State University, Kent, OH, pathogen detection in housed animals, human risk associated with housed animals, 1997-2000.

Ad hoc Consultant to Safety Officer, Kent State University, Kent, OH, issues regarding hazardous waste removal, storage, transport, etc., 1997-present.

Ad hoc Consultant, Copyright Policy Committee, Kent State University, Kent, OH, 11 February 1998.

Judge, State Science Fair, Ohio Microbiology Award Category, Delaware, OH, 18 April 1998.

Faculty Advisor, Biology Club, Kent State University, Kent, OH, September 1998 to 2003.

Faculty Advisor, Phi Delta Epsilon Pre-medical Fraternity, Kent State University, Kent, OH, September 1998 to present.

Consultant to KSU Office of Research and Graduate Studies (RAGS), Biotechnology Efforts at KSU, Kent State University, Kent, OH 9 February 1999.

Consultant to RAGS, Meeting with Tim Biro, Kent State University, Kent, OH, 15 March 1999.

Consultant to RAGS, Meeting with BioMec, Kent State University, Kent, OH, 8 April 1999.

Judge, State Science Fair, Ohio Microbiology Award Category, Delaware, OH, 17 April 1999.

University Representative, ACE/Kellog Meeting, Kent State University, Kent OH, 17 May 1999.

Exhibitor, Instrument and Controls Industry Cluster, Kent State University, 27 May 1999.

Adult Advisor, Youth Annual Conference, Lakeside, OH, 11-13 June 1999.

University Representative, BioOhio 99, Columbus, OH, 11-12 November 1999.

Coach, Future Problem Solvers, State Bowl, Solon, OH, 31 March-1April 2000.

Epidemiology Problem-Solving, Kent Schools Gifted Program, Kent State University, Kent, OH, 25 April 2000.

Judge, State Science Fair, Ohio Microbiology Award Category, Delaware, OH, 29 April 2000.

Ad Hoc KSU Delegate, Faculty Exchange Program with Harran University, Sanliurfa, Turkey, 28 May-6 June 2000.

Ad Hoc KSU Delegate, GAP Water Management Program, Ankara, Turkey, 28 May-6 June 2000.

Coach, Kent City Schools, Future Problem Solvers, State Bowl, Marrietta, OH, 30-31 March 2001.

Ad Hoc KSU Representative, presentation to the Senator Amstutz's committee for Bio Ohio, KSU, 18 January 2002.

Ad Hoc KSU Representative, presentation to Ohio Polymer Enterprise Development Corporation, KSU, 1 March 2002.

Ad Hoc KSU representative, presentation to Howard Gudell, Ohio-Isreal Chamber of Commerce, KSU, 7 March 2002.

Career Day, Stanton Middle School 8<sup>th</sup> grade classes. 13 March 2002.

Ad Hoc KSU Representative, presentation to Bruce Johnson & Pat Valente of the Ohio Department of Development, KSU, 18 March 2002.

Panel Moderator, 17<sup>th</sup> Annual Graduate Student Senate Research Colloquium, Kent State University, Kent, OH, 5 April 2002.

Ad Hoc KSU Representative, presentation to Ohio Polymer Enterprise Development, OPED Offices, Akron, OH, 26 April 2002.

Ad Hoc KSU Representative, Ohio Department of Development Roundtable on Business Development, 3 May 2002.

Ad Hoc KSU Representative, presentation to Bioenterprise, KSU, 27 August 2002.

Ad Hoc KSU Representative, presentation to 5-Star Technologies, KSU, 2 October 2002.

Ad Hoc KSU Representative, presentation to Quark Biotechnology Inc., Cleveland, OH, 7 November 2002.

Ad Hoc KSU Representative, E3 OH Technology Committee, Kent State University, 16 January 2003.

Ad Hoc KSU Representative, presentation to the Reverse Mission on Biomedical Technologies, OH-Israeli Chamber of Commerce, Cleveland, OH 21 January 2003.

Ad hoc KSU Representative, visit by Dennis Eckart, 1 March 2003.

Panelist, Biological Weapons as a Societal Issue, Valley Forge High School, Parma Hts, OH, March 18, 2003.

Ad hoc KSU Representative, visit by PolyOne, 20 March 2003.

Ad hoc KSU representative, Briefings to Congressional Staff members on KSU Research, 28 March 2003.

Onsite Faculty Leader, 10<sup>th</sup> Undergraduate Microbiology Education Conference, University of Maryland, College Park, MD, 16-18 May 2003.

Ad hoc KSU Representative, Ohio Business Roundtable. Prospectus for Achieving Success in the Third Frontier, submitted to Governor Bob Taft, June 2003.

Ad hoc KSU representative, visits by ACERO, LLC, Fall 2003.

Advisory Board Member, Cuyahoga Community College: Regional Institute for Homeland Security and Public Safety, Cleveland, OH 2004.

Panel Moderator, 19<sup>th</sup> Annual Graduate Student Senate Research Colloquium, Kent State University, Kent, OH, 16 April 2004.

Panelist, Career Opportunities for Clinical Laboratory Science Professionals, OH Society for Clinical Laboratory Science, Hudson, OH, 7 May 2004.

Kent City Charter Review Commission (alternate delegate), City of Kent, 2005-2006.

Committee Member, All Hazards Mitigation Plan, Portage County Board of Commissioners, Portage, County, OH, 2005.

Committee Member, Strategic Planning Committee for the OH Education and Training Plan for Public Health Preparedness, OH Department of Health, Columbus, OH 2005-2006.

Member, City of Kent Board of Health, Kent, OH, 2005-2010.

Advisory Board Member, OH Laboratory Resource Network (operated through the OH Department of Health), Columbus, OH, 2005-present.

Education Board, Committee on Undergraduate Education, American Society for Microbiology, Washington, DC, July 2008-present.

# F. Professional Training

Current Good Manufacturing Practice, 1992

Quality Assurance, 1992.

Blood Borne Pathogens, 1995.

Emergency Spill Response, 1998.

Student Information System (university records management), 2000.

Passenger Van, Drivers Education, 2000.

Animal Welfare Assurance and Regulations (refresher), 2002.

Tech Vesting University (Technology Commercialization Practices), 2002.

Tissue Engineering of a Model of the Human Ear. One Category 1 credit (CME), December 2004.

Bioterrorism: Putting the Pieces Together in Ohio, Cleveland State University. Six tenths of CEU credit, May 2005.

Are You Ready? Train-the-trainer Hazard Preparedness Training for Adult Learners, Ohio State University. Six and one half tenths CEU credit, April 19, 2006.

Safe BSL3 Work Practices and Procedures. Eagleson Institute, April 26-27, 2006.

Is Your Laboratory Secure? National Laboratory Training Network. One CEU credit, February 7, 2007.

Pandemic Planning for Academic Institutions. School of Public Health, University of Albany. One CEU credit, March 13, 2008.

# **G.** Supervisory Roles

Keith Laemont, Laboratory Technician, September 1993-August 1994.

Heather Valentine, Laboratory Technician, September 1993-August 1994.

Manish Singh, Postdoctoral Scientist, November 1994-July 1995.

Paula Lavey, Laboratory Technician, September 2000-June 2001.

Kemal Ceber, Visiting Scientist, October 2000-April 2001.

Gloria Tilenni, Secretary (Integrated Life Sciences Program), February 2001-November 2002.

Kathy Graves, Laboratory Technician, February 2001-June 2001. Three temporary secretaries (Integrated Life Sciences Program), November 2002-July 2003.

Margarita Gomez Eschalada, Postdoctoral Scientist, November 2005-August 2006.

Shannon L. Helfinstine, Research Associate/Postdoctoral Scientist, September 2006-present.

Tracey Meilander, Postdoctoral Scientist, January-May 2007.

Last updated 5/13/09

Woolverton cv - 56 -

# Melissa D Zullo, PhD, MPH, MA

## **CONTACT INFORMATION**

Address: College of Public Health

Kent State University

Kent Hall 136C PO Box 5190

Kent, OH 44242

Phone: 330-672-6509 (work)

440-991-6549 (other)

Email: mellenbu@kent.edu

**EDUCATION** 

2009 PhD in Epidemiology

Dissertation: Cardiovascular disease management and functional capacity in patients

with metabolic syndrome

Case Western Reserve University, Cleveland, OH

2003 MPH

Capstone Project: Evaluation of a smoking cessation program for patients with cardiovascular

disease

Kent State University/Northeastern Ohio University College of Medicine

1998 MA in Exercise Physiology

Kent State University, Kent, OH

1994 BA in Psychology

**BA** in Sociology

Kent State University, Kent, OH

# **PROFESSIONAL EXPERIENCE**

2009-present Assistant Professor of Epidemiology, College of Public Health, Kent State University, Kent, OH

2008-2009 Study Coordinator, Frances Payne Bolton School of Nursing, Case Western Reserve University,

Cleveland, OH

Working to Enhance Cardiac Rehabilitation in Older Adults PI: Mary Dolansky; funded by the SMART Center, P30NR010676

2007-2009 Study Coordinator, Department of Epidemiology and Biostatistics, Case Western Reserve

University and MetroHealth Medical Center, Cleveland, Ohio

The Effect of Lead Exposure on Reproductive Senescence in Premenopausal Women

PI: Leila Jackson; National Institute of Child Health and Human Development, NIH (HD054570)

2007-2009 Research Assistant, Department of Epidemiology and Biostatistics, Case Western Reserve

University, Cleveland Department of Public Health, Cuyahoga County Board of Health, and Invest in

Children

Evaluation of the Invest In Children Primary Lead Prevention Project PI: Leila W. Jackson; funded by Cuyahoga County Board of Commissioners

2004-2006 Research Assistant, Department of Epidemiology and Biostatistics, Case Western Reserve

University, Cleveland, Ohio

Healthy Teens Building Healthy Schools

STEPS to a Healthier Cleveland

2002-2004 Research Assistant, Lake Hospital System Cardiopulmonary Rehabilitation, Willoughby, Ohio

Music Therapy for Stress Management in Cardiovascular Disease

PI: Suzie Mandel; funded by The Kulas Foundation

1998-2004 Exercise Physiologist and Tobacco Education Coordinator, Cardiopulmonary Rehabilitation,

Lake Hospital System, Willoughby, Ohio

#### **PROFESSIONAL ACTIVITIES**

#### Memberships

Society for Epidemiologic Research
American Public Health Association
Ohio Public Health Association
American Association of Cardiovascular and Pulmonary Rehabilitation
Ohio Association of Cardiovascular and Pulmonary Rehabilitation

# **Reviewer Activities**

Grants: American Heart Association, 2010

American School Health Association, 2006

Manuscripts: Circulation, 2009

Abstracts: National Conference on Tobacco or Health, 2007

Inductions: Alpha Chi Chapter Delta Omega Honorary Society in Public Health, 2008

#### **Student Activities**

Epidemiology Journal Club Coordinator, 2005-2006

Senior Student Representative, Department of Epidemiology and Biostatistics, Case Western Reserve University, 2005-2007

### **HONORS AND AWARDS**

Nomination for New Investigator Award, AACVPR annual meeting, September/October, 2009
Alpha Chi Chapter Delta Omega Honorary Society in Public Health, inducted 2007
Faculty Horizons Workshop for Aspiring STEM Faculty, University of Maryland Baltimore County, 2007
Epidemiology Division, Student of the Year Award, Department of Epidemiology and Biostatistics, Case Western Reserve University, 2007

Student Abstract Award, Epidemiology Section, American Public Health Association, 2006 Student Travel Award, Association of Teachers of Preventive Medicine Annual Conference, 2001

# **TEACHING ACTIVITIES**

Small Group Instructor EPBI 490: Epidemiology, Introduction to Theory and Methods, Fall 2008 Small Group Coordinator EPBI 490: Epidemiology, Introduction to Theory and Methods, Fall 2007 Teaching Assistant MPHP 404: Epidemiologic Methods for Public Health Research, Spring 2007 Teaching Assistant EPBI 492: Cohort Study Design and Analyses, Fall 2006

#### **Invited talks**

Lecture: Inferring Causality from Study Design; EPBI 491, Case-control Study Design, Spring 2009 Presentation: Cardiovascular disease management and functional capacity in patients with metabolic

syndrome; MPH Capstone Presentation Day, Case Western Reserve University, Fall 2008

Lecture: Causal Inference in Epidemiologic Research; EPBI 492, Cohort Study Design, Fall 2008

Lecture: Large Database Analyses; MPHP 404, Spring 2007

Lecture: Causal Inference in Epidemiologic Research; EPBI 492, Cohort Study Design, Fall 2006

## **FUNDING**

American Heart Association Clinical Research Grant, submitted January 2009

Tobacco Use Prevention and Control Foundation (Funding to: Lake Geauga Tobacco Prevention Coalition, Melissa Zullo, collaborator) \$201,000 non-research grant funded 2003

Foundation for Healthy Communities (Funding to Lake Hospital System, prepared by Melissa Zullo) \$12,000 non-research grant funded 2003

#### **PUBLICATIONS**

# Peer-reviewed manuscripts

Namagembe I, Jackson LW, **Zullo MD**, Byamugisha JK, Frank SH, Sethi AK. *Consumption of alcoholic beverages among pregnant urban Ugandan women*. Maternal and Child Health Journal, 2009 Jul 23. [Epub ahead of print]

**Zullo MD**, Dolansky M, Jackson, LW. *Cardiac rehabilitation and health-behaviors post-myocardial infarction, BRFSS* 2003.

Jackson LW, **Zullo MD**, Goldberg JM. *The association between heavy metals, endometriosis, and uterine myomas among premenopausal women, NHANES 1999-2002*. Human Reproduction, 2008 Mar; 23(3):679-87.

#### In Review

Mary A. Dolansky, Fang XU, **Melissa D. Zullo**, Mehdi Shishehbor, Shirley M. Moore, Alfred A. Rimm. *A Population-Based Analysis of Older Adults' Use of Post-Acute Care after Hospitalization for a Cardiac Event*.

## In Preparation

**Zullo MD** and Dolansky MA. *Identification and Management of Metabolic Syndrome in Outpatient Cardiac Rehabilitation*. Dissertation manuscript

**Zullo MD,** Dolansky MA, Debanne S, Whalen CC, Jackson LW. *Program Practices in Cardiac Rehabilitation: The Ohio Phase II Cardiac Rehabilitation Survey, 2007*. Dissertation manuscript

**Zullo MD,** Cheruvu VK, Ragan B. *Development, reliability and exploratory factor analysis of a survey to evaluate staff knowledge, staff attitudes and program practices in phase II cardiac rehabilitation.* Dissertation manuscript

**Zullo MD**, Dolansky MA, Hoogwerf B, Cho L, Jackson LW. *Rate of change in functional capacity in patients with cardiovascular disease and metabolic syndrome*. Dissertation manuscript

**Zullo MD**, Dolansky MA, Hoogwerf B, Cho L, Jackson LW. *Prediction rule for identification of metabolic syndrome in patients post-cardiac event*. Dissertation manuscript

Dolansky MA, Schaefer J, **Zullo MD**, Hassanien S, Moore S. *Cardiac rehabilitation in a skilled nursing facility: need, feasibility and current services*.

## **Abstracts and Presentations**

#### **National**

**Melissa D. Zullo,** and Mary A. Dolanksy. *Identification and Management of Metabolic Syndrome in Cardiac Rehabilitation*. Oral presentation at American Association of Cardiovascular and Pulmonary Rehabilitation Annual Meeting, Pittsburgh, September, 2009

**Melissa D. Zullo**, MPH, MA, Mary Dolanksy, RN, PhD, Leila Jackson, PhD, MPH. *Association between cardiac rehabilitation and health-behaviors post-myocardial infarction*. Society of Epidemiologic Research, Chicago, June, 2008

I Namagembe, AK Sethi, LW Jackson, **MD Zullo**, JK Byamugisha, SH Frank. *Alcohol use among HIV-infected and uninfected pregnant Ugandan women*. The Society for Pediatric and Perinatal Epidemiology. June, 2007

Imelda Namagembe, Scott H. Frank, Leila Jackson, **Melissa Zullo**, JK Byamugisha, Ajay K. Sethi. *Prevalence of stress, depression, alcohol use and social support among HIV infected and uninfected women in Uganda*. American Public Health Association Annual Meeting, Washington DC, 2007

L.W. Jackson and **Melissa Zullo**. *The Association between Heavy Metals and Gynecological Disorders*. UCSF-CHE Summit on Environmental Challenges to Reproductive Health and Fertility. San Francisco, January 2007

Natalie Colabianchi, PhD, Audrey Kinsella, MPH, Stephanie McClure, MPH, **Melissa Zullo**, MPH, Claudia Colton, MSW, PhD, Shirley Moore, RN, PhD, FAAN, and Barb Clint. *Can Renovated Playgrounds Increase Physical Activity Levels?* Society of Behavioral Medicine, San Francisco, 2006

**Melissa Zullo**, MPH, MA, Monique Washington, MSN, Siran Koroukian, PhD, Natalie Colabianchi, PhD. *Identifying individual and community level predictors of body mass index*. Oral presentation at American Public Health Association Annual Meeting, Boston, 2006

Elaine Borawski, PhD, Natalie Colabianchi, PhD, Carolyn E. Ievers-Landis, PhD, Erika S. Trapl, MS, Maurice L. Cole, BA, LaTylia Boyd, **Melissa Zullo**, MS, Loren D. Lovegreen, MA. *First year outcomes of Healthy Teens Building Healthy Schools: Abstinence-until-marriage vs. comprehensive sex education intervention study.* American Public Health Association Annual Meeting, Philadelphia, 2005

Elaine Borawski, PhD, Jane A. Brown, PhD, Erika S. Trapl, MS, and **Melissa Zullo**, **MA, MPH**. *A pedometer-based nutrition and physical activity program for middle school students*. American Public Health Association Annual Meeting, Washington DC, 2004

# Local/ Regional

Harriet M. Babikako, Imelda Namagembe, **Melissa D. Zullo**, Scott H. Frank, Ajay K. Sethi, Leila W. Jackson. Antenatal care attendance in relation to low birth weight among women delivering at Mulago Hospital, Kampala, Uganda. Research Showcase Case Western Reserve University, Cleveland, 2008

Imelda Namagembe, Scott H. Frank, J.K Byamugisha, **Melissa Zullo**, Leila Jackson, Ajay K. Sethi. *Alcohol use and psychosocial assessment among HIV infected and uninfected pregnant women in Kampala, Uganda*. Research Showcase Case Western Reserve University, Cleveland, 2007

**Melissa Zullo**, Jonah Stulberg, Natalie Colabianchi. *Predicting voting preference for support of second hand smoke legislation*. Department of Epidemiology and Biostatistics Case Western Reserve University, Cleveland, 2006

**Melissa Zullo,** Jonah Stulberg, Natalie Colabianchi. *Should we let you smoke?* Department of Epidemiology and Biostatistics Case Western Reserve University, Cleveland, 2006

# **Reports**

**Melissa Zullo**, Natalie Colabianchi. *Steps to a Healthier Cleveland Program Evaluation*. Cleveland Department of Public Health, 2006

Claire Bourguet, PhD, **Melissa Zullo**, M.A. *Evaluation of a Traffic Enforcement Program for Lake County.* Prepared for Lake County General Health District, 2001

Submission Date: 9/14/2009

Lisa N Delaney

Organization: Provost's Office

X

**Course Catalog Update** 

<< Go back to Course Catalog Update form

**Print** 

**Basic Course Data** 

Change type: Establish

Faculty member submitting this proposal: Scott Grey

Requested Effective Term: 201080

Campus: Kent

College: PH-Public Health

**Department: PH-Public Health** 

Course Subject: BST-Biostatistics

Course Number: 52019

Course Title: Biostatistics in Public Health

Title Abbreviation: Biostatistics in Public Health

Slash Course and Cross-list Information:

Credit Hours

Minimum Credit/Maximum Credit: 3 to 3

Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3

Contact Hours: Lab - Minimum Hours/Maximum Hours:

Contact Hours: Other - Minimum Hours/Maximum Hours:

**Attributes** 

Is this course part of the LER, WIC or Diversity requirements: No

If yes, course attributes: 1. 2.

Can this course be repeated for credit: No Repeat Course Limit: **OR Maximum Hours:** 

Course Level: Graduate Grade Rule: B-Standard letter

Rationale for an IP grade request for this course (if applicable):

Schedule Type(s): 1. LEC-Lecture 2. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite/Corequisite/Catalog Description:

Catalog Description (edited): Provides students with an understanding of basic statistical methods in public health research, as well as the skills to perform and interpret basic statistical procedures. Students learn how to use statistical analysis software to analyze real data from public health-related studies. They then learn how to interpret the analysis and present the results to public health professionals and educated lay audiences.

Prerequisites (edited): Graduate standing.

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description	
1.5	Introduction to the basic concepts and notation using biostatistics	
1.5	Measurement, frequency, descriptive statistics	
3	Probability theory and probability distributions	
1.5	Inferential statistics, confidence intervals.	
7.5	Significance tests	
6	Analysis of Variance	

9/14/2009 1:01 PM 1 of 2

7.5	Correlation linear regression, and multiple regression	
7.5	Categorical data, 2x2 tables, Chi square tests, and logistic regression	
6	Life tables and nonparametric statistics	
3	Sample size calculations	
DE L. MEL D. P. M. LO O. IF.		

Display/Hide Delimited Course Outline

**Total Contact Hours: 45** 

**Textbook(s) used in this course:** Biostatistics for the Biological and Health Sciences (2006). Marc M. Triola & Mario F. Triola. Boston: Pearson Addison Wesley.

**Writing Expectations:** For the majority of the homework assignments and in the take-home final students will be required to present the results and interpretations of the statistical analysis in written reports.

Instructor(s) expected to teach: Scott Grey

Instructor(s) contributing to content: Scott Grey

**Proposal Summary** 

## Explain the purpose for this proposal:

The purpose of this proposal is to establish a required course in the MPH program in Public Health.

## Explain how this proposal affects program requirements and students in your unit:

This proposal establishes a new course in the MPH program in Public Health.

## Explain how this proposal affects courses, program requirements and student in other units:

Graduate students in related disciplines, with approval of the instructor of this course and their home departments, will be able to participate in this course. These units include, but are not limited to, Health Education, Nursing, Psychology, Biology, Geography and Sociology.

## Explain how this proposal affects enrollment and staffing:

Sufficient resources are available in the establishing College of Public Health to support the proposed course.

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

Courses in the MPH program in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography and Health Education with no voiced objections.

Curriculum Services Information:	
Approved by EPC:	Curriculum Bulletin:
Cross-list Banner Code:	OBR Course Level: 4
OBR Program Code: 09	OBR Subsidy Code: 11
CIP Code: 261102	Term Start:
	Term End:

### Comments (250 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ \* / \ --)

Approve	Return To Previous Approver	Deny	

Approve Comments:

Date	User	Comment
9/8/2009	Scott F Grey	No comments available.

**History:** 

Date	User	Status
9/11/2009	Sonia A Alemagno	Approved
9/9/2009	Sonia A Alemagno	Approved
9/8/2009	Scott F Grey	Submitted

2 of 2 9/14/2009 1:01 PM

Submission Date: 9/14/2009

Name: Lisa N Delaney

×

Organization: Provost's Office

# **Course Catalog Update**

<< Go back to Course Catalog Update form

**Print** 

Basic Course Data

Change type: Establish

Faculty member submitting this proposal: Scott Grey

Requested Effective Term: 201110

Campus: Kent

College: PH-Public Health

**Department:** PH-Public Health

Course Subject: BST-Biostatistics

Course Number: 63012

Course Title: Survival Analysis

Title Abbreviation: Survival Analysis

Slash Course and Cross-list Information: BST 83012

Credit Hours

Minimum Credit/Maximum Credit: 3 to 3

Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3

Contact Hours: Lab - Minimum Hours/Maximum Hours:

Contact Hours: Other - Minimum Hours/Maximum Hours:

Attributes

Is this course part of the LER, WIC or Diversity requirements: No

If yes, course attributes: 1. 2. 3.

Can this course be repeated for credit: No Repeat | Course Limit: | OR Maximum Hours:

Course Level: Graduate Grade Rule: B-Standard letter

Rationale for an IP grade request for this course (if applicable):

Schedule Type(s): 1. LEC-Lecture 2. 3.

Credit by Exam: D-Credit by exam-department approval

Prerequisites & Descriptions

Current Prerequisite/Corequisite/Catalog Description:

Catalog Description (edited): Introductory course in survival analysis for graduate students in public health. Covers survival functions, hazard rates, types of censoring and truncation. Methods of focus include life tables, Kaplan-Meier plots, log-rank tests, Cox regression models and parametric survival models. Inference for recurrent event and competing risks models are also covered.

Prerequisites (edited): BST 52019

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description	
3	The nature of survival data	
4.5	Life tables	
6	The survival function, the hazard function, and their relatives	
4.5	Estimating the survival function	
6	Basic Cox regression	
6	Advanced topics in Cox regression	
6	Parametric survival models	
4.5	Recurrent event survival analysis	
4.5	Competing risks survival analysis	

1 of 2 9/14/2009 1:45 PM

Display/Hide Delimited Course Outline

Total Contact Hours: 45

**Textbook(s) used in this course:** Survival Analysis- A Self-Learning Text, Second Edition (2005). by David G. Kleinbaum and Mitchel Klein. Springer-Verlag New York, Inc.

Writing Expectations: Assignments, papers and the oral presentation will be presented in scientific format and graded on both the clear presentation of the results in tables or figures and for the correct interpretation of the results.

Instructor(s) expected to teach: Scott Grey

Instructor(s) contributing to content: Scott Grey

**Proposal Summary** 

Explain the purpose for this proposal:

The purpose of this proposal is to establish a required course in the MPH program in Public Health.

Explain how this proposal affects program requirements and students in your unit:

This proposal establishes a new course in the MPH program in Public Health.

Explain how this proposal affects courses, program requirements and student in other units:

Graduate students in related disciplines, with approval of the instructor of this course and their home departments, will be able to participate in this course. These units include, but are not limited to, Health Education, Nursing, Psychology, Biology, Geography and Sociology.

Explain how this proposal affects enrollment and staffing:

Sufficient resources are available in the establishing College of Public Health to support the proposed course.

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

Courses in the MPH program in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography and Health Education with no voiced objections.

Curriculum Services Information:	
Approved by EPC:	Curriculum Bulletin:
Cross-list Banner Code: BHW	OBR Course Level: 4
OBR Program Code: 09	OBR Subsidy Code: 11
CIP Code: 261102	Term Start:
	Term End:

#### Comments (250 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ \* / \ --)

Approve Return To Previous Approver Deny

Comments:

DateUserComment9/11/2009Scott F GreyNo comments available.

History:

Date	User	Status
9/11/2009	Sonia A Alemagno	Approved
9/11/2009	Sonia A Alemagno	Approved
9/11/2009	Scott F Grey	Submitted

2 of 2 9/14/2009 1:45 PM

Submission Date: 9/14/2009

Name: Lisa N Delaney

×

Organization: Provost's Office

#### **Course Catalog Update**

<< Go back to Course Catalog Update form

**Print** 

Basic Course Data

Change type: Establish

Faculty member submitting this proposal: Scott Grey

Requested Effective Term: 201110

Campus: Kent

College: PH-Public Health

Department: PH-Public Health

Course Subject: BST-Biostatistics

Course Number: 63013

Course Title: Experimental Designs

Title Abbreviation: Experimental Designs

Slash Course and Cross-list Information:

Credit Hours

Minimum Credit/Maximum Credit: 3 to 3

Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3

Contact Hours: Lab - Minimum Hours/Maximum Hours:

Contact Hours: Other - Minimum Hours/Maximum Hours:

**Attributes** 

Is this course part of the LER, WIC or Diversity requirements: No

If yes, course attributes: 1. 2. 3.

Can this course be repeated for credit: No Repeat | Course Limit: | OR Maximum Hours:

Course Level: Graduate Grade Rule: B-Standard letter

Rationale for an IP grade request for this course (if applicable):

Schedule Type(s): 1. LEC-Lecture 2. 3.

Credit by Exam: D-Credit by exam-department approval

Prerequisites & Descriptions

Current Prerequisite/Corequisite/Catalog Description:

Catalog Description (edited): Introduces students to experimental research methods, in public health settings. The course first introduces a number of quasi-experimental and experimental study designs, then identifies a number of statistical methods that can be used to draw correct causal inferences from the study. Students are expected to develop two research proposals, first using quasi-experimental then an experimental design and develop a statistical analysis plan for each study.

Prerequisites (edited): BST 52019 and graduate standing.

Corequisites (edited):

Registration is by special approval only: No

Content Information

**Content Outline:** 

Content Hours per Course Topic	Topic Description
1.5	Experiments and Generalized Causal Inference
3 Internal and External Validity	
4.5 Quasi-Experimental Designs	
Regression Discontinuity Design	
9	Randomized Experiments
3	Causal inference from a counterfactual perspective

1 of 2 9/14/2009 1:59 PM

11.1	Estimating Causal Effects by Conditioning	
	Estimating Causal Effects When Conditioning Fails	
Display/Hide Delimited Course Outline		

Total Contact Hours: 45

**Textbook(s) used in this course:** Shadish, Cook, Campbell (2001). Experimental and Quasi-Experimental Designs for Generalized Causal Inference. Houghton Mifflin, 2 ed. Morgan, Winship (2007). Counterfactuals and Causal Inference. Cambridge University

**Writing Expectations:** Assignments and research proposals will be presented in scientific format and graded on both the clear presentation of the results in tables or figures and for the correct interpretation of the results.

Instructor(s) expected to teach: Scott Grey

Instructor(s) contributing to content: Scott Grey

#### **Proposal Summary**

#### Explain the purpose for this proposal:

The purpose of this proposal is to establish a required course in the MPH program in Public Health.

#### Explain how this proposal affects program requirements and students in your unit:

This proposal establishes a new course in the MPH program in Public Health.

#### Explain how this proposal affects courses, program requirements and student in other units:

Graduate students in related disciplines, with approval of the instructor of this course and their home departments, will be able to participate in this course. These units include, but are not limited to, Health Education, Nursing, Psychology, Biology, Geography and Sociology.

#### Explain how this proposal affects enrollment and staffing:

Sufficient resources are available in the establishing College of Public Health to support the proposed course.

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

Courses in the MPH program in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography and Health Education with no voiced objections.

Curriculum Services Information:		
Approved by EPC:	Curriculum Bulletin:	
Cross-list Banner Code:	OBR Course Level: 4	
OBR Program Code: 09	OBR Subsidy Code: 11	
CIP Code: 261102	Term Start:	
	Term End:	

# Comments (250 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ \* / \ --)

Approve	Return To Previous	Deny	
Comments:			
Date	User	Comme	ent
9/11/2009	Scott F Grey	No com	ments available.

#### History:

Date	User	Status
9/11/2009	Sonia A Alemagno	Approved
9/11/2009	Sonia A Alemagno	Approved
9/11/2009	Scott F Grey	Submitted

2 of 2 9/14/2009 1:59 PM

Submission Date: 9/14/2009

Name: Lisa N Delaney

X

Organization: Provost's Office

# **Course Catalog Update**

<< Go back to Course Catalog Update form

**Print** 

Basic Course	
Change type:	Establi

Faculty member submitting this proposal: Eric Jefferis

Requested Effective Term: 201080

Campus: Kent

College: PH-Public Health

Department: PH-Public Health
Course Subject: BST-Biostatistics

Course Number: 63014

Course Title: Applied Regression Analysis

Title Abbreviation: Applied Regression Analysis

Slash Course and Cross-list Information: BST 83014

Credit Hours

Minimum Credit/Maximum Credit: 3 to 3

Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3

Contact Hours: Lab - Minimum Hours/Maximum Hours:

Contact Hours: Other - Minimum Hours/Maximum Hours:

Attributes

Is this course part of the LER, WIC or Diversity requirements: No

If yes, course attributes: 1. 2. 3.

Can this course be repeated for credit: No Repeat | Course Limit: 1 | OR Maximum Hours:

Course Level: Graduate Grade Rule: B-Standard letter

Rationale for an IP grade request for this course (if applicable):

Schedule Type(s): 1. LEC-Lecture 2. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite/Corequisite/Catalog Description:

**Catalog Description (edited):** Focuses on developing student proficiency in building and evaluating various regression models for public health studies. Topics covered include exploratory and descriptive methods, simple and multiple linear regression models, predictor selection, binary and multinomial logistic regression models, survival analysis, repeated measures and generalized linear models.

Prerequisites (edited): BST 52019 and graduate standing.

Corequisites (edited):

Registration is by special approval only: No

#### **Content Information**

## Content Outline:

Content Hours per Course Topic	Topic Description	
3	Review of exploratory and descriptive statistics	
3	Review of T-tests, ANOVA, ANCOVA and contingency tables	
6	Correlation coefficients and simple linear regression	
12	Linear regression to include multiple linear models, categorical predictors, confounding effects, interaction effects, model assumptions and measures of model fit.	

1 of 3 9/14/2009 2:04 PM

-		
3	Predictor selection for regression models.	
6	Binary logistic regression models.	
Multinomial logistic regression models.		
3	Survival analysis.	
Repeated measures analysis and generalized estimating equations.  Generalized linear models.		

Display/Hide Delimited Course Outline

**Total Contact Hours: 45** 

**Textbook(s) used in this course:** Vittinghoff, E., et al (2005) Regression Methods in Biostatistics: Linear, Logistic, Survival, and Repeated Measures Models. NY: Springer. Hosmer, D.W. & Lemeshow, S. (2000) Applied Logistic Regression, 2nd Ed. New York: Wiley-Interscience.

Writing Expectations: This course will require analytic writing and interpretation.

Instructor(s) expected to teach: Professor Scott Grey and others

Instructor(s) contributing to content: Dr. Eric Jefferis

**Proposal Summary** 

#### Explain the purpose for this proposal:

The purpose of this proposal is to establish a required course in the MPD program in Public Health in the specialization track of Biostatistics.

#### Explain how this proposal affects program requirements and students in your unit:

This proposal establishes a new course in the M.P.H. program in Public Health.

#### Explain how this proposal affects courses, program requirements and student in other units:

Graduate students in related disciplines, with approval of the instructor of this course and their home departments, will be able to participate in this course. These units include, but are not limited to, Health Education, Nursing, Psychology, Biology, Geography and Sociology.

#### Explain how this proposal affects enrollment and staffing:

Sufficient resources are available in the establishing College of Public Health to support the proposed course.

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

Courses in the graduate programs in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography and Health Education with no voiced objections.

Curriculum Services Information:	
Approved by EPC: Curriculum Bulletin:	
Cross-list Banner Code: BHY	OBR Course Level: 4
OBR Program Code: 09	OBR Subsidy Code: 11
CIP Code: 261102	Term Start:
	Term End:

# Comments (250 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ \* / \ --)

Approve Return To Previous Approver Deny

Comments:

Date	User	Comment
9/6/2009	Eric S Jefferis	No comments available.

**History:** 

Date	User	Status
9/11/2009	Florence Fiehn	Approved

2 of 3 9/14/2009 2:04 PM

Process

EPC Agenda | 21 September 2009 | Attachment 5 | Page 293

9/9/2009	Sonia A Alemagno	Approved
9/6/2009	Eric S Jefferis	Submitted

3 of 3

Submission Date: 9/14/2009

Name: Lisa N Delaney

×

Organization: Provost's Office

# **Course Catalog Update**

<< Go back to Course Catalog Update form

**Print** 

Basic Course Data

Change type: Establish

Faculty member submitting this proposal: Scott Grey

Requested Effective Term: 201110

Campus: Kent

College: PH-Public Health

Department: PH-Public Health

Course Subject: BST-Biostatistics

Course Number: 63015

Course Title: Categorical Data Analysis

Title Abbreviation: Categorical Data Analysis

Slash Course and Cross-list Information:

Credit Hours

Minimum Credit/Maximum Credit: 3 to 3

Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3

Contact Hours: Lab - Minimum Hours/Maximum Hours:

Contact Hours: Other - Minimum Hours/Maximum Hours:

**Attributes** 

Is this course part of the LER, WIC or Diversity requirements: No

If yes, course attributes: 1. 2. 3.

Can this course be repeated for credit: No Repeat | Course Limit: | OR Maximum Hours:

Course Level: Graduate Grade Rule: B-Standard letter

Rationale for an IP grade request for this course (if applicable):

Schedule Type(s): 1. LEC-Lecture 2. 3.

Credit by Exam: D-Credit by exam-department approval

Prerequisites & Descriptions

Current Prerequisite/Corequisite/Catalog Description:

**Catalog Description (edited):** Provides an applied introduction to the most important methods for analyzing categorical data in public health. Topics covered include contingency tables, logistic regression, generalized linear models, modeling matched pairs and clustered responses.

Prerequisites (edited): BST 52019 and EPI 52017

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
3	Introduction: Categorical variables and the Nominal-Ordinal Scale Distinction
6	Contingency Tables
3	The Logistic Regression Model
6	Building and Applying Logistic Regression Models
3	Multicategory Logit Models
6	The Generalized Linear Model

1 of 2 9/14/2009 1:33 PM

3	Loglinear Models for Contingency Tables
6	Models for Matched Pairs
6	Modeling Correlated, Clustered Responses
3	Random Effects: Generalized Linear Mixed Models

Display/Hide Delimited Course Outline

**Total Contact Hours: 45** 

**Textbook(s) used in this course:** An Introduction to Categorical Data Analysis, Second Edition (2007). Alan Agresti. Wiley-Interscience.

Writing Expectations: Assignments, papers and the oral presentation will be presented in scientific format and graded on both the clear presentation of the results in tables or figures and for the correct interpretation of the results.

Instructor(s) expected to teach: Scott Grey

Instructor(s) contributing to content: Scott Grey

**Proposal Summary** 

## Explain the purpose for this proposal:

The purpose of this proposal is to establish a required course in the MPH program in Public Health.

## Explain how this proposal affects program requirements and students in your unit:

This proposal establishes a new course in the MPH program in Public Health.

## Explain how this proposal affects courses, program requirements and student in other units:

Undergraduate students in related disciplines, with approval of the instructor of this course and their home departments, will be able to participate in this course. These units include, but are not limited to, Health Education, Nursing, Psychology, Biology, Geography and Sociology.

## Explain how this proposal affects enrollment and staffing:

Sufficient resources are available in the establishing College of Public Health to support the proposed course.

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

Courses in the MPH program in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography and Health Education with no voiced objections.

Curriculum Services Information:	
Approved by EPC: Curriculum Bulletin:	
Cross-list Banner Code:	OBR Course Level: 4
OBR Program Code: 09	OBR Subsidy Code: 11
CIP Code: 261102	Term Start:
	Term End:

### Comments (250 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ \* / \ --)

Approve Return To Previous Approver Deny

**Comments:** 

Date	User	Comment
9/11/2009	Scott F Grey	No comments available.

History:

Date	User	Status
9/11/2009	Sonia A Alemagno	Approved
9/11/2009	Sonia A Alemagno	Approved
9/11/2009	Scott F Grey	Submitted

2 of 2 9/14/2009 1:33 PM

Submission Date: 9/14/2009

Name: Lisa N Delaney



KENT STATE. Or

Organization: Provost's Office

### **Course Catalog Update**

<< Go back to Course Catalog Update form

Print

Basic Course Data

Change type: Establish

Faculty member submitting this proposal: Maggie Stedman-Smith

Requested Effective Term: 201080

Campus: Kent

College: PH-Public Health

Department: PH-Public Health

Course Subject: BST-Biostatistics

Course Number: 73010

Course Title: Qualitative Methods for Public Health Research

Title Abbreviation: Qual Methods for Pub HIth Res

Slash Course and Cross-list Information:

**Credit Hours** 

Minimum Credit/Maximum Credit: 3 to 3

Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3

Contact Hours: Lab - Minimum Hours/Maximum Hours:

Contact Hours: Other - Minimum Hours/Maximum Hours:

**Attributes** 

Is this course part of the LER, WIC or Diversity requirements: No

If yes, course attributes: 1. 2. 3.

Can this course be repeated for credit: No Repeat Course Limit: OR Maximum Hours:

Course Level: Graduate Grade Rule: B-Standard letter

Rationale for an IP grade request for this course (if applicable):

Schedule Type(s): 1. LEC-Lecture 2. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite/Corequisite/Catalog Description:

Catalog Description (edited): Surveys major methods of qualitative research and explores issues and applications in public health, including integrating qualitative and quantitative methods. Approaches examined include: Ethnography; grounded theory; phenomenology; focus groups; narrative analysis; and Photovoice. Community-Based Participatory Research is explored as an approach for conducting qualitative research in Public Health.

Prerequisites (edited): Doctoral standing

Corequisites (edited):

Registration is by special approval only: No

#### **Content Information**

Content Outline:

Content Hours per Course Topic	Topic Description	
3	Introduction, Course Overview, Overview of Qualitative Methods	
3	The qualitative quantitative paradigms: Exploring the differences	
3	Focus Groups	
3	Narrative Analysis	
3	Grounded Theory	
3	Phenomenology	

1 of 3 9/14/2009 1:21 PM

3	Community-Based-Participatory Research: An Approach for Conducting Qualitative Methods in Public Health
3	Photovoice
3	Entering the Field: Participant Selection, Recruitment, Writing Fieldnotes
3	Developing Qualitative Research Questions and Proposals Compatible with Selected Methods, Ethical Issues in Qualitative Research
3	Data Collection: Conducting a Qualitative Interview
3	Qualitative Data Analysis
3	Writing the Findings for Publication
3	Obtaining Funding for Qualitative Research
3	Class Presentations of Research Proposals
D: 1: //!!!	

Display/Hide Delimited Course Outline

**Total Contact Hours: 45** 

**Textbook(s) used in this course:** Ulin, P.R., et al., (2005). Qual Methods in Public Health: A Field Guide for Applied Research. Jossey-Bass: San Francisco Creswell, J. (2007). Qual. Inquiry and Research Design: Choosing Among Five Approaches, 2nd ed., Sage: Thousand Oaks.

**Writing Expectations:** Three papers: (1) Conducting a Qualitative Interview; (2) Writing Fieldnotes; (3) Qual. Research Proposal in Public Health

Instructor(s) expected to teach: Maggie Stedman-Smith

Instructor(s) contributing to content: Maggie Stedman-Smith-others to be determined

#### Proposal Summary

#### Explain the purpose for this proposal:

The purpose of this proposal is to establish a required course elective in the Ph.D. program in Public Health in the specialization track of Public Health Prevention.

#### Explain how this proposal affects program requirements and students in your unit:

This proposal establishes a new course in the Ph.D. program in Public Health Prevention.

# Explain how this proposal affects courses, program requirements and student in other units:

Graduate students in related disciplines, with approval of the instructor of this course and their home departments, will be able to participate in this course. These units include, but are not limited to, Health Education, Nursing, Psychology, Biology, Geography and Sociology.

# Explain how this proposal affects enrollment and staffing:

Sufficient resources are available in the establishing College of Public Health to support the proposed course.

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

Courses in the Ph.D. program in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography and Health Education with no voiced objections.

Curriculum Services Information:	
Approved by EPC:	Curriculum Bulletin:
Cross-list Banner Code:	OBR Course Level: 5
OBR Program Code: 09	OBR Subsidy Code: 14
CIP Code: 261102	Term Start:
	Term End:

#### Comments (250 Character Maximum):

NOTE: Please do not use the following restricted characters:  $(\sim * / \sim -)$ 

2 of 3 9/14/2009 1:21 PM

Approve	Return To Previous Approver	Deny		
Comments:				
I		l		
Date	User	Comment		

# History:

Date	User	Status	
9/11/2009	Sonia A Alemagno	Approved	
9/10/2009	Florence Fiehn	Approved	
9/9/2009	Maggie Stedman-Smith	Submitted	



Name: Lisa N Delaney
Organization: Provost's Office

Submission Date: 9/11/2009

×

#### **Course Catalog Update**

<< Go back to Course Catalog Update form

**Print** 

Basic Course Data

Change type: Establish

Faculty member submitting this proposal: Scott Grey

Requested Effective Term: 201080

Campus: Kent

College: PH-Public Health

Department: PH-Public Health

Course Subject: BST-Biostatistics

Course Number: 73011

Course Title: Multivariate Analysis

Title Abbreviation: Multivariate Analysis

Slash Course and Cross-list Information:

**Credit Hours** 

Minimum Credit/Maximum Credit: 3 to 3

Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3

Contact Hours: Lab - Minimum Hours/Maximum Hours:

Contact Hours: Other - Minimum Hours/Maximum Hours:

Attributes

Is this course part of the LER, WIC or Diversity requirements: No

If yes, course attributes: 1. 2. 3.

Can this course be repeated for credit: No Repeat | Course Limit: | OR Maximum Hours:

Course Level: Graduate Grade Rule: B-Standard letter

Rationale for an IP grade request for this course (if applicable):

Schedule Type(s): 1. LEC-Lecture 2. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite/Corequisite/Catalog Description:

Catalog Description (edited): Multivariate statistical methods are designed to evaluate more than one variable at a time. This course is an application-oriented introduction to essential multivariate statistical methods used in public health. Topics covered include matrix theory, data screening and preliminary analyses, multivariate normal distributions, multivariate versions of the general linear model (MANOVA, multivariate multiple regression, MANCOVA), discrimination and classification, canonical correlation analysis, and methods of analyzing covariance and correlation structures (principal components and factor analysis). Also introduces and explores methods of handling missing data.

Prerequisites (edited): BST 52019 Doctoral standing

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description		
4.5	Introduction to multivariate statistics, matrix theory and data screening and preliminary analyses		
9	Analysis of group differences - Multivariate Analysis of Variance (MANOVA) and Multivariate Analysis of Covariance (MANCOVA)		
4.5	Discriminant Function Analysis		

1 of 2 9/11/2009 1:00 PM

4.5	Principal Component Analysis		
	Exploratory and confirmatory factor analysis and canonical correlation		
9	The analysis of missing data		
Display/Hido Polimited Course Outline			

Display/Hide Delimited Course Outline

Total Contact Hours: 45

**Textbook(s) used in this course:** An Introduction to Applied Multivariate Analysis (2008). Tenko Raykov, George A. Marcoulides. Routledge Psychpress. ISBN: 978-0-8058-6375-8

**Writing Expectations:** Assignments, papers and the oral presentation will be presented in scientific format and graded on both the clear presentation of the results in tables or figures and for the correct interpretation of the results.

Instructor(s) expected to teach: Scott Grey

Instructor(s) contributing to content: Scott Grey

**Proposal Summary** 

Explain the purpose for this proposal:

The purpose of this proposal is to establish a required course in the PhD program in Public Health.

Explain how this proposal affects program requirements and students in your unit:

This proposal establishes a new course in the PhD program in Public Health.

Explain how this proposal affects courses, program requirements and student in other units:

Graduate students in related disciplines, with approval of the instructor of this course and their home departments, will be able to participate in this course. These units include, but are not limited to, Health Education, Nursing, Psychology, Biology, Geography and Sociology.

Explain how this proposal affects enrollment and staffing:

Sufficient resources are available in the establishing College of Public Health to support the proposed course.

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

Courses in the graduate programs in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography and Health Education with no voiced objections.

Curriculum Services Information:			
Approved by EPC: Curriculum Bulletin:			
Cross-list Banner Code:	OBR Course Level: 5		
OBR Program Code: 09	OBR Subsidy Code: 14		
CIP Code: 261102	Term Start:		
	Term End:		

# Comments (250 Character Maximum):

NOTE: Please do not use the following restricted characters: ( $\sim$  \* / \ --)

Approve	Return To Previous Approver		Deny	
Comments:				
Date User		Comment		
9/8/2009	Scott F Grey	No com	ments available.	

# History:

Date	User	Status
9/11/2009	Sonia A Alemagno	Approved
9/9/2009	Sonia A Alemagno	Approved
9/8/2009	Scott F Grey	Submitted

2 of 2 9/11/2009 1:00 PM



Name: Lisa N Delaney

Submission Date: 9/14/2009

Organization: Provost's Office

#### **Course Catalog Update**

<< Go back to Course Catalog Update form

**Print** 

X

Basic	Course	Data

Change type: Establish

Faculty member submitting this proposal: Peggy Shaffer-King for Scott Grey

Requested Effective Term: 201080

Campus: Kent

College: PH-Public Health

Department: PH-Public Health

Course Subject: BST-Biostatistics

Course Number: 83012

Course Title: Survival Analysis

Title Abbreviation: Survival Analysis

Slash Course and Cross-list Information: BST 63012

Credit Hours

Minimum Credit/Maximum Credit: 3 to 3

Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3

Contact Hours: Lab - Minimum Hours/Maximum Hours:

Contact Hours: Other - Minimum Hours/Maximum Hours:

Attributes

Is this course part of the LER, WIC or Diversity requirements: No

If yes, course attributes: 1. 2. 3.

Can this course be repeated for credit: No Repeat | Course Limit: | OR Maximum Hours:

Course Level: Graduate Grade Rule: B-Standard letter

Rationale for an IP grade request for this course (if applicable):

Schedule Type(s): 1. LEC-Lecture 2. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite/Corequisite/Catalog Description:

Catalog Description (edited): Course in survival analysis for graduate students in public health. Covers survival functions, hazard rates, types of censoring and truncation. Methods of focus include life tables, Kaplan-Meier plots, log-rank tests, Cox regression models and parametric survival models. Inference for recurrent event and competing risks models are also covered.

Prerequisites (edited): BST 52019 and doctoral standing

Corequisites (edited):

Registration is by special approval only: No

#### Content Information

# **Content Outline:**

Content Hours per Course Topic	Topic Description		
<u> </u>			
3	The nature of survival data		
4.5	Life tables		
6	The survival function, the hazard function, and their relatives		
4.5 Estimating the survival function			
6	Basic Cox regression		
6	Advanced topics in Cox regression		
6	Parametric survival models		
4.5	Recurrent event survival analysis		
4.5	Competing risks survival analysis		

1 of 2 9/14/2009 10:21 AM

Display/Hide Delimited Course Outline

Total Contact Hours: 45

**Textbook(s) used in this course:** Survival Analysis- A Self-Learning Text, Second Edition (2005). by David G. Kleinbaum and Mitchel Klein. Springer-Verlag New York, Inc.

Writing Expectations: Assignments, papers and the oral presentation will be presented in scientific format and graded on both the clear presentation of the results in tables or figures and for the correct interpretation of the results.

Instructor(s) expected to teach: Scott Grey

Instructor(s) contributing to content: Scott Grey

**Proposal Summary** 

Explain the purpose for this proposal:

The purpose of this proposal is to establish a course in the graduate program in Public Health.

Explain how this proposal affects program requirements and students in your unit:

This proposal establishes a new course in the graduate program in Public Health.

Explain how this proposal affects courses, program requirements and student in other units:

Graduate students in related disciplines, with approval of the instructor of this course and their home departments, will be able to participate in this course. These units include, but are not limited to, Health Education, Nursing, Psychology, Biology, Geography and Sociology.

Explain how this proposal affects enrollment and staffing:

Sufficient resources are available in the establishing College of Public Health to support the proposed course.

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

Courses in the graduate programs in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography and Health Education with no voiced objections.

Curriculum Services Information:	
Approved by EPC: Curriculum Bulletin:	
Cross-list Banner Code: BHW	OBR Course Level: 5
OBR Program Code: 09	OBR Subsidy Code: 14
CIP Code: 261102	Term Start:
	Term End:

# Comments (250 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ \* / \ --)

Approve Return To Previous Approver Deny

Comments:

-

Date	User	Comment
9/13/2009	Sonia A Alemagno	No comments available.

**History:** 

Date	User	Status
9/14/2009	Sonia A Alemagno	Approved
9/14/2009	Sonia A Alemagno	Approved
9/13/2009	Sonia A Alemagno	Submitted

2 of 2 9/14/2009 10:21 AM

Organization: Provost's Office

Name: Lisa N Delaney Submission Date: 9/14/2009

X

#### **Course Catalog Update**

<< Go back to Course Catalog Update form

**Print** 

**Basic Course Data** 

Change type: Establish

Faculty member submitting this proposal: Peggy Shaffer-King for Scott Grey

Requested Effective Term: 201080

Campus: Kent

College: PH-Public Health

**Department: PH-Public Health** 

Course Subject: BST-Biostatistics

Course Number: 83013

Course Title: Experimental Designs

Title Abbreviation: Experimental Designs

Slash Course and Cross-list Information: BST 63013

Credit Hours

Minimum Credit/Maximum Credit: 3 to 3

Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3

Contact Hours: Lab - Minimum Hours/Maximum Hours:

Contact Hours: Other - Minimum Hours/Maximum Hours:

**Attributes** 

Is this course part of the LER, WIC or Diversity requirements: No

If yes, course attributes: 1. 2.

Can this course be repeated for credit: No Repeat Course Limit: **OR Maximum Hours:** 

Course Level: Graduate Grade Rule: B-Standard letter

Rationale for an IP grade request for this course (if applicable):

Schedule Type(s): 1. LEC-Lecture 2. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite/Corequisite/Catalog Description:

Catalog Description (edited): Designed to introduce students to experimental research methods, in public health settings. First introduces a number of quasi-experimental and experimental study designs, then identifies a number of statistical methods that can be used to draw correct causal inferences from the study. Students are expected to develop two research proposals, first using quasi-experimental then an experimental design and develop a statistical analysis plan for each study.

Prerequisites (edited): BST 52019 and doctoral standing

Corequisites (edited):

Registration is by special approval only: No

**Content Information** 

Content Outline:

Content Hours per Course Topic	Topic Description
1.5	Experiments and Generalized Causal Inference
_	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
3 Internal and External Validity	
4.5	Quasi-Experimental Designs
3	Regression Discontinuity Designs
9 Randomized Experiments	
3	Causal inference from a counterfactual perspective

9/14/2009 10:20 AM 1 of 2

		EPC Agenda   21 September 2009   Attachment 5   Page 3
11	Estimating Causal Effects by Conditioning	
10	Estimating Causal Effects When Conditioning Fails	
Display/Hide	e Delimited Course Outline	
Total Co	ontact Hours: 45	
Generali		ampbell (2001). Experimental and Quasi-Experimental Designs for Morgan, Winship (2007). Counterfactuals and Causal Inference.
		oposals will be presented in scientific format and graded on both the and for the correct interpretation of the results.
Instruct	tor(s) expected to teach: Scott Grey	
Instruct	tor(s) contributing to content: Scott Grey	
Proposa	al Summary	

# Proposal Summary

#### Explain the purpose for this proposal:

The purpose of this proposal is to establish a course in the graduate program in Public Health.

#### Explain how this proposal affects program requirements and students in your unit:

This proposal establishes a new course in the graduate program in Public Health.

### Explain how this proposal affects courses, program requirements and student in other units:

Graduate students in related disciplines, with approval of the instructor of this course and their home department, will be able to particpate in this course. These units include, but are not limited to, Health Education, Nursing, Psychology, Biology, Geography and Sociology.

#### Explain how this proposal affects enrollment and staffing:

Sufficient resources are available in the establishing College of Public Health to support the proposed course.

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

Courses in the graduate programs in Public Health have been shared with appropriate academic units incluing Nursing, Psychology, Sociology, Biology, Geography and Health Education with no voiced objections.

Curriculum Services Information:	
Approved by EPC:	Curriculum Bulletin:
Cross-list Banner Code: BHX	OBR Course Level: 5
OBR Program Code: 09	OBR Subsidy Code: 14
CIP Code: 261102	Term Start:
	Term End:

## Comments (250 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ \* / \ --)

Approve	Return To Previou	us Approver Deny
Comments:		
	User	Comment

No comments available.

#### History:

9/13/2009

Date	User	Status
9/14/2009	Sonia A Alemagno	Approved
9/14/2009	Sonia A Alemagno	Approved
9/13/2009	Sonia A Alemagno	Submitted

Sonia A Alemagno

9/14/2009 10:20 AM



Name: Lisa N Delaney
Organization: Provost's Office

Submission Date: 9/14/2009

#### **Course Catalog Update**

<< Go back to Course Catalog Update form

**Print** 

X

Basic Course Data

Change type: Establish

Faculty member submitting this proposal: Peggy Shaffer-King for Dr. Jefferis

Requested Effective Term: 201080

Campus: Kent

College: PH-Public Health

Department: PH-Public Health

Course Subject: BST-Biostatistics

Course Number: 83014

Course Title: Applied Regression Analysis

Title Abbreviation: Applied Regression Analysis

Slash Course and Cross-list Information: BST 63014

Credit Hours

Minimum Credit/Maximum Credit: 3 to 3

Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3

Contact Hours: Lab - Minimum Hours/Maximum Hours:

Contact Hours: Other - Minimum Hours/Maximum Hours:

**Attributes** 

Is this course part of the LER, WIC or Diversity requirements: No

If yes, course attributes: 1. 2. 3.

Can this course be repeated for credit: No Repeat | Course Limit: | OR Maximum Hours:

Course Level: Graduate Grade Rule: B-Standard letter

Rationale for an IP grade request for this course (if applicable):

Schedule Type(s): 1. LEC-Lecture 2. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite/Corequisite/Catalog Description:

**Catalog Description (edited):** Focuses on developing student proficiency in building and evaluating various regression models for public health studies. Topics covered include exploratory and descriptive methods, simple and multiple linear regression models, predictor selection, binary and multinomial logistic regression models, survival analysis, repeated measures and generalized linear models.

Prerequisites (edited): Doctoral standing.

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
3	Review of exploratory and descriptive statistics
3	Review of T-tests, ANOVA, ANCOVA and contingency tables
6	Correlation coefficients and simple linear regression
12	Linear regression to include multiple linear models, categorical predictors, confounding effects, interaction effects, model assumptions and measures of model fit.

1 of 3 9/14/2009 2:42 PM

3	Predictor selection for regression models.	
6	Binary logistic regression models.	
3	Multinomial logistic regression models.	
3	Survival analysis.	
3	Repeated measures analysis and generalized estimating equations.	
3	Generalized linear models.	

Display/Hide Delimited Course Outline

Total Contact Hours: 45

**Textbook(s) used in this course:** Vittinghoff, E., et al (2005) Regression Methods in Biostatistics: Linear, Logistic, Survival, and Repeated Measures Models. NY: Springer. Hosmer, D.W. & Lemeshow, S. (2000) Applied Logistic Regression, 2nd Ed. New York: Wiley-Interscience.

Writing Expectations: This course will require analytic writing and interpretation.

Instructor(s) expected to teach: Prof. Scott Grey

Instructor(s) contributing to content: Dr. Eric Jefferis

**Proposal Summary** 

Explain the purpose for this proposal:

The purpose of this proposal is to establish a required course in the graduate degree program in Public Health.

Explain how this proposal affects program requirements and students in your unit:

This proposal establishes a new course in the Ph.D. program in Public Health.

Explain how this proposal affects courses, program requirements and student in other units:

Graduate students in related disciplines, with approval of the instructor of this course and their home departments, will be able to participate in this course. These units include, but are not limited to, Health Education, Nursing, Psychology, Biology, Geography and Sociology.

Explain how this proposal affects enrollment and staffing:

Sufficient resources are available in the establishing College of Public Health to support the proposed course.

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

Courses in the graduate programs in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography and Health Education with no voiced objections.

Curriculum Services Information:	
Approved by EPC:	Curriculum Bulletin:
Cross-list Banner Code: BHY	OBR Course Level: 5
OBR Program Code: 09	OBR Subsidy Code: 14
CIP Code: 261102	Term Start:
	Term End:

## Comments (250 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ \* / \ --)

Approve Return To Previous Approver Deny
Comments:

Date	User	Comment
9/13/2009	Sonia A Alemagno	No comments available.

**History**:

Date	User	Status
9/14/2009	Sonia A Alemagno	Approved
9/14/2009	Sonia A Alemagno	Approved

2 of 3 9/14/2009 2:42 PM

9/13/2009 Sonia A Alemagno Submitted

Process Page 1 of 2



Name:

Lisa N Delaney

EPC Agenda | 21 September 2009 | Attachment 5 | Page 308 |

Organization: Provost's Office

### **Course Catalog Update**

<< Go back to Course Catalog Update form

Print

Basic Course Data
Change type: Establish
Faculty member submitting this proposal: Gina Campana for Sonia Alemagno
Requested Effective Term: 201080

Campus: Kent

College: PH-Public Health

**Department:** PH-Public Health

Course Subject: EHS-Enviromental Health Sciences

Course Number: 52018

Course Title: Environmental Health Concepts in Public Health

Title Abbreviation: Environ Health Concepts in PH

Slash Course and Cross-list Information:

Credit Hours

Minimum Credit/Maximum Credit: 3 to 3

Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3

Contact Hours: Lab - Minimum Hours/Maximum Hours:

Contact Hours: Other - Minimum Hours/Maximum Hours:

**Attributes** 

Is this course part of the LER, WIC or Diversity requirements: No

If yes, course attributes: 1. 2. 3.

Can this course be repeated for credit: No Repeat Course Limit: OR Maximum Hours:

Course Level: Graduate | Grade Rule: B-Standard letter

Rationale for an IP grade request for this course (if applicable):

Schedule Type(s): 1. LEC-Lecture 2. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

**Current Prerequisite/Corequisite/Catalog Description:** 

**Catalog Description (edited):** Provides a comprehensive overview of the core topics in environmental health as related to public health.

Prerequisites (edited): Graduate standing.

Corequisites (edited):

Registration is by special approval only: No

**Content Information** 

**Content Outline:** 

Content Hours per Course Topic	Topic Description	
6	Ecology and Human Population Health	
6	Concepts in Toxicology	
6	Concepts in Environmental Epidemiology	
6	Introduction to Exposure Assessment	
6	Industrial Hygiene	
6	Environmental Psychology- core concepts	
I		

Process Page 2 of 2

6 Genetics and Environmental Health
3 Environmental Health Ethics

EPC Agenda | 21 September 2009 | Attachment 5 | Page 309

Display/Hide Delimited Course Outline

Total Contact Hours: 45

**Textbook(s) used in this course:** Environmental Health: From Global to Local. Howard Frumkin, Editor. 2005. John Wiley and Sons. ISBN 0-7879-7383

Writing Expectations: Significant writing expected.

Instructor(s) expected to teach: Tomas Tamulis, Maggie Stedman Smith, John Staley

Instructor(s) contributing to content: Sonia Alemagno

Proposal Summary

### Explain the purpose for this proposal:

The purpose of this proposal is to establish a required course in the M.P.H. program in Public Health in the specialization track of Environmental Health.

### Explain how this proposal affects program requirements and students in your unit:

This proposal establishes a new course in the M.P.H. program in Public Health.

### Explain how this proposal affects courses, program requirements and student in other units:

Graduate students in related disciplines, with approval of the instructor of this course and their home departments, will be able to participate in this course. These units include, but are not limited to, Health Education, Nursing, Psychology, Biology, Geography and Sociology.

#### Explain how this proposal affects enrollment and staffing:

Sufficient resources are available in the establishing College of Public Health to support the proposed course.

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

Courses in the M.P.H. programs in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography and Health Education with no voiced objections

Curriculum	Services	Information:	

Approved by EPC:	Curriculum Bulletin:
Cross-list Banner Code:	OBR Course Level: 4
OBR Program Code: 09	OBR Subsidy Code: 11
CIP Code: 512202	Term Start:
	Term End:

#### Comments (250 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ \* / \ --)

Approve

Return To Previous Approver

Deny

#### **Comments:**

Date	User	Comment
9/11/2009	Gina A Campana	No comments available.

# History:

Date	User	Status
9/15/2009	Sonia A Alemagno	Approved
9/15/2009	Florence Fiehn	Approved
9/11/2009	Gina A Campana	Submitted

Submission Date: 9/14/2009

Name: Lisa N Delaney
Organization: Provost's Office

X

# Course Catalog Update

# << Go back to Course Catalog Update form

Print

Basic	Course	Data

Change type: Establish

Faculty member submitting this proposal: Gina Campana for Sonia Alemagno

Requested Effective Term: 201080

Campus: Kent

College: PH-Public Health

**Department:** PH-Public Health

Course Subject: EHS-Environmental Health Sciences

Course Number: 53009

Course Title: Emerging Environmental Health Issues and Response

Title Abbreviation: Emerg Issues in Env HIth Resp

Slash Course and Cross-list Information:

**Credit Hours** 

Minimum Credit/Maximum Credit: 3 to 3

Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3

Contact Hours: Lab - Minimum Hours/Maximum Hours:

Contact Hours: Other - Minimum Hours/Maximum Hours:

**Attributes** 

Is this course part of the LER, WIC or Diversity requirements: No

If yes, course attributes: 1. 2. 3.

Can this course be repeated for credit: No Repeat Course Limit: OR Maximum Hours:

Course Level: Graduate Grade Rule: B-Standard letter

Rationale for an IP grade request for this course (if applicable):

Schedule Type(s): 1. LEC-Lecture 2. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite/Corequisite/Catalog Description:

Catalog Description (edited): Provides an overview of emerging environmental health issues that will impact the public's

health.

Prerequisites (edited): Graduate standing.

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description	
6	Climate Change	
3	Air Pollution	
3	Energy Production	
3	Urbanization	
3	Transportation and Health	
3	Water and Health	
3	Solid and hazardous waste	
3	Pest control and pesticides	
3	Food safety	
3	Indoor health	
3	Workplace health	

1 of 2 9/14/2009 2:16 PM

EPC Agen	nda   21 September 2009   Attachment 5   Page 3
3 Radiation	
6 Prevention	
Display/Hide Delimited Course Outline	
Total Contact Hours: 45	
Textbook(s) used in this course: Urban Environmental Health: Readings in H. PAtricia Hynes and Russ Lopez, editors. Jones and Bartlett Publishers, 2009	,
Writing Expectations: Significant writing expected.	
Instructor(s) expected to teach: Tomas Tamulis, Maggie Stedman Smith, J	ohn Staley
Instructor(s) contributing to content: Sonia Alemagno	
Proposal Summary	
Explain the purpose for this proposal:	
The purpose of this proposal is to establish a required course in the M.P.H. protrack of Environmental Health.	gram in Public Health in the specialization
Explain how this proposal affects program requirements and students	in your unit:
This proposal establishes a new course in the M.P.H. program in Public Health.	
Explain how this proposal affects courses, program requirements and	student in other units:
Graduate students in related disciplines, with approval of the instructor of this able to participate in this course. These units include, but are not limited to, H Biology, Geography and Sociology.	• • • • • • • • • • • • • • • • • • •
Explain how this proposal affects enrollment and staffing:	

Sufficient resources are available in the establishing College of Public Health to support the proposed course.

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

Courses in the M.P.H. programs in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography and Health Education with no voiced objections.

Curriculum Services Information:	
Approved by EPC:	Curriculum Bulletin:
Cross-list Banner Code:	OBR Course Level: 4
OBR Program Code: 09	OBR Subsidy Code: 11
CIP Code: 512202	Term Start:
	Term End:

# Comments (250 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ \* / \ --)

Approve Return To Previous Approver		Approver Deny
Comments	:	
Date	User	Comment
9/11/2009	Gina A Campana	No comments available.

#### History:

Date	User	Status
9/11/2009	Sonia A Alemagno	Approved
9/11/2009	Florence Fiehn	Approved
9/11/2009	Gina A Campana	Submitted



Name: Lisa N Delaney
Organization: Provost's Office

Submission Date: 9/14/2009

# **Course Catalog Update**

<< Go back to Course Catalog Update form

**Print** 

X

Basic Course Data

Change type: Establish

Faculty member submitting this proposal: Gina Campana for Chris Woolverton

Requested Effective Term: 201010

Campus: Kent

College: PH-Public Health

**Department:** PH-Public Health

Course Subject: EHS-Enviromental Health Sciences

Course Number: 53012

Course Title: Environmental and Occupational Health

Title Abbreviation: Environmtl/Occupational Health

Slash Course and Cross-list Information:

**Credit Hours** 

Minimum Credit/Maximum Credit: 3 to 3

Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3

Contact Hours: Lab - Minimum Hours/Maximum Hours:

Contact Hours: Other - Minimum Hours/Maximum Hours:

**Attributes** 

Is this course part of the LER, WIC or Diversity requirements: No

If yes, course attributes: 1. 2. 3.

Can this course be repeated for credit: No Repeat | Course Limit: | OR Maximum Hours:

Course Level: Graduate Grade Rule: B-Standard letter

Rationale for an IP grade request for this course (if applicable):

Schedule Type(s): 1. LEC-Lecture 2. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite/Corequisite/Catalog Description:

Catalog Description (edited): Survey of major concepts and issues relating health and safety in the workplace. Emphasis is on the application of public health principles and decision-making practices used by various worker populations for the prevention of injury and disease on the job. Protective equipment, hazardous conditions, environmental toxins, risk assessment and prevention science guides discussions.

Prerequisites (edited): Graduate standing

Corequisites (edited):

Registration is by special approval only: No

#### **Content Information**

### Content Outline:

Content Hours per Course Topic	Topic Description	
3	Overview of Occupational and Environmental Health	
3	Roles of Professionals	
3	Occupational and Environmental Injury and Disease	
3	Regulatory Guidelines, Agencies and Programs	
3	Strategies for Preventing Injury and Disease	
3	Hazardous Exposures	

1 of 2 9/14/2009 11:56 AM

3	Risk Assessment
6	Genetic, Physiological, and Psychosocial Factors
6	Models of Insults
6	Body Systems Responses to Injuries
3	Worker Populations
3	Models for Health Promotion in the Workplace

Display/Hide Delimited Course Outline

**Total Contact Hours: 45** 

**Textbook(s) used in this course:** LaDou, J. 2007. Occupational and Environmental Medicine, 4th Ed. McGraw-Hill, Inc.: Occupational and Environmental Health: Recognizing and Preventing Disease and Injury (2006) 5th Ed., Lippincott, Williams, and Wilkins.

Writing Expectations: Significant writing is anticipated.

Instructor(s) expected to teach: Stedman-Smith

Instructor(s) contributing to content: Stedman-Smith and Woolverton

#### **Proposal Summary**

#### Explain the purpose for this proposal:

The purpose of this proposal is to establish a required course in the M.P.H. Ph.D. program in Public Health in the specialization track of environmental health science.

### Explain how this proposal affects program requirements and students in your unit:

This proposal establishes a new course in the M.P.H.Ph.D. program in Public Health.

### Explain how this proposal affects courses, program requirements and student in other units:

Explain how this proposal affects courses, program requirements and students in other units.

#### Explain how this proposal affects enrollment and staffing:

Sufficient resources are available in the establishing College of Public Health to support the proposed course.

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

Courses in the M.P.H. Ph.D. programs in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography and Health Education with no voiced objections.

Curriculum Services Information:	
Approved by EPC:	Curriculum Bulletin:
Cross-list Banner Code:	OBR Course Level: 4
OBR Program Code: 09	OBR Subsidy Code: 11
CIP Code: 512202	Term Start:
	Term End:

# Comments (250 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ \* / \ --)

 	•	

Approve Return To Previous Approver Deny

Comments:DateUserComment9/11/2009Gina A CampanaNo comments available.

## **History:**

Date	User	Status
9/11/2009	Sonia A Alemagno	Approved
9/11/2009	Sonia A Alemagno	Approved
9/11/2009	Gina A Campana	Submitted

2 of 2 9/14/2009 11:56 AM



Name: Lisa N Delaney

Organization: Provost's Office

Submission Date: 9/14/2009

X

#### **Course Catalog Update**

<< Go back to Course Catalog Update form

**Print** 

Basic Course Data

Change type: Establish

Faculty member submitting this proposal: Peggy Shaffer-King for Dr. Woolverton

Requested Effective Term: 201080

Campus: Kent

College: PH-Public Health

**Department:** PH-Public Health

Course Subject: EHS-Enviromental Health Sciences

Course Number: 63010

Course Title: Applied Risk Assessment

Title Abbreviation: Applied Risk Assessment

Slash Course and Cross-list Information:

**Credit Hours** 

Minimum Credit/Maximum Credit: 3 to 3

Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3

Contact Hours: Lab - Minimum Hours/Maximum Hours:

Contact Hours: Other - Minimum Hours/Maximum Hours:

**Attributes** 

Is this course part of the LER, WIC or Diversity requirements: No

If yes, course attributes: 1. 2. 3.

Can this course be repeated for credit: No Repeat | Course Limit: | OR Maximum Hours:

Course Level: Graduate Grade Rule: B-Standard letter

Rationale for an IP grade request for this course (if applicable):

Schedule Type(s): 1. LEC-Lecture 2. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite/Corequisite/Catalog Description:

**Catalog Description (edited):** Introduces the student to environmental and occupational hazards, assessing the risks associated with hazard exposure. Standard principles of risk assessment are emphasized including methods of hazard identification and regulation, quantitative exposure measurement, dose and toxicity relationships and risk management. Analysis of public policy regulatory guidance and health advisory watchdog recommendations are evaluated. Core competencies met by this course include B.1, B.2, B.3, B.4, B.5, and B.6.

Prerequisites (edited): EPI 52017 and graduate standing

Corequisites (edited):

Registration is by special approval only: No

Content Information

**Content Outline:** 

Topic Description	
Environmental and Occupational Environments	
Hazard Identification and Regulation	
Hazard Exposure Measurements	
Dose, Toxicity, and Response	
Assessing Risk	
Characterizing Risk	

1 of 2 9/14/2009 10:25 AM

	EPC Agenda   21 September 2009   Attachment 5   Page 31
6 Preventing, Controlling, and Mitigating Risk	
3 Case Studies	
Display/Hide Delimited Course Outline	
Total Contact Hours: 45	
Textbook(s) used in this course: TBD	
Writing Expectations: Significant writing is expected in this of	course.
Instructor(s) expected to teach: Woolverton	
Instructor(s) contributing to content: Woolverton	
Proposal Summary	
Explain the purpose for this proposal:	
The purpose of this proposal is to establish a required course in track of Environmental Health Science.	the M.P. H. program in Public Health in the specialization
Explain how this proposal affects program requirements	and students in your unit:
This proposal establishes a new course in the M.P.H. program in	n Public Health.
Explain how this proposal affects courses, program requ	irements and student in other units:
Graduate students in related disciplines, with approval of the in able to participate in this course. These units include, but are r Biology, Geography and Sociology.	
Explain how this proposal affects enrollment and staffing	<b>j</b> :
Sufficient resources are available in the establishing College of	Public Health to support the proposed course.
Units consulted (other departments, programs or campu	ses affected by the proposal):
Courses in the graduate programs in Public Health have been s Psychology, Sociology, Biology, Geography and Health Education	
Curriculum Services Information:	
Approved by EPC:	Curriculum Bulletin:
Cross-list Banner Code:	OBR Course Level: 4
OBR Program Code: 09	OBR Subsidy Code: 11
CIP Code: 512202	Term Start:
	Term End:

Comments	(250	Character	Maximum'	<b>)</b> :
----------	------	-----------	----------	------------

NOTE: Please do not use the following restricted characters: (~ \* / \ --)

Approve	Return To Previous	Approver Deny
Comments	s:	
Date	User	Comment
9/13/2009	Sonia A Alemagn	o No comments available.

# **History**:

Date	User	Status
9/14/2009	Sonia A Alemagno	Approved
9/14/2009	Sonia A Alemagno	Approved
9/13/2009	Sonia A Alemagno	Submitted

Organization: Provost's Office

Name: Lisa N Delaney Submission Date: 9/14/2009

X

#### **Course Catalog Update**

<< Go back to Course Catalog Update form

**Print** 

**Basic Course Data** 

Change type: Establish

Faculty member submitting this proposal: Peggy Shaffer-King for Maggie Stedman-Smith

Requested Effective Term: 201080

Campus: Kent

College: PH-Public Health

**Department: PH-Public Health** 

Course Subject: EHS-Enviromental Health Sciences

Course Number: 63011

Course Title: Application of Risk Analysis in Environmental Health

Title Abbreviation: App Risk Analysis in Env HIth

Slash Course and Cross-list Information:

Credit Hours

Minimum Credit/Maximum Credit: 3 to 3

Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3

Contact Hours: Lab - Minimum Hours/Maximum Hours:

Contact Hours: Other - Minimum Hours/Maximum Hours:

**Attributes** 

Is this course part of the LER, WIC or Diversity requirements: No

If yes, course attributes: 1. 2.

Can this course be repeated for credit: No Repeat Course Limit: **OR Maximum Hours:** 

Course Level: Graduate Grade Rule: B-Standard letter

Rationale for an IP grade request for this course (if applicable):

Schedule Type(s): 1. LEC-Lecture 2. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite/Corequisite/Catalog Description:

Catalog Description (edited): Students are introduced to methods in risk analysis that are applied by U.S. federal, state, and local agencies in their assessment of chemical toxicants. Linkages between risk assessment, risk management, and risk communication will be studied as components of this process, along with issues and controversies in the analysis of environmental health risks.

Prerequisites (edited): PH 52017- Principles of Public Health Epidemiology, or instructor consent.

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description	
3	Introduction to Risk Analysis in Environmental Health	
3	Hazard Identification and Dose-Response	
6	Exposure Assessment: Time-Activity- Profiles, Deterministic and Probabilistic Approaches	
3	Risk Characterization	
3	Midterm Exam, Introduction to Risk Analysis Case Studies	

9/14/2009 11:54 AM 1 of 3

3	Children's Enviromental Health: Aggregate and Cumulative Risk Assessment	
3	Genomics and Risk Assessment	
3	The Precautionary Principle and Risk Analysis	
3	Principles of Risk Communication	
3	Environmental Justice	
3	Culturally Sensitive Risk Assessment	
3	Group Work on Case Studies	
3	Group Presentations on Environmental Risk Analysis Case Studies	
3	Course Summary: Issues in Risk Analysis	
District Designation of the second second		

Display/Hide Delimited Course Outline

Total Contact Hours: 45

**Textbook(s) used in this course:** Risk Assessment for Environmental Health (RAEH) (2007). Robson, M.G. and W. A. Toscano (Editors), Association of Schools of Public Health, ISBN: 978-0-7879-8319, Jossey-Bass, San Francisco.

**Writing Expectations:** Four papers: (1) Critique- U.S. EPA Integrated Risk Information System (IRIS); (2) Perform and Critique- Time-Activity-Profile study; (3) Perform- deterministic risk assessment; (4) Respond -Risk Analysis in Environmental Health Case Study

Instructor(s) expected to teach: Maggie Stedman-Smith

Instructor(s) contributing to content: Maggie Stedman-Smith, others to be determined

**Proposal Summary** 

### Explain the purpose for this proposal:

The purpose of this proposal is to establish a required course elective course in the M.P.H. program in Public Health in the specialization track of Environmental Health.

### Explain how this proposal affects program requirements and students in your unit:

This proposal establishes a new course in the M.P.H. program in Public Health.

### Explain how this proposal affects courses, program requirements and student in other units:

Graduate students in related disciplines, with approval of the instructor of this course and their home departments, will be able to participate in this course. These units include, but are not limited to, Health Education, Nursing, Psychology, Biology, Geography and Sociology.

### Explain how this proposal affects enrollment and staffing:

This proposal establishes a new course in the M.P.H. program in Public Health.

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

Graduate students in related disciplines, with approval of the instructor of this course and their home departments, will be able to participate in this course. These units include, but are not limited to, Health Education, Nursing, Psychology, Biology, Geography and Sociology.

Curriculum Services Information:		
Approved by EPC: Curriculum Bulletin:		
Cross-list Banner Code:	OBR Course Level: 4	
OBR Program Code: 09	OBR Subsidy Code: 11	
CIP Code: 512202	Term Start:	
	Term End:	

# Comments (250 Character Maximum):

NOTE:	Please	do not	use	the	following	restricted	characters:	(~	* /	′\	-)

Approve	Return To Previous Approver	Deny

2 of 3 9/14/2009 11:54 AM

Process

EPC Agenda | 21 September 2009 | Attachment 5 | Page 318

# **Comments:**

Date	User	Comment
9/11/2009	Sonia A Alemagno	No comments available.

# **History**:

Date	User	Status
9/11/2009	Sonia A Alemagno	Approved
9/11/2009	Sonia A Alemagno	Approved
9/11/2009	Sonia A Alemagno	Submitted

3 of 3 9/14/2009 11:54 AM

Submission Date: 9/14/2009

Name: Lisa N Delaney

×

Organization: Provost's Office

#### **Course Catalog Update**

<< Go back to Course Catalog Update form

Print

Basic Course Data
Change type: Establish

Faculty member submitting this proposal: Madhav P. Bhatta, MPH, PhD

Requested Effective Term: 201480

Campus: Kent

College: PH-Public Health

Department: PH-Public Health

Course Subject: EPI-Epidemiology

Course Number: 52017

Course Title: Fundamentals of Public Health Epidemiology

Title Abbreviation: Fundamentals Public HIth Epid

Slash Course and Cross-list Information:

**Credit Hours** 

Minimum Credit/Maximum Credit: 3 to 3

Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3

Contact Hours: Lab - Minimum Hours/Maximum Hours:

Contact Hours: Other - Minimum Hours/Maximum Hours:

**Attributes** 

Is this course part of the LER, WIC or Diversity requirements: No

If yes, course attributes: 1. 2. 3.

Can this course be repeated for credit: No Repeat Course Limit: OR Maximum Hours:

Course Level: Graduate Grade Rule: B-Standard letter

Rationale for an IP grade request for this course (if applicable):

Schedule Type(s): 1. LEC-Lecture 2. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

#### Current Prerequisite/Corequisite/Catalog Description:

Catalog Description (edited): This required epidemiology course for all MPH students introduces principles, methods, and application of epidemiology. It covers the history of epidemiology, concepts of disease causation and prevention, measures of disease frequency and excessive risk, epidemiologic study designs, causal inference, outbreak investigation and screening. It provides experience with calculation of rate standardization, measures of disease frequency, association, and impact, and sensitivity and specificity of screening tests. The course highlights applications of epidemiology to understanding of disease etiology, transmission, pathogenesis, and prevention, evaluation and public policy development.

Prerequisites (edited): Graduate standing.

Corequisites (edited): None

Registration is by special approval only: No

#### Content Information

# Content Outline:

Content Hours per Course Topic	Topic Description
3.0	Introduction and historical perspective
3.0	Concepts of disease and disease Pathogenesis
3.0	Measures of disease frequency
3.0	Rate standardization
3.0	Descriptive epidemiology: data sources, person, place and time
3.0	Measures of excessive risk

1 of 3 9/14/2009 1:31 PM

3.0	Causes and causal inference		
3.0	Study design: overview		
3.0	Types of bias		
3.0	Infectious disease epidemiology: outbreak investigation		
3.0	Intervention studies		
3.0	Cohort studies		
3.0	Case-control studies		
3.0	Screening		
3.0	Applications and ethical issues		
Display/Hide Delimited Course Outline			

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: Essentials of Epidemiology in Public Health by Ann Aschengrau and George R. Seage

III, 2nd Edition, Publisher: Jones and Bartlett

Writing Expectations: None

Instructor(s) expected to teach: Madhav P. Bhatta

Instructor(s) contributing to content: Madhav P. Bhatta

**Proposal Summary** 

#### Explain the purpose for this proposal:

The purpose of this proposal is to establish a required course in the graduate program in Public Health.

#### Explain how this proposal affects program requirements and students in your unit:

This proposal establishes a new course in the graduate program in Public Health.

### Explain how this proposal affects courses, program requirements and student in other units:

Graduate students in related disciplines, with approval of the instructor of this course and their home departments, will be able to participate in this course. These units include, but are not limited to, Health Education, Nursing, Psychology, Biology, Geography and Sociology.

#### Explain how this proposal affects enrollment and staffing:

Sufficient resources are available in the establishing College of Public Health to support the proposed course.

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

Courses in the graduate programs in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography and Health Education with no voiced objections.

Curriculum Services Information:		
Approved by EPC: Curriculum Bulletin:		
Cross-list Banner Code:	OBR Course Level: 4	
OBR Program Code: 09	OBR Subsidy Code: 11	
CIP Code: 261309	Term Start:	
	Term End:	

### Comments (250 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ \* / \ --)

Approve Return To Previous Approver Deny

Comments:

Date	User	Comment
9/9/2009	Madhav P Bhatta	No comments available.

History:

Date	User	Status
9/11/20	09 Sonia A Al	emagno Approved

2 of 3 9/14/2009 1:31 PM

Process

EPC Agenda | 21 September 2009 | Attachment 5 | Page 321

9/11/2009	Sonia A Alemagno	Approved
9/9/2009	Madhav P Bhatta	Submitted

Name: Lisa N Delaney



Organization: Provost's Office

Submission Date: 9/14/2009

#### **Course Catalog Update**

<< Go back to Course Catalog Update form

**Print** 

×

Basic Course Data

Change type: Establish

Faculty member submitting this proposal: Melissa Zullo

Requested Effective Term: 201080

Campus: Kent

College: PH-Public Health

Department: PH-Public Health

Course Subject: EPI-Epidemiology

Course Number: 63014

Course Title: Epidemiology of Chronic Disease

Title Abbreviation: Epidemiology Chronic Disease

Slash Course and Cross-list Information:

Credit Hours

Minimum Credit/Maximum Credit: 3 to 3

Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3

Contact Hours: Lab - Minimum Hours/Maximum Hours:

Contact Hours: Other - Minimum Hours/Maximum Hours:

Attributes

Is this course part of the LER, WIC or Diversity requirements: No

If yes, course attributes: 1. 2. 3.

Can this course be repeated for credit: No Repeat | Course Limit: | OR Maximum Hours:

Course Level: Graduate Grade Rule: B-Standard letter

Rationale for an IP grade request for this course (if applicable):

Schedule Type(s): 1. LEC-Lecture 2. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite/Corequisite/Catalog Description:

Catalog Description (edited): With a life course approach to chronic disease epidemiology, this course focuses on cardiovascular, respiratory, cerebrovascular diseases and cancer. Health and disease are addressed from a multicausal perspective which includes individual behaviors, psychosocial issues, and sociodemographic, biological, and physiological factors. Time points for prevention and intervention are identified.

Prerequisites (edited): Graduate standing.

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description		
3.0	Morbidity and mortality from chronic diseases		
3.0	Prevalence, incidence, historical trends, disease patterns, and trajectories of chronic diseases		
3.0	Current literature		
3.0	Global impact and disease burden		
6.0	Study design and measurement issues in chronic disease epidemiology		

1 of 3 9/14/2009 2:20 PM

12.0	Causal mechanisms, modifiable risk factors, biomarkers, genetics, pathophysiology, and sociodemographic and environmental factors
3.0	Primary and secondary prevention
3.0	Efficacy and effectiveness of public health interventions
6.0	Population based-studies and chronic disease data sources
3.0	Workforce capacity (e.g., state health departments) to manage chronic disease

Display/Hide Delimited Course Outline

**Total Contact Hours: 45** 

**Textbook(s) used in this course:** Diana Kuh, Yoav Ben Shlomo. A Life Course Approach to Chronic Disease Epidemiology. ISBN-13: 978-0198578154. Oxford University Press, USA; 2 edition (May 20, 2004)

Writing Expectations: Multiple papers will be assigned

Instructor(s) expected to teach: Melissa D Zullo

Instructor(s) contributing to content: none

Proposal Summary

# Explain the purpose for this proposal:

The purpose of this proposal is to establish a required course in the M.P.H. program in Public Health in the specialization track of Epidemiology.

### Explain how this proposal affects program requirements and students in your unit:

This proposal establishes a new course in the M.P.H. program in Public Health.

### Explain how this proposal affects courses, program requirements and student in other units:

Graduate students in related disciplines, with approval of the instructor of this course and their home departments, will be able to participate in this course. These units include, but are not limited to, Health Education, Nursing, Psychology, Biology, Geography and Sociology.

### Explain how this proposal affects enrollment and staffing:

Sufficient resources are available in the establishing College of Public Health to support the proposed course.

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

Courses in the graduate programs in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography and Health Education with no voiced objections.

Curriculum Services Information:	
Approved by EPC: Curriculum Bulletin:	
Cross-list Banner Code:	OBR Course Level: 4
OBR Program Code: 09	OBR Subsidy Code: 11
CIP Code: 261309	Term Start:
	Term End:

# Comments (250 Character Maximum):

NOTE: Please do not use the following restricted characters: ( $\sim * / \cdot -$ )

Approve Return To Previous Approver Deny

Comments:				
Date	User	Comment		
9/6/2009	Melissa D Zullo	No comments available.		

## History:

2 of 3 9/14/2009 2:20 PM

Date	User	Status
9/11/2009	Sonia A Alemagno	Approved
9/11/2009	Florence Fiehn	Approved
9/6/2009	Melissa D Zullo	Submitted

KENT STATE.

Name: Lisa N Delaney
Organization: Provost's Office

Submission Date: 9/14/2009

×

### **Course Catalog Update**

<< Go back to Course Catalog Update form

Print

Basic Course Data

Change type: Establish

Faculty member submitting this proposal: Peggy Shaffer-King for Dr. Woolverton

Requested Effective Term: 201080

Campus: Kent

College: PH-Public Health

Department: PH-Public Health

Course Subject: EPI-Epidemiology

Course Number: 63015

Course Title: Epidemiology of Infectious Diseases

**Title Abbreviation:** Epidem of Infectious Diseases

Slash Course and Cross-list Information:

**Credit Hours** 

Minimum Credit/Maximum Credit: 3 to 3

Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3

Contact Hours: Lab - Minimum Hours/Maximum Hours:

Contact Hours: Other - Minimum Hours/Maximum Hours:

Attributes

Is this course part of the LER, WIC or Diversity requirements: No

If yes, course attributes: 1. 2. 3.

Can this course be repeated for credit: No Repeat Course Limit: OR Maximum Hours:

Course Level: Graduate Grade Rule: B-Standard letter

Rationale for an IP grade request for this course (if applicable):

Schedule Type(s): 1. LEC-Lecture 2. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite/Corequisite/Catalog Description:

Catalog Description (edited): Surveys the history, principles, methods and practice of infectious disease epidemiology, by (1) defining and understanding infectious disease epidemiology surveys, (2) collecting and measuring surveillance data, (3) interpreting epidemiology data and (4) predicting evidence-based outcomes. Primarily a course in epidemiology. Students learn some infectious disease microbiology as well.

Prerequisites (edited): EPI 52017 and graduate standing

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
3	History of Infectious Disease Epidemiology and Control
6	Principles of Infectious Disease Epidemiology
6	Methods of Infectious Disease Surveillance
3	Mathematical Modeling
3	Remote Sensing and Geographic Information Systems
9	Basic Microbiology

1 of 2 9/14/2009 9:17 AM

		EPC Agenda   21 September 2009   Attachment 5   Page 32
3	Molecular Biology Tools	
6	Immunization and Chemotherapeutics	
6	Infectious Disease Epidemiology Case Studies	
Display/Hide Delim	nited Course Outline	•
Total Contac	ct Hours: 45	
	<b>used in this course:</b> Nelson, Karen an Edition. Jones and Bartlett, Sudbury. 20	d Carolyn Williams. Infectious Disease Epidemiology: Theory and 07. ISBN 978-0-7637-2879-3.
Writing Exp	ectations: Significant writing is expected	d for this course
Instructor(s	s) expected to teach: Woolverton	
Instructor(s	s) contributing to content: Woolverton	
Proposal Su	mmary	
Explain the	purpose for this proposal:	
The purpose track of Epide	·	course in the M.P.H. program in Public Health in the specialization
Explain how	this proposal affects program requir	rements and students in your unit:
This proposal	establishes a new course in the M.P.H. p	rogram in Public Health.
Explain how	this proposal affects courses, progra	am requirements and student in other units:
able to partic	•	I of the instructor of this course and their home departments, will be but are not limited to, Health Education, Nursing, Psychology,
Explain how	this proposal affects enrollment and	l staffing:
Sufficient res	ources are available in the establishing C	College of Public Health to support the proposed course.
Units consu	Ited (other departments, programs of	r campuses affected by the proposal):
	e graduate programs in Public Health hav Sociology, Biology, Geography and Health	ve been shared with appropriate academic units including Nursing, a Education with no voiced objections.
Curriculum	Services Information:	

Curriculum Services information.	
Approved by EPC:	Curriculum Bulletin:
Cross-list Banner Code:	OBR Course Level:
OBR Program Code:	OBR Subsidy Code:
CIP Code:	Term Start:
	Term End:

# Comments (250 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ \* / \ --)

Approve	Return To Previous Approver	Deny
Comments:		
Date	User	Comment

# History:

Date	User	Status
9/11/2009	Sonia A Alemagno	Approved
9/11/2009	Sonia A Alemagno	Approved
9/11/2009	Sonia A Alemagno	Submitted



Name: Lisa N Delaney
Organization: Provost's Office

Submission Date: 9/14/2009

×

#### **Course Catalog Update**

<< Go back to Course Catalog Update form

**Print** 

Basic Course Data

Change type: Establish

Faculty member submitting this proposal: Madhav P. Bhatta, MPH, PhD

Requested Effective Term: 201080

Campus: Kent

College: PH-Public Health

Department: PH-Public Health

Course Subject: EPI-Epidemiology

Course Number: 63016

Course Title: Principles of Epidemiologic Research

Title Abbreviation: Principles of Epidem Research

Slash Course and Cross-list Information:

Credit Hours

Minimum Credit/Maximum Credit: 3 or 3

Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 or 3

Contact Hours: Lab - Minimum Hours/Maximum Hours:

Contact Hours: Other - Minimum Hours/Maximum Hours:

**Attributes** 

Is this course part of the LER, WIC or Diversity requirements: No

If yes, course attributes: 1. 2. 3.

Can this course be repeated for credit: No Repeat | Course Limit: | OR Maximum Hours:

Course Level: Graduate Grade Rule: B-Standard letter

Rationale for an IP grade request for this course (if applicable):

Schedule Type(s): 1. LEC-Lecture 2. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite/Corequisite/Catalog Description:

Catalog Description (edited): This epidemiologic methods course required for all epidemiology track MPH students builds on the fundamental epidemiology course to explore deeper the concepts and methods in epidemiologic research. It reviews the measures of disease frequency, association, and impact, and epidemiologic reasoning and causal inference, and covers methods and techniques for designing, implementing, analyzing, and interpreting various epidemiologic study designs. It discusses advantages and limitations of various study designs and explores threats to validity, precision, and generalizability of epidemiologic studies.

Prerequisites (edited): BST 52019 and EPI 52017; and graduate standing.

Corequisites (edited): none

Registration is by special approval only: No

**Content Information** 

Content Outline:

Content Hours per Course Topic	Topic Description
3.0	Introduction to epidemiologic thinking
3.0 Disease causation	
6.0	Review of measuring disease occurrence and causal effects
3.0	Types of epidemiologic studies: cross-sectional, case-control and cohort

1 of 3 9/14/2009 1:51 PM

Design and implementation of epidemiologic studies: Cross sectional, case control, cohort
Analyzing simple epidemiologic data
Controlling confounding
Biases in study design
Random error and the role of statistics
Measuring interactions
Issues in reporting and application of epidemiologic results

Display/Hide Delimited Course Outline

**Total Contact Hours: 45** 

Textbook(s) used in this course: Epidemiology: Beyond Basics Moyses Szklo and F. Javier Nieto¿2nd edition, 2007, Jones and Bartlett Publishers

Writing Expectations: Significant writing expected.

Instructor(s) expected to teach: Madhav P. Bhatta

Instructor(s) contributing to content: Madhav P. Bhatta

**Proposal Summary** 

## Explain the purpose for this proposal:

The purpose of this proposal is to establish a required course in the graduate program in Public Health in the specialization track of epidemiology.

# Explain how this proposal affects program requirements and students in your unit:

This proposal establishes a new course in the graduate program in Public Health.

### Explain how this proposal affects courses, program requirements and student in other units:

Graduate students in related disciplines, with approval of the instructor of this course and their home departments, will be able to participate in this course. These units include, but are not limited to, Health Education, Nursing, Psychology, Biology, Geography and Sociology.

### Explain how this proposal affects enrollment and staffing:

Sufficient resources are available in the establishing College of Public Health to support the proposed course.

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

Courses in the graduate programs in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography and Health Education with no voiced objections.

Сι	ırricu	lum Se	rvices l	Informat	ion:

Approved by EPC:	Curriculum Bulletin:
Cross-list Banner Code:	OBR Course Level: 4
OBR Program Code: 09	OBR Subsidy Code: 11
CIP Code: 261309	Term Start:
	Term End:

# Comments (250 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ \* / \ --)

Approve	Return To Previous Approver	Deny

**Comments:** 

Date	User	Comment
9/9/2009	Madhav P Bhatta	No comments available.

**History:** 

Date	User	Status
9/11/2009	Sonia A Alemagno	Approved

2 of 3 9/14/2009 1:51 PM

Process

EPC Agenda | 21 September 2009 | Attachment 5 | Page 329

9/11/2009	Sonia A Alemagno	Approved
9/9/2009	Madhav P Bhatta	Submitted



Name: Lisa N Delaney
Organization: Provost's Office

Submission Date: 9/14/2009

×

#### **Course Catalog Update**

<< Go back to Course Catalog Update form

Print

Basic Course Data

Change type: Establish

Faculty member submitting this proposal: Madhav P. Bhatta, MPH, PhD

Requested Effective Term: 201080

Campus: Kent

College: PH-Public Health

Department: PH-Public Health

Course Subject: EPI-Epidemiology

Course Number: 63017

Course Title: Epidemiological Analysis

Title Abbreviation: Epidemiological Analysis

Slash Course and Cross-list Information: EPI 83017

Credit Hours

Minimum Credit/Maximum Credit: 3 to 3

Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3

Contact Hours: Lab - Minimum Hours/Maximum Hours:

Contact Hours: Other - Minimum Hours/Maximum Hours:

Attributes

Is this course part of the LER, WIC or Diversity requirements: No

If yes, course attributes: 1. 2. 3.

Can this course be repeated for credit: No Repeat Course Limit: OR Maximum Hours:

Course Level: Graduate Grade Rule: B-Standard letter

Rationale for an IP grade request for this course (if applicable):

Schedule Type(s): 1. LEC-Lecture 2. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite/Corequisite/Catalog Description:

Catalog Description (edited): This epidemiology methods course provides practical instruction in the analysis and interpretation of data from various epidemiologic study designs including cross-sectional, case-control and cohort studies. The course reviews statistical concepts and epidemiologic studies designs, outlines a strategy for data analysis and reviews relevant methodologic issues and applies stratified analysis methods and multivariable regression models to the studies. It develops an understanding of the underlying principles and assumptions, practical application, and correct interpretation of the epidemiologic results. Through laboratory exercises, the course provides hands on experience on the application of epidemiologic analysis methods and presentation of the results.

Prerequisites (edited): EPI 52017 and BST 52019 and EPI 63016; and graduate standing.

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
6.0	Introduction to applied epidemiologic methods
9.0	Analysis of cross-sectional studies- Tabular methods: basics, adjustment for confounding; linear regression; unconditional logistic regression; assessing interactions; choosing the

1 of 3 9/14/2009 2:14 PM

	best model	
6.0	Analysis of case-control studies- Classical tabular methods; unconditional logistic regression; dose response; goodness-of-fit and c-statistics	
6.0	Analysis of Matched case-control studies: classical tabular methods, conditional logistic regression, ordinal logistic regression	
12.0	Analysis of cohort studies-Tabular methods: cumulative incidence; introduction to incidence density; poisson regression; cox regression; correlated data analysis.	
6.0	Interpretation and presentation of epidemiologic analysis	

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: Epidemiology: Beyond Basics Moyses Szklo and F. Javier Nieto¿2nd edition, 2007, Jones and Bartlett Publishers Epidemiology: study design and data analysis by Mark Woodward, 2nd edition (2004); Chapman & Hall

Writing Expectations: Significant writing expected

Instructor(s) expected to teach: Madhav P. Bhatta

Instructor(s) contributing to content: Madhav P. Bhatta

**Proposal Summary** 

# Explain the purpose for this proposal:

The purpose of this proposal is to establish a required course in the graduate program in Public Health in the specialization track of epidemiology.

#### Explain how this proposal affects program requirements and students in your unit:

This proposal establishes a new course in the graduate program in Public Health.

#### Explain how this proposal affects courses, program requirements and student in other units:

Graduate students in related disciplines, with approval of the instructor of this course and their home departments, will be able to participate in this course. These units include, but are not limited to, Health Education, Nursing, Psychology, Biology, Geography and Sociology.

#### Explain how this proposal affects enrollment and staffing:

Sufficient resources are available in the establishing College of Public Health to support the proposed course.

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

Courses in the graduate programs in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography and Health Education with no voiced objections.

Curriculum Services Information:		
Approved by EPC:	Curriculum Bulletin:	
Cross-list Banner Code: EJU	OBR Course Level: 4	
OBR Program Code: 09	OBR Subsidy Code: 11	
CIP Code: 261309	Term Start:	
	Term End:	

#### Comments (250 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ \* / \ --)

Approve Return To Previous Approver Deny

2 of 3 9/14/2009 2:14 PM

Process

EPC Agenda | 21 September 2009 | Attachment 5 | Page 332

# **Comments:**

Date	User	Comment
9/11/2009	Madhav P Bhatta	No comments available.

# **History**:

Date	User	Status
9/11/2009	Sonia A Alemagno	Approved
9/11/2009	Sonia A Alemagno	Approved
9/11/2009	Madhav P Bhatta	Submitted

**Process** Page 1 of 3



Name:

Lisa N Delaney

EPC Agenda 21 September 2009 Attachment 5 | Page 333X

Organization: Provost's Office

# Course Catalog Update

<< Go back to Course Catalog Update form **Print Basic Course Data** Change type: Establish Faculty member submitting this proposal: Brewer, T. Requested Effective Term: 201080 Campus: Kent College: PH-Public Health Department: PH-Public Health Course Subject: EPI-Epidemiology Course Number: 72028 Course Title: Methods of Evidence Based Public Health Title Abbreviation: Meth of Evid Based Pub Health Slash Course and Cross-list Information: Credit Hours Minimum Credit/Maximum Credit: 3 to 3 Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3 Contact Hours: Lab - Minimum Hours/Maximum Hours: Contact Hours: Other - Minimum Hours/Maximum Hours: **Attributes** Is this course part of the LER, WIC or Diversity requirements: No If yes, course attributes: 1. 2. 3. Can this course be repeated for credit: No **OR Maximum Hours:** Course Limit: Repeat Grade Rule: B-Standard letter Course Level: Graduate Rationale for an IP grade request for this course (if applicable):

Schedule Type(s): 1. LEC-Lecture 2.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite/Corequisite/Catalog Description:

Catalog Description (edited): Explores tools and techniques used to quantitatively determine the effectiveness of public health interventions in the social sciences.

Prerequisites (edited): Doctoral standing

Corequisites (edited):

Registration is by special approval only: No

**Content Information** 

	Cont	tent	Out	line
--	------	------	-----	------

Content Hours per Course Topic	Topic Description
3	The need for evidence-based public health research
3	Developing an initial statement of the issue to be examined
3	Sampling and statistical power
3	Methods of data collection
12	Selecting and applying analytical tools
3	Quantifying the issue

3	Searching scientific literature and organizing information			
3	Developing and prioritizing program options			
3	Assessing standards of evidence for public health action			
3	Developing an action plan and implementing interventions			
3	Social and political context of public health interventions			
3	Ethical issues			
Display/Hide Delimited Course Outline				

Total Contact Hours: 45

Textbook(s) used in this course: Evidence-Based Public Health. Brownson, Baker, Leet and Gillespie. Oxford University Press. 2003

Writing Expectations: There will be various writing assignments throughout the semester culminating in a final paper.

Instructor(s) expected to teach: Brewer, T.

Instructor(s) contributing to content: Brewer, T.

Proposal Summary

#### Explain the purpose for this proposal:

The purpose of this proposal is to establish a required course for the Ph.D. in Public Health.

### Explain how this proposal affects program requirements and students in your unit:

The proposal establishes a new course in the Epidemiology area of Public Health.

# Explain how this proposal affects courses, program requirements and student in other units:

Graduate students in related disciplines, with approval of the instructor of this course and their home departments, will be able to participate in this course. These units include, but are not limited to, Health, Education, Nursing, Psychology, Biology, Geography, and Sociology.

# Explain how this proposal affects enrollment and staffing:

Sufficient resources are available in the establishing College of Public health to support the proposed course

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

Courses in the graduate programs in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography, and Health Education with no voiced objections.

Curriculum Services Information:	
Approved by EPC:	Curriculum Bulletin:
Cross-list Banner Code:	OBR Course Level: 5
OBR Program Code: 09	OBR Subsidy Code: 14
CIP Code: 261309	Term Start:
	Term End:

### Comments (250 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ \* / \ --)

Approve Return To Previous Approver Deny

#### Comments:

Date	User	Comment	l
9/8/2009	Thomas W Brewer	No comments available.	ĺ

#### History:

Process Page 3 of 3

Date	User	Status
9/15/2009	Florence Fiehn	Approved
9/9/2009	Sonia A Alemagno	Approved
0/8/2000	Thomas W Brower	Submitted

EPC Agenda | 21 September 2009 | Attachment 5 | Page 335

Lisa N Delaney Submission Date: 9/14/2009



Organization: Provost's Office

#### **Course Catalog Update**

<< Go back to Course Catalog Update form

**Print** 

X

**Basic Course Data** 

Change type: Establish

Faculty member submitting this proposal: Melissa D Zullo

Requested Effective Term: 201080

Campus: Kent

College: PH-Public Health

**Department: PH-Public Health** 

Course Subject: EPI-Epidemiology

Course Number: 73024

Course Title: Emerging Issues in Chronic Disease Epidemiology

Title Abbreviation: Emerging Iss Chronic Dis Epi

Slash Course and Cross-list Information:

Credit Hours

Minimum Credit/Maximum Credit: 3 to 3

Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3

Contact Hours: Lab - Minimum Hours/Maximum Hours:

Contact Hours: Other - Minimum Hours/Maximum Hours:

**Attributes** 

Is this course part of the LER, WIC or Diversity requirements: No

If yes, course attributes: 1. 2.

Can this course be repeated for credit: No Repeat Course Limit: **OR Maximum Hours:** 

Course Level: Graduate Grade Rule: B-Standard letter

Rationale for an IP grade request for this course (if applicable):

Schedule Type(s): 1. LEC-Lecture 2. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

#### Current Prerequisite/Corequisite/Catalog Description:

Catalog Description (edited): Covers emerging chronic disease issues on a global level and students understand the life course approach to chronic disease epidemiology. Putative factors and infectious agents are examined as causes of chronic disease and chronic syndromes. Issues related to screening and surveillance will be understood. Students appreciate issues pertaining to study design, modeling, and data analysis in life course epidemiology of chronic disease.

Prerequisites (edited): Doctoral standing

Corequisites (edited):

Registration is by special approval only: No

#### Content Information

#### Content Outline:

Topic Description			
Morbidity and mortality from chronic diseases			
Prevalence, incidence, historical trends, disease patterns, and trajectories of chronic diseases			
Global burden of chronic diseases			
Life course in epidemiology			
Risk factors, causation, and association			

9/14/2009 2:08 PM 1 of 3

3.0	Emerging chronic disease in developing countries
3.0	Global approaches to chronic disease prevention
3.0	Recent developments in infectious determinates of chronic disease
3.0	AIDS as a chronic disease (political, legal, and ethical aspects, and physiological factors)
3.0	Screening and surveillance issues related to infectious determinates of chronic diseases
3.0	Genetic factors and emerging biomarkers
3.0	Ageing population structure and prolongment of life
6.0	Measurement and study design in life course epidemiology
3.0	Issues with missing data
3.0	Models and methods in analysis
H=	

Display/Hide Delimited Course Outline

**Total Contact Hours: 45** 

**Textbook(s) used in this course:** Andrew Pickles, Barbara Maughan, and Michael Wadsworth. Epidemiological Methods in life Course Research. ISBN-13: 978-0198528487. Oxford University Press, USA; 1 edition

Writing Expectations: Writing intensive

Instructor(s) expected to teach: Melissa D Zullo

Instructor(s) contributing to content: none

**Proposal Summary** 

#### Explain the purpose for this proposal:

The purpose of this proposal is to establish a required course in the Ph.D. program in Public Health in the specialization track of Epidemiology.

#### Explain how this proposal affects program requirements and students in your unit:

This proposal establishes a new course in the Ph.D. program in Epidemiology (Public Health).

#### Explain how this proposal affects courses, program requirements and student in other units:

Graduate students in related disciplines, with approval of the instructor of this course and their home departments, will be able to participate in this course. These units include, but are not limited to, Health Education, Nursing, Psychology, Biology, Geography and Sociology.

# Explain how this proposal affects enrollment and staffing:

Sufficient resources are available in the establishing College of Public Health to support the proposed course.

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

Courses in the graduate programs in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography and Health Education with no voiced objections.

Curriculum Services Information:			
Approved by EPC: Curriculum Bulletin:			
Cross-list Banner Code:	OBR Course Level: 5		
OBR Program Code: 09	OBR Subsidy Code: 14		
CIP Code: 261309	Term Start:		
	Term End:		

#### Comments (250 Character Maximum):

NOTE: Please do not use the following restricted characters: ( $\sim$  \* / \ --)

2 of 3 9/14/2009 2:08 PM

Approve	Return To Previous A	pprover	Deny	
Comments				
Date	User	Comm	ent	
9/6/2009	Melissa D Zullo	No com	nments a	vailable.

**History**:

Date User		Status	
9/11/2009	Sonia A Alemagno	Approved	
9/11/2009	Florence Fiehn	Approved	
9/6/2009	Melissa D Zullo	Submitted	

3 of 3

Submission Date: 9/14/2009

Name: Lisa N Delaney

×

Organization: Provost's Office

# **Course Catalog Update**

<< Go back to Course Catalog Update form

Print

Basic Course Data

Change type: Establish

Faculty member submitting this proposal: Peggy Shaffer-King for Dr. Woolverton

Requested Effective Term: 201080

Campus: Kent

College: PH-Public Health

Department: PH-Public Health

Course Subject: EPI-Epidemiology

Course Number: 73025

Course Title: Emerging Issues in Infectious Disease Epidemiology

Title Abbreviation: Emerg Iss Infect Disease Epi

Slash Course and Cross-list Information:

Credit Hours

Minimum Credit/Maximum Credit: 3 to 3

Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3

Contact Hours: Lab - Minimum Hours/Maximum Hours:

Contact Hours: Other - Minimum Hours/Maximum Hours:

**Attributes** 

Is this course part of the LER, WIC or Diversity requirements: No

If yes, course attributes: 1. 2. 3.

Can this course be repeated for credit: No Repeat | Course Limit: | OR Maximum Hours:

Course Level: Graduate Grade Rule: B-Standard letter

Rationale for an IP grade request for this course (if applicable):

Schedule Type(s): 1. LEC-Lecture 2. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite/Corequisite/Catalog Description:

**Catalog Description (edited):** Investigates global emerging and reemerging infectious diseases. Students evaluate root causes of infectious disease emergence and predict outcomes. Data from primary literature is used to predict alternate outcomes. Specific disease models are used to evaluate and compare prevention, treatment and eradication strategies.

Prerequisites (edited): EPI 63015 and doctoral standing.

Corequisites (edited):

Registration is by special approval only: No

Content Information

**Content Outline:** 

Content Hours per Course Topic	Topic Description			
3	Principles of Infectious Disease Epidemiology			
6	Global Tracking and Surveillance			
6	Outbreak Epidemiology			
6	Geography, Water, and Politics			
6	Ecology and Selection Pressure			
6	Vaccines and Immunity			
6	Nosocomial Infections as a Model System			
6	Case Studies			
Display/Hide Delimi	ted Course Outline			

1 of 2 9/14/2009 11:07 AM

Total Contact Hours: 45

**Textbook(s) used in this course:** Nelson, Karen and Carolyn Williams. Infectious Disease Epidemiology: Theory and Practice, 2nd Edition. Jones and Bartlett, Sudbury. 2007. ISBN 978-0-7637-2879-3.

Writing Expectations: Significant writing is expected in this course

Instructor(s) expected to teach: Woolverton

Instructor(s) contributing to content: Woolverton

**Proposal Summary** 

#### Explain the purpose for this proposal:

The purpose of this proposal is to establish a required course in the Ph.D. program in Public Health in the specialization track of epidemiology.

#### Explain how this proposal affects program requirements and students in your unit:

This proposal establishes a new course in the Ph.D. program in Public Health.

#### Explain how this proposal affects courses, program requirements and student in other units:

Graduate students in related disciplines, with approval of the instructor of this course and their home departments, will be able to participate in this course. These units include, but are not limited to, Health Education, Nursing, Psychology, Biology, Geography and Sociology.

#### Explain how this proposal affects enrollment and staffing:

Sufficient resources are available in the establishing College of Public Health to support the proposed course.

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

Courses in the graduate programs in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography and Health Education with no voiced objections.

Curriculum Services Information:			
Approved by EPC: Curriculum Bulletin:			
Cross-list Banner Code:	OBR Course Level: 5		
OBR Program Code: 09	OBR Subsidy Code: 14		
CIP Code: 261309	Term Start:		
	Term End:		

# Comments (250 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ \* / \ --)

Approve Return To Previous Approver Deny

Comments:

Date		User	Comment	
	9/11/2009	Sonia A Alemagno	No comments available.	

#### **History**:

Date	User	Status
9/11/2009	Sonia A Alemagno	Approved
9/11/2009	Sonia A Alemagno	Approved
9/11/2009	Sonia A Alemagno	Submitted

2 of 2 9/14/2009 11:07 AM



Name: Lisa N Delaney
Organization: Provost's Office

Submission Date: 9/14/2009

# Course Catalog Update

<< Go back to Course Catalog Update form

**Print** 

X

Basic Course Data

Change type: Establish

Faculty member submitting this proposal: Melissa D Zullo

Requested Effective Term: 201080

Campus: Kent

College: PH-Public Health

Department: PH-Public Health

Course Subject: EPI-Epidemiology

Course Number: 73026

Course Title: Design and Implementation of Health Surveys

Title Abbreviation: Design/Implem Health Surveys

Slash Course and Cross-list Information:

Credit Hours

Minimum Credit/Maximum Credit: 3 to 3

Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3

Contact Hours: Lab - Minimum Hours/Maximum Hours:

Contact Hours: Other - Minimum Hours/Maximum Hours:

**Attributes** 

Is this course part of the LER, WIC or Diversity requirements: No

If yes, course attributes: 1. 2. 3.

Can this course be repeated for credit: No Repeat | Course Limit: | OR Maximum Hours:

Course Level: Graduate Grade Rule: B-Standard letter

Rationale for an IP grade request for this course (if applicable):

Schedule Type(s): 1. LEC-Lecture 2. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite/Corequisite/Catalog Description:

Catalog Description (edited): Covers survey design, variable construction, survey administration and data collection methods, variable coding and manipulation, and data analysis. Students will understand sampling methods, and sample size. Large health surveys are discussed. Students gain practical experience through design and implementation of a health survey which can be used to facilitate dissertation research or a publication.

Prerequisites (edited): Doctoral standing

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
3.0	Large health surveys and survey topics
3.0	Survey design
3.0	Variable construction and relationships
3.0	Data collection methods and issues: paper, electronic, in-person
4.0	Sampling identification, sampling methods, and sample size
4.0 Question development and form	

1 of 2 9/14/2009 2:29 PM

6.0	Conducting the survey	
3.0	Data cleaning	
4.0	Analytic plan and data analysis	
6.0	Writing and presenting the results	
6.0	Writing the survey	

Display/Hide Delimited Course Outline

**Total Contact Hours: 45** 

**Textbook(s) used in this course:** Lu Ann Aday, and Llewellyn Cornelius. Designing and Conducting Health Surveys: A Comprehensive Guide. ISBN-13: 978-0787975609. Jossey-Bass; 3 edition (April 14, 2006).

Writing Expectations: Students will write a publication ready manuscript

Instructor(s) expected to teach: Melissa D Zullo

Instructor(s) contributing to content: none

**Proposal Summary** 

#### Explain the purpose for this proposal:

The purpose of this proposal is to establish a required course in the Ph.D. program in Public Health in the specialization track of Prevention Science.

#### Explain how this proposal affects program requirements and students in your unit:

This proposal establishes a new course in the Ph.D. program in Public Health.

#### Explain how this proposal affects courses, program requirements and student in other units:

Graduate students in related disciplines, with approval of the instructor of this course and their home departments, will be able to participate in this course. These units include, but are not limited to, Health Education, Nursing, Psychology, Biology, Geography and Sociology.

#### Explain how this proposal affects enrollment and staffing:

Sufficient resources are available in the establishing College of Public Health to support the proposed course.

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

Courses in the graduate programs in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography and Health Education with no voiced objections.

Curriculum Services Information:		
Approved by EPC:	Curriculum Bulletin:	
Cross-list Banner Code:	OBR Course Level: 5	
OBR Program Code: 09	OBR Subsidy Code: 14	
CIP Code: 261309	Term Start:	
	Term End:	

#### Comments (250 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ \* / \ --)

Approve Return To Previous Approver Deny

Comments:

Date	User	Comment
9/6/2009	Melissa D Zullo	No comments available.

**History:** 

Date	User	Status
9/11/2009	Florence Fiehn	Approved
9/9/2009 Sonia A Alema		Approved
9/6/2009	Melissa D Zullo	Submitted

2 of 2 9/14/2009 2:29 PM

Process Page 1 of 3



Name:

Lisa N Delaney

EPCSAgendas | 21 September 2009 | Attachment 5 | Page 343 |

Organization: Provost's Office

### **Course Catalog Update**

<< Go back to Course Catalog Update form

Print

Basic Course Data
Change type: Establish
Faculty member submitting this proposal: Gina Campana for Chris Woolverton
Requested Effective Term: 201080
Campus: Kent

College: PH-Public Health

Department: PH-Public Health

Course Subject: EPI-Epidemiology

Course Number: 73027

Course Title: Biological Basis of Public Health

Title Abbreviation: Biol Basis of Public Health

Slash Course and Cross-list Information:

Credit Hours

Minimum Credit/Maximum Credit: 3 to 3

Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3

Contact Hours: Lab - Minimum Hours/Maximum Hours:

Contact Hours: Other - Minimum Hours/Maximum Hours:

Attributes

Is this course part of the LER, WIC or Diversity requirements: No

If yes, course attributes: 1. 2. 3.

Can this course be repeated for credit: No Repeat Course Limit: OR Maximum Hours:

Course Level: Graduate | Grade Rule: B-Standard letter

Rationale for an IP grade request for this course (if applicable):

Schedule Type(s): 1. LEC-Lecture 2. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

### Current Prerequisite/Corequisite/Catalog Description:

**Catalog Description (edited):** Integrates the sciences of biology and molecular biology into the principles and practice of public health. Implicit in this course are learning objectives that establish the ecology of infectious disease, the impact of vaccines in disease prevention, and the role of environmental toxins on human health and disease. Additionally, students propose policy, regulations and legislation designed to protect human health within the realm of personalized medicine.

Prerequisites (edited): Doctoral standing. (per email S. Alemagno 914)

Corequisites (edited):

Registration is by special approval only: No

#### **Content Information**

#### Content Outline:

Content Hours per Course Topic Topic Description	
6 Biological Basis of Public Health	
6 Molecular Basis of Public Health	
4.5 Ecology and Population-based He	
4.5	Vaccination and Immunity in Public Health
3	Nurture and Nature: Genetics and

Process Page 2 of 3

	Genomics
6	Impact of the Environment on Health
3	Disease Prevention Practice
6	Public Health Biology Ethics
3	Social and Legal Concerns
3	Policy, Law, and Regulation
3	Assessment

EPC Agenda | 21 September 2009 | Attachment 5 | Page 344

Display/Hide Delimited Course Outline

Total Contact Hours: 45

**Textbook(s) used in this course:** No one text encompasses the information to be discussed in this course. The primary literature will serve to provide data and evidence-based decision trees. Several texts will be recommended.

Writing Expectations: Significant writing is expected in this course.

Instructor(s) expected to teach: Woolverton

Instructor(s) contributing to content: Woolverton

Proposal Summary

#### Explain the purpose for this proposal:

The purpose of this proposal is to establish a required course in the Ph.D. program in Public Health in the specialization track of epidemiology.

# Explain how this proposal affects program requirements and students in your unit:

This proposal establishes a new course in the Ph.D. program in Public Health.

#### Explain how this proposal affects courses, program requirements and student in other units:

Graduate students in related disciplines, with approval of the instructor of this course and their home departments, will be able to participate in this course. These units include, but are not limited to, Health Education, Nursing, Psychology, Biology, Geography and Sociology.

# Explain how this proposal affects enrollment and staffing:

Sufficient resources are available in the establishing College of Public Health to support the proposed course.

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

Courses in the graduate programs in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography and Health Education with no voiced objections.

Approved by EPC:	Curriculum Bulletin:
Cross-list Banner Code:	OBR Course Level: 5
OBR Program Code: 09	OBR Subsidy Code: 14
CIP Code: 261309	Term Start:
	Term End:

Comments (250 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ \* / \ --)

Approve F

Return To Previous Approver

Deny

#### Comments:

Date	User	Comment
9/11/2009	Gina A Campana	No comments available.

# History:

Date	User	Status
9/11/2009	Sonia A Alemagno	Approved
9/11/2009	Sonia A Alemagno	Approved

Page 3 of 3

EPC Agenda | 21 September 2009 | Attachment 5 | Page 345



Name: Lisa N Delaney

Submission Date: 9/14/2009

Organization: Provost's Office

#### **Course Catalog Update**

<< Go back to Course Catalog Update form

**Print** 

X

Basic Course Data

Change type: Establish

Faculty member submitting this proposal: Gina Campana for Tom Brewer

Requested Effective Term: 201080

Campus: Kent

College: PH-Public Health

Department: PH-Public Health

Course Subject: EPI-Epidemiology

Course Number: 73029

Course Title: Public Health Surveillance Systems

Title Abbreviation: PH Surveillance Systems

Slash Course and Cross-list Information:

**Credit Hours** 

Minimum Credit/Maximum Credit: 3 to 3

Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3

Contact Hours: Lab - Minimum Hours/Maximum Hours:

Contact Hours: Other - Minimum Hours/Maximum Hours:

**Attributes** 

Is this course part of the LER, WIC or Diversity requirements: No

If yes, course attributes: 1. 2. 3.

Can this course be repeated for credit: No Repeat | Course Limit: | OR Maximum Hours:

Course Level: Graduate Grade Rule: B-Standard letter

Rationale for an IP grade request for this course (if applicable):

Schedule Type(s): 1. LEC-Lecture 2. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite/Corequisite/Catalog Description:

Catalog Description (edited): Introduces students to surveillance systems of both infectious and non-infectious diseases as well as intentional and non-intentional injury. Students are exposed to the theory and practice of surveillance illustrated with examples existing systems from around the world. Culminates in a project where the student creates and evaluates a surveillance system of their own design.

Prerequisites (edited): Doctoral standing.

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description	
3	Historical development of public health surveillance	
6	Sources and evaluation of existing surveillance data	
3	Management and quality control of surveillance information	
3	Dissemination of surveillance information	
3	Descriptive epidemiology: analyzing and interpreting surveillance data	

1 of 3 9/14/2009 11:03 AM

Ethical issues	
Computerized public health	
surveillance systems	
Public health surveillance in emerging nations	
State and local public health	
surveillance	
Measuring intentional and	
unintentional injury	
Chronic disease surveillance	
Hazard surveillance	
Surveillance of occupational illness	
and injury	
Design issues in public health	
surveillance	

Display/Hide Delimited Course Outline

**Total Contact Hours: 45** 

**Textbook(s) used in this course:** Principles and Practice of Public Health Surveillance, Second Ed., Teutsch & Churchill, Oxford University Press, 2000

**Writing Expectations:** Students will complete a semester-long project where they design an entire surveillance system in a topic area of their own interest.

Instructor(s) expected to teach: Brewer, T.

Instructor(s) contributing to content: Brewer, T.

#### **Proposal Summary**

#### Explain the purpose for this proposal:

The purpose of this proposal is to establish a required course in the Ph.D. program in Public Health in the specialization track of Epidemiology.

### Explain how this proposal affects program requirements and students in your unit:

This proposal establishes a new course in the Ph.D. program in Public Health.

#### Explain how this proposal affects courses, program requirements and student in other units:

Graduate students in related disciplines, with approval of the instructor of this course and their home departments, will be able to participate in this course. These units include, but are not limited to, Health Education, Nursing, Psychology, Biology, Geography and Sociology.

# Explain how this proposal affects enrollment and staffing:

Sufficient resources are available in the establishing College of Public Health to support the proposed course.

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

Courses in the graduate programs in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography and Health Education with no voiced objections.

Curriculum Services Information:	
Approved by EPC: Curriculum Bulletin:	
Cross-list Banner Code:	OBR Course Level: 5
OBR Program Code: 09	OBR Subsidy Code: 14
CIP Code: 261309	Term Start:
	Term End:

# Comments (250 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \)		

Approve	Return To Previous Approver	Deny
Commonts:		

Comments:

2 of 3 9/14/2009 11:03 AM

Date	User	Comment
9/11/2009	Gina A Campana	No comments available.

History:

Date User		Status
9/11/2009	Sonia A Alemagno	Approved
9/11/2009	Sonia A Alemagno	Approved
9/11/2009	Gina A Campana	Submitted

3 of 3 9/14/2009 11:03 AM



Name: Lisa N Delaney

Organization: Provost's Office

Submission Date: 9/14/2009

×

#### **Course Catalog Update**

<< Go back to Course Catalog Update form

Print

Basic	Course	Data	

Change type: Establish

Faculty member submitting this proposal: Sonia Alemagno

Requested Effective Term: 201080

Campus: Kent

College: PH-Public Health

Department: PH-Public Health

Course Subject: EPI-Epidemiology

Course Number: 73033

Course Title: Environmental Epidemiology

Title Abbreviation: Environmental Epidemiology

Slash Course and Cross-list Information:

**Credit Hours** 

Minimum Credit/Maximum Credit: 3 to 3

Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3

Contact Hours: Lab - Minimum Hours/Maximum Hours:

Contact Hours: Other - Minimum Hours/Maximum Hours:

**Attributes** 

Is this course part of the LER, WIC or Diversity requirements: No

If yes, course attributes: 1. 2. 3.

Can this course be repeated for credit: No Repeat Course Limit: OR Maximum Hours:

Course Level: Graduate Grade Rule: B-Standard letter

Rationale for an IP grade request for this course (if applicable):

Schedule Type(s): 1. LEC-Lecture 2. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite/Corequisite/Catalog Description:

Catalog Description (edited): Comprehensive course on concepts in environmental epidemiology and statistical methods in environmental epidemiology including causal inference models.

Prerequisites (edited): Doctoral standing

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description	
6	Elements of research, exposure and outcome assessment	
6	Monitoring environmental health	
6	Epidemiological study designs applied to environmental health issues	
3	Statistical models and inference	
3	Causal inference	
3	Disease clusters	
3	Multivariate Models	
3	Modeling exposure-time-response relationships	

1 of 2 9/14/2009 9:35 AM

	· · ·
3 Measurement error	
3 Longitudinal models	
3 Time series models	
3 Spacial models	
Display/Hide Delimited Course Outline	
Total Contact Hours: 45	
<b>Textbook(s) used in this course:</b> Environmental Epidemic Bartlett Publishers. ISBN 13:978-0-7637-4125-5 Statistical 2009 Oxford Unievrsity Press.	ology: Principles and Methods. Ray M. Merrill. 2008 Jones and Methods in Environmental Epidemiology. Duncan C. Thomas.
Writing Expectations: Substantial writing of research repo	rts.
Instructor(s) expected to teach: Tomas Tamulis, Maggie	Stedman Smith, John Staley
Instructor(s) contributing to content: Sonia Alemagno	
Proposal Summary	
Explain the purpose for this proposal:	
The purpose of this proposal is to establish a core class in the	e Public Health doctoral program in Epidemiology.
Explain how this proposal affects program requiremen	ts and students in your unit:
There is no impact on program requirements.	
Explain how this proposal affects courses, program red	quirements and student in other units:
Doctoral students in other units in good standing may registe	er for this course with instructor approval.
Explain how this proposal affects enrollment and staffi	ng:
The staffing is in place for this course.	
Units consulted (other departments, programs or camp	ouses affected by the proposal):
Biology	
Curriculum Services Information:	
Approved by EPC:	Curriculum Bulletin:
Cross-list Banner Code:	OBR Course Level:
OBR Program Code:	OBR Subsidy Code:
CIP Code:	Term Start:
	Term End:

# Comments (250 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ \* / \ --)

Approve Return To Previous Approver Deny

Comments:

Date User Comment

9/11/2009 Sonia A Alemagno No comments available.

**History:** 

Date	User	Status
9/11/2009	Sonia A Alemagno	Approved
9/11/2009	Sonia A Alemagno	Approved
9/11/2009	Sonia A Alemagno	Submitted

2 of 2

KENT STATE.

Name: Lisa N Delaney
Organization: Provost's Office

Submission Date: 9/14/2009

#### **Course Catalog Update**

<< Go back to Course Catalog Update form

**Print** 

X

Basic Course Data
Change type: Establish

Faculty member submitting this proposal: Scott Grey

Requested Effective Term: 201180

Campus: Kent

College: PH-Public Health

Department: PH-Public Health

Course Subject: EPI-Epidemiology

Course Number: 73034

Course Title: Longitudinal Data Analysis

Title Abbreviation: Longitudinal Data Analysis

Slash Course and Cross-list Information:

Credit Hours

Minimum Credit/Maximum Credit: 3 to 3

Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3

Contact Hours: Lab - Minimum Hours/Maximum Hours:

Contact Hours: Other - Minimum Hours/Maximum Hours:

Attributes

Is this course part of the LER, WIC or Diversity requirements: No

If yes, course attributes: 1. 2. 3.

Can this course be repeated for credit: No Repeat | Course Limit: | OR Maximum Hours:

Course Level: Graduate Grade Rule: B-Standard letter

Rationale for an IP grade request for this course (if applicable):

Schedule Type(s): 1. LEC-Lecture 2. 3.

Credit by Exam: D-Credit by exam-department approval

Prerequisites & Descriptions

Current Prerequisite/Corequisite/Catalog Description:

Catalog Description (edited): In this course, students will learn about statistical techniques for analyzing longitudinal, or repeated measures, data. The course will focus primarily on application of the various statistical models covered, with direct application illustrated using standard statistical software. Topics that will be covered include univariate and multivariate analysis of variance for repeated measures, mixed-effects models (HLM or multilevel models), covariance pattern models, generalized estimating equations (GEE), mixed-effects logistic regression models and missing data in longitudinal studies.

Prerequisites (edited): BST 52019 and doctoral standing.

Corequisites (edited):

Registration is by special approval only: No

#### Content Information

Content Outline:

Topic Description	
Introduction to longitudinal data	
Univariate analysis of variance for repeated measures	
Multivariate analysis of variance for repeated measures	
Random or mixed-effects models	
Covariance pattern models	
Mixed-effects logistic regression models	

1 of 2 9/14/2009 1:54 PM

	EPC Agenda   21 September 2009   Attachment 5   Page 35	
4.5	Generalized estimating equations (GEE) models	
7.5	Missing data in longitudinal studies	
Display/Hide Delimit	ted Course Outline	
Total Contac	t Hours: 45	
	used in this course: Longitudinal Data Analysis (2006). Donald Hedeker and Robert D. Gibbons. Wiley-ISBN: 0471420271	
	ectations: Assignments, papers and the oral presentation will be presented in scientific format and graded on presentation of the results in tables or figures and for the correct interpretation of the results.	
Instructor(s)	expected to teach: Scott Grey	
Instructor(s)	contributing to content: Scott Grey	
Proposal Sur	nmary	
Explain the p	ourpose for this proposal:	
The purpose o	f this proposal is to establish a required course in the MPH program in Public Health.	
Explain how	this proposal affects program requirements and students in your unit:	
This proposal	establishes a new course in the MPH program in Public Health.	
Explain how	this proposal affects courses, program requirements and student in other units:	
able to partici	Graduate students in related disciplines, with approval of the instructor of this course and their home departments, will be able to participate in this course. These units include, but are not limited to, Health Education, Nursing, Psychology, Biology, Geography and Sociology.	
Explain how	this proposal affects enrollment and staffing:	
Sufficient reso	ources are available in the establishing College of Public Health to support the proposed course.	
Units consult	ted (other departments, programs or campuses affected by the proposal):	
	e MPH program in Public Health have been shared with appropriate academic units including Nursing, ociology, Biology, Geography and Health Education with no voiced objections.	

Curriculum Services Information:

Carriogram Corvices Tracimation	
Approved by EPC:	Curriculum Bulletin:
Cross-list Banner Code:	OBR Course Level: 5
OBR Program Code: 09	OBR Subsidy Code: 14
CIP Code: 261309	Term Start:
	Term End:

# Comments (250 Character Maximum):

NOTE: Please do not use the following restricted characters: ( $\sim$  \* / \ --)

	<u> </u>	•	·
ı			
Į			

Approve Return To Previous Approver Deny

**Comments:** 

Date	User	Comment
9/11/2009	Scott F Grey	No comments available.

History:

Date	User	Status
9/11/2009	Sonia A Alemagno	Approved
9/11/2009	Sonia A Alemagno	Approved
9/11/2009	Scott F Grey	Submitted

2 of 2

History View Page 1 of 3



Name:

Lisa N Delaney

EPC Agenda 21 September 2009 Attachment 5 | Page 353X

### **Course Catalog Update**

<< Return to Search Results

**Course Catalog Update Information:** STU0004

Reference Number: CCU000055 Date: 09-SEP-09

Organization: Provost's Office

Currently On The Worklist Of: Sonia Alemagno, **Level:** 2.00 of 2.00

salemagn

Owner: Office of Curriculum Services, 330-672-8558 or 330-672-8559, curriculum@kent.edu **Basic Course Data** Change type: Establish Faculty member submitting this proposal: Madhav P. Bhatta, MPH, PhD Requested Effective Term: 201080 Campus: Kent College: PH-Public Health Department: PH-Public Health Course Subject: EPI-Epidemiology Course Number: 83017 Course Title: Epidemiological Analysis Title Abbreviation: Epidemiological Analysis Slash Course and Cross-list Information: EPI 63017 Credit Hours Minimum Credit/Maximum Credit: 3 to 3 Contact Hours: Lecture - Minimum Hours/Maximum Hours: 2 to 2 Contact Hours: Lab - Minimum Hours/Maximum Hours: 1 to 1 Contact Hours: Other - Minimum Hours/Maximum Hours:

**Attributes** 

Is this course part of the LER, WIC or Diversity requirements: No

If yes, course attributes: 1. 2. 3.

Can this course be repeated for credit: No Course Limit: **OR Maximum Hours:** Repeat

Course Level: Graduate Grade Rule: B-Standard letter

Rationale for an IP grade request for this course (if applicable):

Schedule Type(s): 1. LEC-Lecture 2. LAB-Laboratory 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite/Corequisite/Catalog Description:

Catalog Description (edited): Core epidemiology methods course provides practical instruction in the analysis and interpretation of data from various epidemiologic study designs including cross-sectional, case-control and cohort studies. Reviews statistical concepts and epidemiologic studies designs, outlines a strategy for data analysis and reviews relevant methodologic issues and applies stratified analysis methods and multivariable regression models to the studies. Develops an understanding of the underlying principles and assumptions, practical application, and correct interpretation of the epidemiologic results. Through laboratory exercises, the course provides hands-on experience on the application of epidemiologic analysis methods and presentation of the results.

Prerequisites (edited): EPI 52017 and BST 52019 and EPI 63016

Corequisites (edited):

Registration is by special approval only: No

Content Information

**Content Outline:** 

History View Page 2 of 3

Content Hours per Course Topic	Topic Description
6.0	Introduction to applied epidemiologic methods
9.0	Analysis of cross-sectional studies- Tabular methods: basics, adjustment for confounding; linear regression; unconditional logistic regression; assessing interactions; choosing the ¿best¿ model
6.0	Analysis of case-control studies- Classical tabular methods; unconditional logistic regression; dose response; goodness-of-fit and c- statistics
6.0	Analysis of Matched case-control studies: classical tabular methods, conditional logistic regression, ordinal logistic regression
12.0	Analysis of cohort studies¿Tabular methods: cumulative incidence; introduction to incidence density; poisson regression; cox regression; correlated data analysis.
6.0	Interpretation and presentation of epidemiologic analysis

EPC Agenda | 21 September 2009 | Attachment 5 | Page 354

**Total Contact Hours: 45** 

Display/Hide Delimited Course Outline

**Textbook(s) used in this course:** Epidemiology: Beyond Basics Moyses Szklo and F. Javier Nieto 2nd edition, 2007, Jones and Bartlett Publishers Epidemiology: study design and data analysis by Mark Woodward, 2nd edition (2004); Chapman & Hall

Writing Expectations: Significant writing expected

Instructor(s) expected to teach: Madhav P. Bhatta

Instructor(s) contributing to content: Madhav P. Bhatta

Proposal Summary

#### Explain the purpose for this proposal:

The purpose of this proposal is to establish a required course in the graduate program in Public Health in the specialization track of epidemiology.

#### Explain how this proposal affects program requirements and students in your unit:

This proposal establishes a new course in the graduate program in Public Health.

### Explain how this proposal affects courses, program requirements and student in other units:

Graduate students in related disciplines, with approval of the instructor of this course and their home departments, will be able to participate in this course. These units include, but are not limited to, Health Education, Nursing, Psychology, Biology, Geography and Sociology.

# Explain how this proposal affects enrollment and staffing:

Sufficient resources are available in the establishing College of Public Health to support the proposed course.

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

Courses in the graduate programs in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography and Health Education with no voiced objections.

Curriculum Services Information:		
Approved by EPC:	Curriculum Bulletin: 186	
Cross-list Banner Code: EJU	OBR Course Level: 5	
OBR Program Code: 09	OBR Subsidy Code: 14	
CIP Code: 261309	Term Start:	
	Term End:	

Comments (250 Character Maximum):

History View Page 3 of 3

NOTE: Please do not use the following restricted characters: ( $\sim$  \* / \EPC Agenda | 21 September 2009 | Attachment 5 | Page 355

# **Comments:**

Date	User	Comment
9/11/2009	Delaney	Please provide the lecture and lab credit hours per week (I adjusted to 2 LEC and 1 Lab to get past the error). Contact hours are only 45, should be more (see curriculum bulletin pg. 78)

**History**:

Date	User	Status
9/11/2009	Lisa N Delaney	Returned To Final Approver
9/11/2009	Sonia A Alemagno	Approved
9/11/2009	Sonia A Alemagno	Approved
9/11/2009	Madhav P Bhatta	Submitted
9/11/2009	Sonia A Alemagno	Returned For Edit
9/9/2009	Madhav P Bhatta	Submitted

Name: Lisa N Delaney



Organization: Provost's Office

Submission Date: 9/14/2009

# Print

×

#### **Course Catalog Update**

<< Go back to Course Catalog Update form

Basic Course Data
Change type: Establish

Faculty member submitting this proposal: Gina Campana for Sonia Alemagno

Requested Effective Term: 201080

Campus: Kent

College: PH-Public Health

**Department: PH-Public Health** 

Course Subject: HPM-Health Policy and Management

Course Number: 52015

Course Title: Emerging Issues in Public Health Policy and Management

Title Abbreviation: Emerging Issues Health Pol Man

Slash Course and Cross-list Information: HPM 72015

**Credit Hours** 

Minimum Credit/Maximum Credit: 3 to 3

Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3

Contact Hours: Lab - Minimum Hours/Maximum Hours:

Contact Hours: Other - Minimum Hours/Maximum Hours:

Attributes

Is this course part of the LER, WIC or Diversity requirements: No

If yes, course attributes: 1. 2. 3.

Can this course be repeated for credit: No Repeat Course Limit: OR Maximum Hours:

Course Level: Graduate Grade Rule: B-Standard letter

Rationale for an IP grade request for this course (if applicable):

Schedule Type(s): 1. LEC-Lecture 2. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite/Corequisite/Catalog Description:

Catalog Description (edited): An overview of emerging challenges in public health policy and management. Examples include pandemic H1N1 response, biopreparedness, national health care reform, public health financing challenges, global tuberculosis drug resistance.

Prerequisites (edited): Graduate standing.

Corequisites (edited):

Registration is by special approval only: No

**Content Information** 

**Content Outline:** 

Content Hours per Course Topic	Topic Description
3	The public health system: responding to crisis
3	Pandemic response at the global level
3	Pandemic response at the national level
3	Pandemic response at the state and local levels
3	The national health care insurance debate
3	Financial crisis in public health programs

1 of 3 9/14/2009 12:43 PM

Natural disaster and public health response
Hurricanes Katrina, Rita and Wilma: what did we learn?
Public health behind bars: Public health and the criminal justice system
Special emerging challenges of child health
Special emerging challenges of adolescent health
Special emerging challenges of caring for the elderly
Knowledge management in public health
Emerging challenges in communicating with the public around their health
Global emerging issues

Display/Hide Delimited Course Outline

Total Contact Hours: 45

**Textbook(s) used in this course:** Nat Disasters & Public Health. Ed., Virginia M. Brennan. 2009 Johns Hopkins Univ, ISBN 13: 978-0-8018-9199-1: Knowledge Mngt in Public Health, Ed., Jay Liebowitz, Richard A Schieber & Joanne Andreadis. 2010. Taylor & Francis Group. 978-1-4398-0600-5

Writing Expectations: Significant writing expected.

Instructor(s) expected to teach: Sonia Alemagno

Instructor(s) contributing to content: Sonia Alemagno

**Proposal Summary** 

### Explain the purpose for this proposal:

The purpose of this proposal is to establish a required course in the M.P.H. program in Public Health in the specialization track of Health Policy and Management.

#### Explain how this proposal affects program requirements and students in your unit:

This proposal establishes a new course in the M.P.H. program in Public Health.

# Explain how this proposal affects courses, program requirements and student in other units:

Graduate students in related disciplines, with approval of the instructor of this course and their home departments, will be able to participate in this course. These units include, but are not limited to, Health Education, Nursing, Psychology, Biology, Geography and Sociology.

### Explain how this proposal affects enrollment and staffing:

Sufficient resources are available in the establishing College of Public Health to support the proposed course.

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

Courses in the M.P.H. programs in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography and Health Education with no voiced objections.

Curriculum Services Information:		
Approved by EPC: Curriculum Bulletin:		
Cross-list Banner Code: HHN	OBR Course Level: 5	
OBR Program Code: 09 OBR Subsidy Code: 13		
CIP Code: 512211	Term Start:	
Term End:		

# Comments (250 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ ^ / \)					

2 of 3 9/14/2009 12:43 PM

Process

EPC Agenda | 21 September 2009 | Attachment 5 | Page 358

Approve	Return To Previous App	rover Deny	
Comments:			
Date	User	Comment	
9/11/2009 Gina A Campana		No comments available.	

# **History**:

Date	User	Status
9/11/2009	Sonia A Alemagno	Approved
9/11/2009	Sonia A Alemagno	Approved
9/11/2009	Gina A Campana	Submitted

3 of 3



Name: Lisa N Delaney
Organization: Provost's Office

Submission Date: 9/14/2009

# **Course Catalog Update**

<< Go back to Course Catalog Update form

**Print** 

X

Basic Course Data

Change type: Establish

Faculty member submitting this proposal: Gina Campana for Sonia Alemagno

Requested Effective Term: 201080

Campus: Kent

College: PH-Public Health

**Department:** PH-Public Health

Course Subject: HPM-Health Policy and Management

Course Number: 52016

Course Title: Public Health Administration

Title Abbreviation: Public Health Administration

Slash Course and Cross-list Information:

Credit Hours

Minimum Credit/Maximum Credit: 3 to 3

Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3

Contact Hours: Lab - Minimum Hours/Maximum Hours:

Contact Hours: Other - Minimum Hours/Maximum Hours:

**Attributes** 

Is this course part of the LER, WIC or Diversity requirements: No

If yes, course attributes: 1. 2. 3.

Can this course be repeated for credit: No Repeat Course Limit: OR Maximum Hours:

Course Level: Graduate Grade Rule: B-Standard letter

Rationale for an IP grade request for this course (if applicable):

Schedule Type(s): 1. LEC-Lecture 2. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite/Corequisite/Catalog Description:

**Catalog Description (edited):** Public health administration comprises efforts to improve the health of communities. This course provides an overview for public health administration and practice, including organization, law, legislative relations, financing, workforce issues, leadership and surveillance.

Prerequisites (edited): Graduate standing.

Corequisites (edited):

Registration is by special approval only: No

Content Information

**Content Outline:** 

Content Hours per Course Topic	Topic Description	
3	A framework for public health administration and practice	
3	Organization of the public health delivery system	
3	Public health law	
3	Legislative relations in public health	
3	Financing the public's health	
3	The public health workforce	
6	Human resources management	
3	Leadership in public health	

1 of 3 9/14/2009 12:36 PM

3	Public health data acquisition	
3	Geographical information systems in public health	
3	Public health surveillance	
3	Media relations	
3	Strategic planning	
3	Public health administration in the future	

Display/Hide Delimited Course Outline

Total Contact Hours: 45

**Textbook(s) used in this course:** Public Health Administration: Principles for Population-Based Management Editors: Lloyd F. Novic, Cynthia B. Morrow, Glen P. Mays. Boston: Jones and Bartlett Publishers 2008 IBSN-13: 978-0-7637-3842-6

Writing Expectations: Significant writing expected.

Instructor(s) expected to teach: Sonia Alemagno

Instructor(s) contributing to content: Sonia Alemagno

**Proposal Summary** 

#### Explain the purpose for this proposal:

The purpose of this proposal is to establish a required course in the M.P.H. program in Public Health in the specialization track of Health Policy and Management.

### Explain how this proposal affects program requirements and students in your unit:

This proposal establishes a new course in the M.P.H. program in Public Health.

### Explain how this proposal affects courses, program requirements and student in other units:

Graduate students in related disciplines, with approval of the instructor of this course and their home departments, will be able to participate in this course. These units include, but are not limited to, Health Education, Nursing, Psychology, Biology, Geography and Sociology.

#### Explain how this proposal affects enrollment and staffing:

Sufficient resources are available in the establishing College of Public Health to support the proposed course.

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

Courses in the graduate programs in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography and Health Education with no voiced objections.

Curriculum Services Information:		
Approved by EPC:	Curriculum Bulletin:	
Cross-list Banner Code:	OBR Course Level: 4	
OBR Program Code: 09	OBR Subsidy Code: 10	
CIP Code: 512211	Term Start:	
	Term End:	

#### Comments (250 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ \* / \ --)

Approve Return To Previous Approver Deny

Comments:

Date User Comment
9/11/2009 Gina A Campana No comments available.

History:

inster y.				
Date	User	Status		
9/11/2009	Sonia A Alemagno	Approved		
9/11/2009	Sonia A Alemagno	Approved		
9/11/2009	Gina A Campana	Submitted		

2 of 3 9/14/2009 12:36 PM

History View Page 1 of 3



Name:

Lisa N Delaney

EPC Agenda 21 September 2009 Attachment 5 | Page 361

### **Course Catalog Update**

<< Return to Search Results

**Course Catalog Update Information:** STU0004

Reference Number: CCU000039 Date: 09-SEP-09

Organization: Provost's Office

Currently On The Worklist Of: Sonia Alemagno, **Level:** 2.00 of 2.00

salemagn

Owner: Office of Curriculum Services, 330-672-8558 or 330-672-8559, curriculum@kent.edu **Basic Course Data** Change type: Establish Faculty member submitting this proposal: Peggy Shaffer-King for Sonia Alemagno Requested Effective Term: 201080 Campus: Kent College: PH-Public Health Department: PH-Public Health Course Subject: HPM-Health Policy and Management Course Number: 53003 Course Title: Health Care Systems Title Abbreviation: Health Care Systems Slash Course and Cross-list Information: Credit Hours Minimum Credit/Maximum Credit: 3 to 3 Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3 Contact Hours: Lab - Minimum Hours/Maximum Hours: Contact Hours: Other - Minimum Hours/Maximum Hours: **Attributes** Is this course part of the LER, WIC or Diversity requirements: No If yes, course attributes: 1. 2. 3. Can this course be repeated for credit: No Course Limit: **OR Maximum Hours:** Repeat Course Level: Graduate Grade Rule: B-Standard letter Rationale for an IP grade request for this course (if applicable): Schedule Type(s): 1. LEC-Lecture 2. SEM-Seminar 3. Credit by Exam: N-Credit by exam-not approved Prerequisites & Descriptions Current Prerequisite/Corequisite/Catalog Description: Catalog Description (edited): This course provides a systems approach to delivering health care and public health

services in the US. The course includes and overview of public health, outpatient, inpatient, managed care, long term care and health services for special populations.

Prerequisites (edited): None

Corequisites (edited):

Registration is by special approval only: No

Content Information

l	Content l	nt O	utli	ne:
ı	Content L	doure n	or	

Content Hours per Course Topic	Topic Description	
3	US system of health care delivery	
3	Systems framework	

History View

3	Health promotion and disease prevention	
3	Medical care in the corporate era	
3	System resources-health care professionals	
3	Financing and health care systems	
3	Inpatient facilities and services	
3	Managed care and integrated organizations	
3	Long term care	
3	Health Services for special populations	
3 3 3	Cost, access and quality	
3	Systems approach to health care policy	
3	Public health care workforce: the future	
3	Health care reform	
3	Future of health care delivery	
Display/Hide Delimited Course Outline		

EPC Agenda | 21 September 2009 | Attachment 5 | Page 362

Page 2 of 3

T-+-1 0---+--- 4F

**Total Contact Hours: 45** 

**Textbook(s) used in this course:** Delievring Health Care in America: A Systems Approach Leiyu Shi and Douglas A Singh. 2007. Jones and Bartlett Publishers. ISBN 13: 978-0763745127

Writing Expectations: Significant writing expected

Instructor(s) expected to teach: John Staley, Billy Oglesby

Instructor(s) contributing to content: Sonia Alemagno

**Proposal Summary** 

#### Explain the purpose for this proposal:

The purpose of this proposal is to establish a required course in the M.P.H. program in Public Health in the specialization track of Health Policy and Management.

# Explain how this proposal affects program requirements and students in your unit:

This proposal establishes a new course in the M.P.H. program in Public Health

#### Explain how this proposal affects courses, program requirements and student in other units:

Graduate students in related disciplines, with approval of the instructor of this course and their home departments, will be able to participate in this course. These units include, but are not limited to, Health Education, Nursing, Psychology, Biology, Geography and Sociology.

# Explain how this proposal affects enrollment and staffing:

Sufficient resources are available in the establishing College of Public Health to support the proposed course.

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

Courses in the M.P.H. program in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography and Health Education with no voiced objections

Curriculum Services Information:	
Approved by EPC: Curriculum Bulletin:	
Cross-list Banner Code:	OBR Course Level:
OBR Program Code: OBR Subsidy Code:	
CIP Code: Term Start:	
Term End:	

# Comments (250 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ \* / \ --)

### **Comments:**

History View Page 3 of 3

Date	User	Comment	EPC Agenda   21 September 2009   Attachment 5   Page 363
9/9/2009	Sonia A Alemagno	No comments available.	- Er o 7 genda   Er coptember 2000   7 ttadominent o   1 ago 000

# History:

Date	User	Status
9/15/2009	Florence Fiehn	Approved
9/9/2009	Sonia A Alemagno	Submitted
9/9/2009	Sonia A Alemagno	Returned For Edit
9/9/2009	Sonia A Alemagno	Submitted

Submission Date: 9/14/2009



Lisa N Delaney

Organization: Provost's Office

#### **Course Catalog Update**

<< Go back to Course Catalog Update form

**Print** 

×

Basic	Course	Data

Change type: Establish

Faculty member submitting this proposal: Flo Fiehn for Sonia Alemagno

Requested Effective Term: 201080

Campus: Kent

College: PH-Public Health

**Department: PH-Public Health** 

Course Subject: HPM-Health Policy and Management

Course Number: 53004

Course Title: Public Health Policy, Law and Ethics

Title Abbreviation: Public HIth Policy Law Ethics

Slash Course and Cross-list Information:

Credit Hours

Minimum Credit/Maximum Credit: 3 to 3

Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3

Contact Hours: Lab - Minimum Hours/Maximum Hours:

Contact Hours: Other - Minimum Hours/Maximum Hours:

**Attributes** 

Is this course part of the LER, WIC or Diversity requirements: No

If yes, course attributes: 1. 2.

Can this course be repeated for credit: No Repeat Course Limit: OR Maximum Hours:

Course Level: Graduate Grade Rule: B-Standard letter

Rationale for an IP grade request for this course (if applicable):

Schedule Type(s): 1. LEC-Lecture 2. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite/Corequisite/Catalog Description:

Catalog Description (edited): Provides a comprehensive review of health policymaking, public health law and ethical principles as applied to public health decision making.

Prerequisites (edited): Graduate standing.

Corequisites (edited):

Registration is by special approval only: No

**Content Information** 

Content Outline:

Content Hours per Course Topic	Topic Description	
3	Definition of US health policy and the impact of health policy	
3	New rules to redesign and improve care	
3	The connections between health policy and health	
3	Conceptual model of the public policy-making process	
3	The changing structure of American healthcare	
3	The nature of the health policy agenda	

9/14/2009 2:25 PM 1 of 3

3	Policy Formulation: The development of legislation	
3	Context: Demanders and suppliers of health policies	
3	Patient's Rights Legislation	
3	Steps in the budget process and how this impacts policy setting	
3	Policy Implementation	
3	Policy modification and the role of evaluation	
3	Competence and ethical principles in policy practice	
3	Human Rights and Public Health	
3	Surveillance and Public Health Research: Privacy and the "Right to Know"	
Display/Hido Dolimitod Course Outline		

Display/Hide Delimited Course Outline

Total Contact Hours: 45

**Textbook(s) used in this course:** Health Policymaking in the U.S.: 3rd Ed, Pub Date: 2002, ISBN 1-56793-173-1, 405 pp, Edition No 3; Public Health Law & Ethics: A Reader, Ed. Lawrence A Gostin, Univ of Calif Press 2002, ISBN 978-520-23175-7

Writing Expectations: Significant writing expected

Instructor(s) expected to teach: TBA

Instructor(s) contributing to content: TBA

**Proposal Summary** 

#### Explain the purpose for this proposal:

The purpose of this proposal is to establish a required course in the M.P.H. program in Public Health in the specialization track of Health Policy and Management.

#### Explain how this proposal affects program requirements and students in your unit:

proposal establishes a new course in the M.P.H. program in Public Health

#### Explain how this proposal affects courses, program requirements and student in other units:

Graduate students in related disciplines, with approval of the instructor of this course and their home departments, will be able to participate in this course. These units include, but are not limited to, Health Education, Nursing, Psychology, Biology, Geography and Sociology.

#### Explain how this proposal affects enrollment and staffing:

Sufficient resources are available in the establishing College of Public Health to support the proposed course.

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

Courses in the M.P.H. program in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography and Health Education with no voiced objections.

Curriculum Services Information:	
Approved by EPC: Curriculum Bulletin:	
Cross-list Banner Code:	OBR Course Level: 4
OBR Program Code: 09	OBR Subsidy Code: 10
CIP Code: 512211	Term Start:
	Term End:

# Comments (250 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \)	

Approve	Return To Previous Approver	Deny

2 of 3 9/14/2009 2:25 PM

Process

EPC Agenda | 21 September 2009 | Attachment 5 | Page 366

# **Comments:**

Date	User	Comment
9/9/2009	Florence Fiehn	No comments available.

# **History**:

Date	User	Status
9/11/2009	Sonia A Alemagno	Approved
9/11/2009	Florence Fiehn	Approved
9/9/2009	Florence Fiehn	Submitted

3 of 3

KENT STATE.

Name: Lisa N Delaney
Organization: Provost's Office

Submission Date: 9/14/2009

**Course Catalog Update** 

<< Go back to Course Catalog Update form

**Print** 

X

Basic Course Data

Change type: Establish

Faculty member submitting this proposal: Peggy Shaffer-King for Sonia Alemagno

Requested Effective Term: 201080

Campus: Kent

College: PH-Public Health

Department: PH-Public Health

Course Subject: HPM-Health Policy and Management

Course Number: 53005

Course Title: Financial Management for Public Health Organizations

Title Abbreviation: Financial Man Publ Health Org

Slash Course and Cross-list Information:

Credit Hours

Minimum Credit/Maximum Credit: 3 to 3

Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3

Contact Hours: Lab - Minimum Hours/Maximum Hours:

Contact Hours: Other - Minimum Hours/Maximum Hours:

**Attributes** 

Is this course part of the LER, WIC or Diversity requirements: No

If yes, course attributes: 1. 2. 3.

Can this course be repeated for credit: No Repeat | Course Limit: | OR Maximum Hours:

Course Level: Graduate Grade Rule: B-Standard letter

Rationale for an IP grade request for this course (if applicable):

Schedule Type(s): 1. LEC-Lecture 2. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite/Corequisite/Catalog Description:

Catalog Description (edited): Provides an overview of financial management of public health organizations. Topics include planning for public health program budgeting, understanding costs and short and long term financing, accountability and control, reporting results and financial statement and financial conditions analysis

Prerequisites (edited): Graduate standing

Corequisites (edited):

Registration is by special approval only: No

Content Information

**Content Outline:** 

Content Hours per Course Topic	Topic Description
3	Introduction to financial management of public health organizations
3	Public sector resource flows
3	Basic principles of budgeting
3	Special purpose budgeting
3	The master budget
3	Line item and responsibility center budgets
3	Centralization versus decentralization
3	Program and functional budgets

1 of 3 9/14/2009 9:31 AM

3	Understanding costs	
3	Capital budgeting	
3	Long term financing	
3	Managing short term resources and obligations	
3	Managing short term resources and obligations	
3	Reporting results	
3	Unique aspects of accounting for public health organizations	
Display/Hide Delimited Course Outline		

Display/Hide Delimited Course Outline

Total Contact Hours: 45

**Textbook(s) used in this course:** Financial Management for Public Health and Not-For-Profit Organizations. Third Edition Steven Finkler. Prentice Hall 2009 ISBN 13: 978-0-13-607073

Writing Expectations: Significant Writing Expected

Instructor(s) expected to teach: Willie Ogelsby, John Staley

Instructor(s) contributing to content: Sonia Alemagno

**Proposal Summary** 

#### Explain the purpose for this proposal:

The purpose of this proposal is to establish a required course in the M.P.H. program in Public Health in the specialization track of Health Policy and Management.

#### Explain how this proposal affects program requirements and students in your unit:

This proposal establishes a new course in the M.P.H. program in Public Health.

# Explain how this proposal affects courses, program requirements and student in other units:

Graduate students in related disciplines, with approval of the instructor of this course and their home departments, will be able to participate in this course. These units include, but are not limited to, Health Education, Nursing, Psychology, Biology, Geography and Sociology.

#### Explain how this proposal affects enrollment and staffing:

Sufficient resources are available in the establishing College of Public Health to support the proposed course.

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

Courses in the M.P.H. program in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography and Health Education with no voiced objections.

Curriculum Services Information:	
Approved by EPC:	Curriculum Bulletin:
Cross-list Banner Code:	OBR Course Level:
OBR Program Code:	OBR Subsidy Code:
CIP Code:	Term Start:
	Term End:

# Comments (250 Character Maximum):

NOTE: Please do not use the following restricted characters: ( $\sim * / \cdot -$ )

Approve	Return To Previous Approver	Deny
Comments	s:	

Date	User	Comment
9/11/2009	Sonia A Alemagno	No comments available.

**History:** 

Date	User	Status	
9/11/2009	Sonia A Alemagno	Approved	

2 of 3 9/14/2009 9:31 AM

Process

EPC Agenda | 21 September 2009 | Attachment 5 | Page 369

9/11/2009 Sonia A Alemagno Approved 9/11/2009 Sonia A Alemagno Submitted

3 of 3 9/14/2009 9:31 AM



Name: Lisa N Delaney

Organization: Provost's Office

Submission Date: 9/11/2009

×

STU0004

### **Course Catalog Update**

You have successfully completed this Course Catalog Update.

Course Catalog Update Information:

Reference Number: CCU000048 Date: 09-SEP-09

Level: 3.00 of 2.00 Currently On The Worklist Of: Sonia Alemagno, salemagn

Owner: Office of Curriculum Services, 330-672-8558 or 330-672-8559, curriculum@kent.edu

**Basic Course Data** 

Change type: Establish

Faculty member submitting this proposal: Peggy Shaffer-King for Sonia Alemagno

Requested Effective Term: 201080

Campus: Kent

College: PH-Public Health

Department: PH-Public Health

Course Subject: HPM-Health Policy and Management

Course Number: 53006

Course Title: Cost Benefit Analysis of Public Health Programs

Title Abbreviation: Cost Benefit Analysis PH Prog

Slash Course and Cross-list Information:

Credit Hours

Minimum Credit/Maximum Credit: 3 to 3

Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3

Contact Hours: Lab - Minimum Hours/Maximum Hours:

Contact Hours: Other - Minimum Hours/Maximum Hours:

Attributes

Is this course part of the LER, WIC or Diversity requirements: No

If yes, course attributes: 1. 2. 3.

Can this course be repeated for credit: No Repeat

Course Limit: OR Maximum Hours:

Course Level: Graduate

Grade Rule: B-Standard letter

Rationale for an IP grade request for this course (if applicable):

Schedule Type(s): 1. LEC-Lecture 2. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite/Corequisite/Catalog Description:

Catalog Description (edited): Provides an overview of cost-benefit analysis as applied to the evaluation of public health programs. Students apply principles of cost benefit analysis and related cost utility analysis to case studies in the public health sector.

Prerequisites (edited): None

Corequisites (edited):

Registration is by special approval only: No

**Content Information** 

Content Outline:

Content Hours per Course Topic	Topic Description	
3	Basic introduction to cost benefit principles	
3	Cost minimization and the definition of "cost"	
3	Types of cost	
3	Measurement of cost	

1 of 2 9/11/2009 12:56 PM

3	Social cost of taxation
6	Fundamentals of cost benefit analysis
6	Issues of cost benefit analysis as applied to public health
6	Fundamentals of cost utility analysis
3	Cost utility analysis and equity
3	Cost benefit analysis and the human capital approach
3	Cost benefit analysis and the willingness to pay
3	Cost benefit analysis and equity

Display/Hide Delimited Course Outline

Total Contact Hours: 45

**Textbook(s) used in this course:** Cost-Benefit Analysis and Health Care Evaluations. Robert J. Brent (Editor). Publisher: Edward Elgar Publishing, Incorporated Pub. Date: April 2003 ISBN-13: 9781840648447 373pp

Writing Expectations: Substantial writing expected.

Instructor(s) expected to teach: John Staley, Willie Oglesby

Instructor(s) contributing to content: Sonia Alemagno

#### **Proposal Summary**

### Explain the purpose for this proposal:

The purpose of this proposal is to establish a required course in the M.P.H. program in Public Health in the specialization track of Health Policy and Management.

#### Explain how this proposal affects program requirements and students in your unit:

This proposal establishes a new course in the M.P.H. program in Public Health.

#### Explain how this proposal affects courses, program requirements and student in other units:

Graduate students in related disciplines, with approval of the instructor of this course and their home departments, will be able to participate in this course. These units include, but are not limited to, Health Education, Nursing, Psychology, Biology, Geography and Sociology.

### Explain how this proposal affects enrollment and staffing:

Sufficient resources are available in the establishing College of Public Health to support the proposed course.

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

Courses in the graduate programs in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography and Health Education with no voiced objections.

Curriculum Services Information:		
Approved by EPC: Curriculum Bulletin:		
Cross-list Banner Code:	OBR Course Level: 5	
OBR Program Code: 09	OBR Subsidy Code: 10	
CIP Code: 512211	Term Start:	
	Term End:	

#### Comments

Date	User	Comment
9/9/2009	Sonia A Alemagno	No comments available.

#### **History:**

i notor y:		
Date	User	Status
9/11/2009	Lisa N Delaney	Completed
9/11/2009	Sonia A Alemagno	Approved
9/9/2009	Sonia A Alemagno	Approved
9/9/2009	Sonia A Alemagno	Submitted

To see this document in the history view, open the application from the "Workflow & Utilities" channel on the "My Action I tems" tab in Flashline.

2 of 2 9/11/2009 12:56 PM

Name: Lisa N Delaney

Organization: Provost's Office

Submission Date: 9/14/2009



### **Course Catalog Update**

<< Go back to Course Catalog Update form

Print

×

Basic Course Data

Change type: Establish

Faculty member submitting this proposal: Peggy Shaffer-King for Sonia Alemagno

Requested Effective Term: 201080

Campus: Kent

College: PH-Public Health

**Department:** PH-Public Health

Course Subject: HPM-Health Policy and Management

Course Number: 53007

Course Title: Public Health Programs: Planning, Implementation and Evaluation

Title Abbreviation: Public Health Planning

Slash Course and Cross-list Information:

**Credit Hours** 

Minimum Credit/Maximum Credit: 3 to 3

Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3

Contact Hours: Lab - Minimum Hours/Maximum Hours:

Contact Hours: Other - Minimum Hours/Maximum Hours:

**Attributes** 

Is this course part of the LER, WIC or Diversity requirements: No

If yes, course attributes: 1. 2. 3.

Can this course be repeated for credit: No Repeat | Course Limit: OR Maximum Hours:

Course Level: Graduate Grade Rule: B-Standard letter

Rationale for an IP grade request for this course (if applicable):

Schedule Type(s): 1. LEC-Lecture 2. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite/Corequisite/Catalog Description:

Catalog Description (edited): An overview of developing, implementing and evaluating public health programs. Examines how public health programs can target different levels within a population, different determinants of health and strategies and interventions.

Prerequisites (edited): Graduate standing.

Corequisites (edited):

Registration is by special approval only: No

Content Information

**Content Outline:** 

Topic Description	
The public health program planning and evaluation cycle	
Program life cycle	
Fundamentals of program evaluation	
Relevance of diversity and disparities to health programs	
Planning assumptions	
Planning steps and stages	
Perspectives: epidemiological, public health, social and asset models	

1 of 3 9/14/2009 2:31 PM

3	Impacts and outcomes in public health		
3	Parameters of a program		
3	Using data to set target values and monitoring inputs		
3	Intervention effect evaluation based on effect theory		
3	Measurement considerations and evaluation designs		
3	Analysis of public health program data for evaluation purposes		
3	Process evaluation		
3	Levels of process evaluation		
Display/Hide Delimited Course Outline			

Total Contact Hours: 45

**Textbook(s) used in this course:** HIth Prog Plng & Eval: A Practical, Systematic Approach for Comm HIth. LM Issel. Jones & Bartlett pub 2004 ISBN13:978-0-7637-4800-5; Process Eval for Public HIth Interventions & Resch. A. Steckler & L. Linnan, eds. 2002 John Wiley & Sons Publisher.

Writing Expectations: Substantial writing expected.

Instructor(s) expected to teach: TBA

Instructor(s) contributing to content: TBA

**Proposal Summary** 

# Explain the purpose for this proposal:

The purpose of this proposal is to establish a required course in the M.P.H. program in Public Health in the specialization track of Health Policy and Management.

### Explain how this proposal affects program requirements and students in your unit:

This proposal establishes a new course in the M.P.H. program in Public Health.

### Explain how this proposal affects courses, program requirements and student in other units:

Graduate students in related disciplines, with approval of the instructor of this course and their home departments, will be able to participate in this course. These units include, but are not limited to, Health Education, Nursing, Psychology, Biology, Geography and Sociology.

## Explain how this proposal affects enrollment and staffing:

Sufficient resources are available in the establishing College of Public Health to support the proposed course.

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

Courses in the graduate programs in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography and Health Education with no voiced objections.

Curriculum Services Information:		
Approved by EPC:	Curriculum Bulletin:	
Cross-list Banner Code:	OBR Course Level: 4	
OBR Program Code: 09	OBR Subsidy Code: 10	
CIP Code: 512211	Term Start:	
	Term End:	

#### Comments (250 Character Maximum):

NOTE: Please do not use the following restricted characters: ( $\sim$  \* / \ --)

Approve	Return To Previous Approver	Deny
Comments	:	

Date	User	Comment
9/9/2009	Sonia A Alemagno	No comments available.

2 of 3 9/14/2009 2:31 PM

**History**:

	nistory.		
Date		User	Status
	9/11/2009	Sonia A Alemagno	Approved
	9/11/2009	Sonia A Alemagno	Approved
	9/9/2009	Sonia A Alemagno	Submitted

3 of 3

Submission Date: 9/14/2009

Name: Lisa N Delaney

×

# Course Catalog Update

<< Go back to Course Catalog Update form

**Print** 

Basic Course Data

Change type: Establish

Faculty member submitting this proposal: Peggy Shaffer-King for Sonia Alemagno

Organization: Provost's Office

Requested Effective Term: 201080

Campus: Kent

College: PH-Public Health

Department: PH-Public Health

Course Subject: HPM-Health Policy and Management

Course Number: 72015

Course Title: Emerging Issues in Public Health Policy and Management

Title Abbreviation: Emerging Issues Health Pol Man

Slash Course and Cross-list Information: HPM 52015

**Credit Hours** 

Minimum Credit/Maximum Credit: 3 to 3

Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3

Contact Hours: Lab - Minimum Hours/Maximum Hours:

Contact Hours: Other - Minimum Hours/Maximum Hours:

**Attributes** 

Is this course part of the LER, WIC or Diversity requirements: No

If yes, course attributes: 1. 2. 3.

Can this course be repeated for credit: No Repeat | Course Limit: | OR Maximum Hours:

Course Level: Graduate Grade Rule: B-Standard letter

Rationale for an IP grade request for this course (if applicable):

Schedule Type(s): 1. LEC-Lecture 2. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite/Corequisite/Catalog Description:

Catalog Description (edited): An overview of emerging challenges in public health policy and management. Examples include pandemicH1N1 response, biopreparedness, national health care reform, public health financing challenges, global tuberculosis drug resistance.

Prerequisites (edited): Doctoral standing.

Corequisites (edited):

Registration is by special approval only: No

Content Information

**Content Outline:** 

Content Hours per Course Topic	Topic Description
3	The public health system: responding to crisis
3	Pandemic response at the global level
3	Pandemic response at the national level
3	Pandemic response at the state and local levels
3	The national health care insurance debate
3	Financial crisis in public health programs

1 of 3 9/14/2009 10:30 AM

-		
3	Natural disaster and public health responses	
3	Hurricanes Katrina, Rita and Wilma: What did we learn?	
3	Public health behind bars: Public health and the criminal justice system.	
3	Special emerging challenges of child health	
3	Special emerging challenges of adolescent health	
3	Special emerging challenges of caring for the elderly	
3	Knowledge management in public health	
3	Emerging challenges in communicating with the public around their health	
3	Global emerging issues	
der i nort e		

Display/Hide Delimited Course Outline

Total Contact Hours: 45

**Textbook(s) used in this course:** Nat disasters & PH. Ed., Virginia M. Brennan. 2009 Johns Hopkins Univ, ISBN 13: 978-0-8018-9199-1: Knowledge Mngt in PH, Ed., Jay Liebowitz, Richard A Schieber & Joanne Andreadis. 2010. Taylor & Francis Group. 978-1-4398-0600-5.

Writing Expectations: Significant writing expected.

Instructor(s) expected to teach: Sonia Alemagno

Instructor(s) contributing to content: Sonia Alemagno

**Proposal Summary** 

## Explain the purpose for this proposal:

The purpose of this proposal is to establish a course in the graduate program in Public Health in the specialization track of Health Policy and Management.

### Explain how this proposal affects program requirements and students in your unit:

This proposal establishes a new course in the graduate program in Public Health.

# Explain how this proposal affects courses, program requirements and student in other units:

Graduate students in related disciplines, with the approval of the instructor of this course and their home departments, will be able to participate in this course. These units include, but are not limited to, Health Education, Nursing, Psychology, Biology, Geography and Sociology.

## Explain how this proposal affects enrollment and staffing:

Sufficient resources are available in the establishing College of Public Health to support the proposed course.

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

Courses in the graduate programs in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography and Health Education with no voiced objections.

Curriculum Services Information:	
Approved by EPC:	Curriculum Bulletin:
Cross-list Banner Code: HHN	OBR Course Level: 5
OBR Program Code: 09	OBR Subsidy Code: 13
CIP Code: 512211	Term Start:
	Term End:

# Comments (250 Character Maximum):

NOTE: Please do not use the following restricted characters: ( $\sim$ * / \)		

2 of 3 9/14/2009 10:30 AM

Process

EPC Agenda | 21 September 2009 | Attachment 5 | Page 377

Approve	Return To Previous Approver Deny		Deny	
Comments:				
Date	User	Con	nment	
9/13/2009	Sonia A Alemagno	No.	comments a	vailable

History:

Date	User	Status
9/14/2009	Sonia A Alemagno	Approved
9/14/2009	Sonia A Alemagno	Approved
9/13/2009	Sonia A Alemagno	Submitted

3 of 3 9/14/2009 10:30 AM

Lisa N Delaney Submission Date: 9/11/2009



Organization: Provost's Office

# **Course Catalog Update**

<< Go back to Course Catalog Update form

**Print** 

X

**Basic Course Data** Change type: Establish

Faculty member submitting this proposal: D Flannery

Requested Effective Term: 201080

Campus: Kent

College: PH-Public Health

**Department: PH-Public Health** 

Course Subject: HPM-Health Policy and Management

Course Number: 72030

Course Title: Grant Writing in Public Health

Title Abbreviation: Grant Writing PH

Slash Course and Cross-list Information:

Credit Hours

Minimum Credit/Maximum Credit: 3 to 3

Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3

Contact Hours: Lab - Minimum Hours/Maximum Hours:

Contact Hours: Other - Minimum Hours/Maximum Hours:

**Attributes** 

Is this course part of the LER, WIC or Diversity requirements: No

If yes, course attributes: 1. 2.

Can this course be repeated for credit: No Repeat Course Limit: **OR Maximum Hours:** 

Course Level: Graduate Grade Rule: B-Standard letter

Rationale for an IP grade request for this course (if applicable):

Schedule Type(s): 1. LEC-Lecture 2. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

#### Current Prerequisite/Corequisite/Catalog Description:

Catalog Description (edited): Students in this doctoral level course for Public Health learn the basics of grant writing for federal (NIH) and non-federal funding agencies with a particular emphasis on the components required of most grant proposal submitted for funding. This includes rationale for seeking funds, collaborations with community organizations, and working with consultants and subcontractors. Participants also learn about the basic sections of grant writing such as specific aims and hypotheses, developing your literature review, background and significance, research design and methodology, developing a budget, and conducting research with human subjects. Participants have the opportunity to write sample grant proposals, learn about the review and scoring process and post-award grant management.

Prerequisites (edited): Doctoral standing.

Corequisites (edited): none

Registration is by special approval only: No

### **Content Information**

Content Outline:

Content Hours per Course Topic	Topic Description
3	Introduction to grant writing: Why write a grant?
1	Funding sources and types of grants
2	Developing ideas that match funding priorities
3	The structure and sections of a grant proposal

9/11/2009 11:55 AM 1 of 3

3	Specific aims and hypotheses	
3	Developing and organizing your literature review	
4	Background and significance (preliminary studies)	
6	Research design and methodology; power analyses	
3	Strategies for effective technical writing	
3	Developing a budget, justification and narrative; modular budgets	
3	IRB and human subjects research criteria	
2	Community and agency collaborations; consultants; subcontracts, MOUs and letters of support	
2	Form pages and requirements; submitting your grant electronically	
3	The grant review process, scoring and reviewer feedback	
1	Dealing with your program officer; re-submitting your proposal	
3	Post-award administration and other considerations	
Display/Hide Deli	imited Course Outline	

Display/Titae Delimited Course Cutili

Total Contact Hours: 45

**Textbook(s) used in this course:** Gerin, W. (2006). Writing the NIH Grant proposal: A step-by-step guide. Thousand Oaks, CA: Sage. Scheier, L., & Dewey, W.L. (2008). The Complete Writing Guide to NIH Behavioral Science Grants. New York: Oxford.

Writing Expectations: Preparing sample grant proposals

Instructor(s) expected to teach: D Flannery

Instructor(s) contributing to content: D Flannery

**Proposal Summary** 

## Explain the purpose for this proposal:

The purpose of this proposal is to establish a required core course in the PhD program in Public Health

# Explain how this proposal affects program requirements and students in your unit:

This proposal establishes a new course in the PhD program in Public Health.

#### Explain how this proposal affects courses, program requirements and student in other units:

Graduate students in related disciplines, with the approval of the instructor of this course and their home departments, will be able to participate in this course. The units include, but are not limited to, Health Education, Nursing, Psychology, Biology, Geography and Sociology.

# Explain how this proposal affects enrollment and staffing:

Sufficient resources are available to establish the College of Public Health to support the proposed courses.

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

Courses in the PhD program in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography and Health Education with no voiced objections.

Curriculum Services Information:	
Approved by EPC: Curriculum Bulletin:	
Cross-list Banner Code:	OBR Course Level: 5
OBR Program Code: 09	OBR Subsidy Code: 14
CIP Code: 512211	Term Start:
	Term End:

#### Comments (250 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ \* / \ --)

2 of 3 9/11/2009 11:55 AM

Approve Return To Previous Approver Deny
Approve Return To Previous Approver Deny

No comments available.

# **History**:

9/9/2009

Date	User	Status
9/11/2009	Sonia A Alemagno	Approved
9/11/2009	Florence Fiehn	Approved
9/11/2009	Sonia A Alemagno	Returned To Prior Approver
9/10/2009	Florence Fiehn	Approved
9/9/2009	Daniel J Flannery	Submitted

Daniel J Flannery

3 of 3 9/11/2009 11:55 AM

Name: Organization: Provost's Office

Lisa N Delaney

Submission Date: 9/14/2009

X

#### **Course Catalog Update**

<< Go back to Course Catalog Update form

**Print** 

**Basic Course Data** 

Change type: Establish

Faculty member submitting this proposal: Peggy Shaffer-King for Sonia Alemagno

Requested Effective Term: 201080

Campus: Kent

College: PH-Public Health

**Department: PH-Public Health** 

Course Subject: HPM-Health Policy and Management

Course Number: 73021

Course Title: Health Care Finance

Title Abbreviation: Health Care Finance

Slash Course and Cross-list Information:

Credit Hours

Minimum Credit/Maximum Credit: 3 to 3

Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3

Contact Hours: Lab - Minimum Hours/Maximum Hours:

Contact Hours: Other - Minimum Hours/Maximum Hours:

**Attributes** 

Is this course part of the LER, WIC or Diversity requirements: No

If yes, course attributes: 1. 2.

Can this course be repeated for credit: No Repeat Course Limit: **OR Maximum Hours:** 

Course Level: Graduate Grade Rule: B-Standard letter

Rationale for an IP grade request for this course (if applicable):

Schedule Type(s): 1. LEC-Lecture 2. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite/Corequisite/Catalog Description:

Catalog Description (edited): Covers the financial environment of health services in the US, including accounting principles, financial statement analysis, delivery models, management control processes of budgeting and capital project analysis, managerial accounting, program development and financial plan.

Prerequisites (edited): Doctoral standing.

Corequisites (edited):

Registration is by special approval only: No

**Content Information** 

**Content Outline:** 

Content Hours per Course Topic	Topic Description	
3	Evolution of the global health care financial structure, policy, multiple payment systems	
3	Financial versus service orientation models	
3	Generally accepted accounting principles in public health	
3	Assessing strategic financial performance	
Exploring delivery models and pos future models of health delivery		

9/14/2009 2:26 PM 1 of 3

3	The relationship of delivery models to financial management
3	Purchasers and payers of health care services and their impact
3	The budgeting process
3	Assessing budget performance
3	Public health care funding process
3 3 3 3	Defining costs
3	Break-even analysis
3	Cost measurement
3	Financial plans
3	Financial aspects of new programs

Display/Hide Delimited Course Outline

Total Contact Hours: 45

**Textbook(s) used in this course:** Essentials of Health Care Finance, 6th Ed. William O. Cleverley, Andrew E. Cameron. 2007 Jones and Bartlett Publishers. ISBN-13-978-0-7637-4236-2

Writing Expectations: Substantial writing expected.

Instructor(s) expected to teach: Willie Oglesby, Bob Fran

Instructor(s) contributing to content: Sonia Alemagno

**Proposal Summary** 

#### Explain the purpose for this proposal:

The purpose of this proposal is to establish an elective course in the Ph.D. program in Public Health in the specialization track of Health Policy and Management.

## Explain how this proposal affects program requirements and students in your unit:

proposal establishes a new course in the M.P.H.Ph.D. program in Public Health.

## Explain how this proposal affects courses, program requirements and student in other units:

. Graduate students in related disciplines, with approval of the instructor of this course and their home departments, will be able to participate in this course. These units include, but are not limited to, Health Education, Nursing, Psychology, Biology, Geography and Sociology.

# Explain how this proposal affects enrollment and staffing:

Sufficient resources are available in the establishing College of Public Health to support the proposed course.

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

Courses in the graduate programs in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography and Health Education with no voiced objections.

Curriculum Services Information:		
Approved by EPC:	Curriculum Bulletin:	
Cross-list Banner Code:	OBR Course Level: 5	
OBR Program Code: 09	OBR Subsidy Code: 13	
CIP Code: 512211	Term Start:	
	Term End:	

#### Comments (250 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ \* / \ --)

Data	Licor	C	ammont
Comments	<b>3</b> :		
Approve	Return To Prev	ious Approver	Deny

Date	User	Comment
9/11/2009	Sonia A Alemagno	No comments available.

# History:

2 of 3 9/14/2009 2:26 PM

Date	User	Status
9/11/2009	Sonia A Alemagno	Approved
9/11/2009	Sonia A Alemagno	Approved
9/11/2009	Sonia A Alemagno	Submitted

3 of 3

Name: Lisa N Delaney



Organization: Provost's Office

Submission Date: 9/11/2009

×

#### **Course Catalog Update**

<< Go back to Course Catalog Update form

**Print** 

Basic Course Data

Change type: Establish

Faculty member submitting this proposal: Gina Campana for Sonia Alemagno

Requested Effective Term: 201080

Campus: Kent

College: PH-Public Health

**Department: PH-Public Health** 

Course Subject: HPM-Health Policy and Management

Course Number: 73022

Course Title: Strategic Management of Health Care Organizations

Title Abbreviation: Strategic Mgmt of HIthCare Org

Slash Course and Cross-list Information:

**Credit Hours** 

Minimum Credit/Maximum Credit: 3 to 3

Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3

Contact Hours: Lab - Minimum Hours/Maximum Hours:

Contact Hours: Other - Minimum Hours/Maximum Hours:

**Attributes** 

Is this course part of the LER, WIC or Diversity requirements: No

If yes, course attributes: 1. 2. 3.

Can this course be repeated for credit: No Repeat | Course Limit: | OR Maximum Hours: 6

Course Level: Graduate Grade Rule: B-Standard letter

Rationale for an IP grade request for this course (if applicable):

Schedule Type(s): 1. LEC-Lecture 2. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite/Corequisite/Catalog Description:

**Catalog Description (edited):** Covers the financial environment of health services in the US, including accounting principles, financial statement analysis, delivery models, management control processes of budgeting and capital project analysis, managerial accounting, program development and financial plan.

Prerequisites (edited): Doctoral Standing

Corequisites (edited):

Registration is by special approval only: No

**Content Information** 

Content Outline:

Content Hours per Course Topic	Topic Description
3	Evolution of the global health care financial structure, policy, multiple payment systems
3	Financial versus service orientation models
3	Generally accepted accounting principles in public health
3	Assessing strategic financial performance
3	Exploring delivery models and possible future models of health delivery

1 of 3 9/11/2009 1:37 PM

3	The relationship of delivery models to financial management
3	Purchaserspayers of health care services and their impact
3	The budgeting process
3	Assessing budget performance
3	Public health care funding process
3	Defining costs
3	Break-even analysis
3	Cost measurement
3	Financial plans
3	Financial aspects of new programs

Display/Hide Delimited Course Outline

**Total Contact Hours: 45** 

Textbook(s) used in this course: Essentials of Health Care Finance, 6th Edition. William O. Cleverley, Andrew E.

Cameron. 2007 Jones and Bartlett Publishers. ISBN- 13-978-0-7637-4236-2

Writing Expectations: Significant writing expected.

Instructor(s) expected to teach: Willie Oglesby, Bob Frank

Instructor(s) contributing to content: Sonia Alemagno

**Proposal Summary** 

#### Explain the purpose for this proposal:

The purpose of this proposal is to establish a required course in the Ph.D. program in Public Health in the specialization track of Health Policy and Management.

#### Explain how this proposal affects program requirements and students in your unit:

This proposal establishes a new course in the Ph.D. program in Public Health

### Explain how this proposal affects courses, program requirements and student in other units:

Graduate students in related disciplines, with approval of the instructor of this course and their home departments, will be able to participate in this course. These units include, but are not limited to, Health Education, Nursing, Psychology, Biology, Geography and Sociology.

# Explain how this proposal affects enrollment and staffing:

Sufficient resources are available in the establishing College of Public Health to support the proposed course.

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

Courses in the graduate programs in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography and Health Education with no voiced objections.

Curriculum Services Information:		
Approved by EPC:	Curriculum Bulletin:	
Cross-list Banner Code:	OBR Course Level: 4	
OBR Program Code: 09	OBR Subsidy Code: 10	
CIP Code: 512211	Term Start:	
	Term End:	

#### Comments (250 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ \* / \ --)

Approve Return To Previous Approver Deny
Comments:

Date	User	Comment
9/9/2009	Gina A Campana	No comments available.

# History:

2 of 3 9/11/2009 1:37 PM

Date	User	Status
9/11/2009	Florence Fiehn	Approved
9/11/2009	Sonia A Alemagno	Approved
9/9/2009	Gina A Campana	Submitted

3 of 3

**Process** Page 1 of 3



Name:

Lisa N Delaney

EPC Agenda 21 September 2009 Attachment 5 | Page 387

Organization: Provost's Office

## Course Catalog Update

<< Go back to Course Catalog Update form

**Print Basic Course Data** Change type: Establish Faculty member submitting this proposal: Gina Campana for Sonia Alemagno Requested Effective Term: 201080 Campus: Kent College: PH-Public Health

Course Subject: HPM-Health Policy and Management

Course Number: 73023

**Department: PH-Public Health** 

Course Title: Operations Management in Public Health

Title Abbreviation: Operations Mgmt in Public HIth

Slash Course and Cross-list Information:

Credit Hours

Minimum Credit/Maximum Credit: 3 to 3

Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3

Contact Hours: Lab - Minimum Hours/Maximum Hours:

Contact Hours: Other - Minimum Hours/Maximum Hours:

**Attributes** 

Is this course part of the LER, WIC or Diversity requirements: No

If yes, course attributes: 1. 2. 3.

Can this course be repeated for credit: No Course Limit: **OR Maximum Hours:** Repeat

Grade Rule: B-Standard letter Course Level: Graduate

Rationale for an IP grade request for this course (if applicable):

Schedule Type(s): 1. LEC-Lecture 2. SEM-Seminar 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite/Corequisite/Catalog Description:

Catalog Description (edited): This course provides a framework for health care operations management including the history of performance management and tools for applying operations management to public health care delivery systems.

Prerequisites (edited): Doctoral Standing.

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description	
3	History of performance managment	
3	Evidence-based medicine and pay for performance	
3	Strategy and the balanced scorecard	
3	Project Management	

Using data and statistical tools for

Problem solving Decision making

Ī		
3	operational management	
3	Quality management: Six Sigma	
3	Selecting an analytical approach	
3	Simulation	
3	Process Improvement	
3	Scheduling and capacity management	
3	Supply chain management	
3	Operational Excellence	
3	Case Studies	
Display/Hida Dalimitad Course Outline		

**Total Contact Hours: 45** 

**Textbook(s) used in this course:** Health Care Operations Management. Daniel B. McLaughlin and Julie M Hays. 2008. ISBN 13: 978-1-56793-288 Health Administration Press.

Writing Expectations: Significant writing expected.

Instructor(s) expected to teach: Willie Oglesby, John Staley, Sonia Alemagno

Instructor(s) contributing to content: Sonia Alemagno

Proposal Summary

# Explain the purpose for this proposal:

The purpose of this proposal is to establish a required course in the Ph.D. program in Public Health in the specialization track of Health Policy and Management.

# Explain how this proposal affects program requirements and students in your unit:

This proposal establishes a new course in the Ph.D. program in Public Health.

# Explain how this proposal affects courses, program requirements and student in other units:

Graduate students in related disciplines, with approval of the instructor of this course and their home departments, will be able to participate in this course. These units include, but are not limited to, Health Education, Nursing, Psychology, Biology, Geography and Sociology.

# Explain how this proposal affects enrollment and staffing:

Sufficient resources are available in the establishing College of Public Health to support the proposed course.

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

Courses in the graduate programs in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography and Health Education with no voiced objections.

Curriculum Services Information:	
Approved by EPC: Curriculum Bulletin:	
Cross-list Banner Code: OBR Course Level: 5	
OBR Program Code: 09	OBR Subsidy Code: 13
CIP Code: 512211	Term Start:
	Term End:

### Comments (250 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ \* / \ --)

Approve Return To Previous Approver Deny

# **Comments:**

Date	User	Comment
9/9/2009	Gina A Campana	No comments available.

#### **History:**

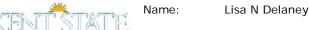
Date	User	Status

Process Page 3 of 3

9/11/2009	Sonia A Alemagno	Approved
9/11/2009	Sonia A Alemagno	Approved
9/9/2009	Gina A Campana	Submitted

EPC Agenda | 21 September 2009 | Attachment 5 | Page 389

Submission Date: 9/11/2009



×

Organization: Provost's Office

# **Course Catalog Update**

<< Go back to Course Catalog Update form

**Print** 

Basic Course Data	
Change type:	Establish

Faculty member submitting this proposal: Gina Campana for Sonia Alemagno

Requested Effective Term: 201080

Campus: Kent

College: PH-Public Health

**Department: PH-Public Health** 

Course Subject: HPM-Health Policy and Management

Course Number: 73031

Course Title: Public Health Policy Analysis

Title Abbreviation: Public Health Policy Analysis

Slash Course and Cross-list Information:

**Credit Hours** 

Minimum Credit/Maximum Credit: 3 to 3

Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3

Contact Hours: Lab - Minimum Hours/Maximum Hours:

Contact Hours: Other - Minimum Hours/Maximum Hours:

**Attributes** 

Is this course part of the LER, WIC or Diversity requirements: No

If yes, course attributes: 1. 2. 3.

Can this course be repeated for credit: Repeat | Course Limit: | OR Maximum Hours: 6

Course Level: Graduate Grade Rule: B-Standard letter

Rationale for an IP grade request for this course (if applicable):

Schedule Type(s): 1. LEC-Lecture 2. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite/Corequisite/Catalog Description:

**Catalog Description (edited):** Provides a framework for conducting public health policy analysis. Applies concepts to case studies of health policies at the local, state and Federal levels.

Prerequisites (edited): Doctoral Standing

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description	
3	The US Health Policy System	
3	Current outcomes and costs	
3	Policy leadership at the local level	
3	The value driven care initiative	
3	Hidden assumption of the policy process	
3	Technology assessment in health policy analysis	
3	Methods of analyzing political feasibility- key government actors	

1 of 3 9/11/2009 12:52 PM

3	Methods for analyzing economic viability	
3	Selecting an analytical approach	
3	Considering distributional effects	
3	Comparing competing alternatives	
3	Federal level alternatives: case studies	
3	State and local government alternatives: case studies	
3	Implementation strategy and planning	
3	Levels of implementation failure	

Display/Hide Delimited Course Outline

**Total Contact Hours: 45** 

**Textbook(s) used in this course:** Health Policy Analysis: An interdisciplinary approach. Curtis P. McLaughlin, Craig D. McLaughlin. 2007 Jones and Bartlett Publishers. ISBN -13: 978-0763744427

Writing Expectations: Significant writing expected.

Instructor(s) expected to teach: Sonia Alemagno

Instructor(s) contributing to content: Sonia Alemagno

**Proposal Summary** 

#### Explain the purpose for this proposal:

The purpose of this proposal is to establish a required course in the Ph.D. program in Public Health in the specialization track of Health Policy and Management.

## Explain how this proposal affects program requirements and students in your unit:

This proposal establishes a new course in the Ph.D. program in Public Health.

## Explain how this proposal affects courses, program requirements and student in other units:

Graduate students in related disciplines, with approval of the instructor of this course and their home departments, will be able to participate in this course. These units include, but are not limited to, Health Education, Nursing, Psychology, Biology, Geography and Sociology.

### Explain how this proposal affects enrollment and staffing:

Sufficient resources are available in the establishing College of Public Health to support the proposed course.

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

Courses in the graduate programs in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography and Health Education with no voiced objections.

Curriculum Services Information:	
Approved by EPC:	Curriculum Bulletin:
Cross-list Banner Code:	OBR Course Level: 5
OBR Program Code: 09	OBR Subsidy Code: 10
CIP Code: 512211	Term Start:
	Term End:

#### Comments (250 Character Maximum):

NOTE: Please do not use the following restricted characters: ( $\sim$  \* / \ --)

Approve	Return To Previous	Approver Deny
Comment	S:	
Date	User	Comment
9/9/2009	Gina A Campana	No comments available.

#### History:

<u></u>	•		
Date	į.	User	Status
9/11/20	009	Sonia A Alemagno	Approved

2 of 3 9/11/2009 12:52 PM

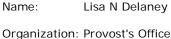
Process

EPC Agenda | 21 September 2009 | Attachment 5 | Page 392

9/11/2009	Sonia A Alemagno	Approved
9/9/2009	Gina A Campana	Submitted

3 of 3

Name:



Submission Date: 9/10/2009



STU0004



You have successfully completed this Course Catalog Update.

**Course Catalog Update Information:** 

Level: 3.00 of 2.00 Currently On The Worklist Of: Sonia Alemagno, salemagn

Date: 09-SEP-09

Owner: Office of Curriculum Services, 330-672-8558 or 330-672-8559, curriculum@kent.edu

**Basic Course Data** 

Change type: Establish

Faculty member submitting this proposal: Gina Campana for Sonia Alemagno

Requested Effective Term: 201080

Reference Number: CCU000046

Campus: Kent

College: PH-Public Health Department: PH-Public Health

Course Subject: PH-Public Health

Course Number: 60172

Course Title: Culminating Experience Seminar

Title Abbreviation: Culminating Experience Seminar

Slash Course and Cross-list Information:

Credit Hours

Minimum Credit/Maximum Credit: 3 to 3

Contact Hours: Lecture - Minimum Hours/Maximum Hours:

Contact Hours: Lab - Minimum Hours/Maximum Hours:

Contact Hours: Other - Minimum Hours/Maximum Hours: 3 to 3

**Attributes** 

Is this course part of the LER, WIC or Diversity requirements: No

If yes, course attributes: 1. 2.

Can this course be repeated for credit: No Course Limit: OR Maximum Hours: 6 Repeat

Course Level: Graduate Grade Rule: G-Satisfactory/unsatisfactory (S/U)-in progress (IP)

Rationale for an IP grade request for this course (if applicable): This is a seminar component of the practicum experience and is part of the student's learning experience for the M.P.H. degree.

Schedule Type(s): 1. SEM-Seminar 2. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite/Corequisite/Catalog Description:

Catalog Description (edited): Seminar component of the Practicum Experience; course must be taken at the same time as the Practicum Experience; students prepare a final portfolio and seminar presentation integrating theory and practice.

Prerequisites (edited): Graduate standing

Corequisites (edited): Must be taken simultaneously with PH 70192 Practicum Experience

Registration is by special approval only: No

**Content Information** 

Content Outline:

**Content Hours** per Course Topic Description

Weekly presentation and discussion of

field experiences by students.

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: Textbook selection determined by seminar subject manner.

Writing Expectations: Written summaries of field experience are expected.

9/10/2009 2:43 PM 1 of 2

Instructor(s) expected to teach: Ken Slenkovich; Sonia Alemagno

Instructor(s) contributing to content: Sonia Alemagno

**Proposal Summary** 

#### Explain the purpose for this proposal:

The purpose of this proposal is to establish a required course course in the M.P.H program in Public Health.

# Explain how this proposal affects program requirements and students in your unit:

This proposal establishes a new course in the M.P.H. program in Public Health.

### Explain how this proposal affects courses, program requirements and student in other units:

Graduate students in related disciplines, with approval of the instructor of this course and their home departments, will be able to participate in this course. These units include, but are not limited to, Health Education, Nursing, Psychology, Biology, Geography and Sociology.

### Explain how this proposal affects enrollment and staffing:

Sufficient resources are available in the establishing College of Public Health to support the proposed course.

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

Courses in the graduate programs in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography and Health Education with no voiced objections.

Curriculum Services Information:	
Approved by EPC:	Curriculum Bulletin: 186
Cross-list Banner Code:	OBR Course Level: 4
OBR Program Code: 09	OBR Subsidy Code: 10
CIP Code: 512201	Term Start:
	Term End:

#### Comments:

Date	User	Comment
9/9/2009	Gina A Campana	No comments available.

### **History:**

Date	User	Status
9/10/2009	Lisa N Delaney	Completed
9/10/2009	Sonia A Alemagno	Approved
9/10/2009	Sonia A Alemagno	Approved
9/9/2009	Gina A Campana	Submitted

To see this document in the history view, open the application from the "Workflow & Utilities" channel on the "My Action Items" tab in Flashline.

2 of 2 9/10/2009 2:43 PM



Name: Lisa N Delaney

Organization: Provost's Office

Submission Date: 9/14/2009

9/14/2009

# **Course Catalog Update**

<< Go back to Course Catalog Update form

**Print** 

X

Basic Course Data

Change type: Establish

Faculty member submitting this proposal: Gina Campana for Sonia Alemagno

Requested Effective Term: 201080

Campus: Kent

College: PH-Public Health

Department: PH-Public Health

Course Subject: PH-Public Health

Course Number: 60192

Course Title: Practicum Experience

Title Abbreviation: Practicum Experience

Slash Course and Cross-list Information:

**Credit Hours** 

Minimum Credit/Maximum Credit: 3 to 6

Contact Hours: Lecture - Minimum Hours/Maximum Hours:

Contact Hours: Lab - Minimum Hours/Maximum Hours:

Contact Hours: Other - Minimum Hours/Maximum Hours: 3 to 6

**Attributes** 

Is this course part of the LER, WIC or Diversity requirements: No

If yes, course attributes: 1. 2. 3.

Can this course be repeated for credit: Repeat | Course Limit: | OR Maximum Hours: 6

Course Level: Graduate Grade Rule: B-Standard letter

Rationale for an IP grade request for this course (if applicable):

Schedule Type(s): 1. FLD-Field Experience 2. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite/Corequisite/Catalog Description:

**Catalog Description (edited):** Observational and participation in public health activities of a public health agency, hospital or other approved organization. The student completes the field experience with joint supervision from the university and approved organization or agency.

Prerequisites (edited): Graduate standing.

Corequisites (edited):

Registration is by special approval only: No

**Content Information** 

Variable Contact Hours: 300

Description: Instructor approved activities at a public health field experience site.

Textbook(s) used in this course: Textbook selection determined by field experience subject manner.

Writing Expectations: Significant writing expected.

Instructor(s) expected to teach: Ken Slenkovich; Sonia Alemagno

Instructor(s) contributing to content: Sonia Alemagno

**Proposal Summary** 

Explain the purpose for this proposal:

The purpose of this proposal is to establish a required course in the M.P.H. program in Public Health.

Explain how this proposal affects program requirements and students in your unit:

This proposal establishes a new course in the M.P.H. program in Public Health.

Explain how this proposal affects courses, program requirements and student in other units:

1 of 2 9/14/2009 2:40 PM

Graduate students in related disciplines, with approval of the instructor of this course and their home departments, will be able to participate in this course. These units include, but are not limited to, Health Education, Nursing, Psychology, Biology, Geography and Sociology.

# Explain how this proposal affects enrollment and staffing:

Sufficient resources are available in the establishing College of Public Health to support the proposed course.

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

Courses in the graduate programs in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography and Health Education with no voiced objections.

Curriculum Services Information:	
Approved by EPC:	Curriculum Bulletin:
Cross-list Banner Code:	OBR Course Level: 4
OBR Program Code: 09	OBR Subsidy Code: 10
CIP Code: 512201	Term Start:
	Term End:

# Comments (250 Character Maximum):

NOTE: Please do not use the following restricted characters: ( $\sim$  \* / \ --)

L			

Approve	Return To Previous Approver	Deny
Comments	<b>:</b> :	

comments:		
Date	User	Comment
9/9/2009	Gina A Campana	No comments available.

### History:

Date	User	Status
9/11/2009	Sonia A Alemagno	Approved
9/11/2009	Florence Fiehn	Approved
9/9/2009	Gina A Campana	Submitted

2 of 2

KENTÎ ŞTATE.

Name: Lisa N Delaney

Submission Date: 9/14/2009

Organization: Provost's Office

#### **Course Catalog Update**

<< Go back to Course Catalog Update form

Print

X

Basic Course Data

Change type: Establish

Faculty member submitting this proposal: Peggy Shaffer-King for Tom Brewer

Requested Effective Term: 201080

Campus: Kent

College: PH-Public Health

**Department: PH-Public Health** 

Course Subject: SBS-Social and Behavioral Sciences

Course Number: 50002

Course Title: Quantitative Methods in Social and Behavioral Sciences

Title Abbreviation: Quantitative Methods SBS

Slash Course and Cross-list Information:

**Credit Hours** 

Minimum Credit/Maximum Credit: 3 to 3

Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3

Contact Hours: Lab - Minimum Hours/Maximum Hours:

Contact Hours: Other - Minimum Hours/Maximum Hours:

Attributes

Is this course part of the LER, WIC or Diversity requirements: No

If yes, course attributes: 1. 2. 3.

Can this course be repeated for credit: No Repeat Course Limit: OR Maximum Hours:

Course Level: Graduate Grade Rule: B-Standard letter

Rationale for an IP grade request for this course (if applicable):

Schedule Type(s): 1. LEC-Lecture 2. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

#### Current Prerequisite/Corequisite/Catalog Description:

Catalog Description (edited): 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, STATA, to manipulate data and prepare students for remaining course work in this sequence.

Prerequisites (edited): Graduate standing.

Corequisites (edited):

Registration is by special approval only: No

### Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
3	Methods of scientific inquiry and the scientific method
3	Introduction to data analysis and levels of measurement
6	Describing Data
3	Introduction to statistical analysis packages PASW and Stata

1 of 3 9/14/2009 11:27 AM

3	Characterize the distribution of a variable
6	Comparing means between two independent populations
6	Non-parametric tests of signifgance
6	Ordinary Least Squares Regression
3	Sources of public data
3	Analysis of Variance
3	Calculate and use standardized scores

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: Statistics for the Behavioral Sciences, Gravetter and Wallnau, Wadsworth Publishing, ISBN: 978-0495602200

Writing Expectations: Students will have multiple data analysis assignments throughout the semester culminating in a final paper.

Instructor(s) expected to teach: Brewer, T

Instructor(s) contributing to content: Brewer, T

Proposal Summary

#### Explain the purpose for this proposal:

The purpose of this proposal is to establish a required course in the M.P.H. program in Public Health in the specialization track of Social and Behavioral Sciences

### Explain how this proposal affects program requirements and students in your unit:

This proposal establishes a new course in the M.P.H. program in Public Health.

# Explain how this proposal affects courses, program requirements and student in other units:

Graduate students in related disciplines, with approval of the instructor of this course and their home departments, will be able to participate in this course. These units include, but are not limited to, Health Education, Nursing, Psychology, Biology, Geography and Sociology.

### Explain how this proposal affects enrollment and staffing:

Sufficient resources are available in the establishing College of Public Health to support the proposed course.

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

Courses in the graduate programs in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography and Health Education with no voiced objections.

Curriculum Services Information:		
Approved by EPC:	Curriculum Bulletin:	
Cross-list Banner Code:	OBR Course Level: 4	
OBR Program Code: 09	OBR Subsidy Code: 10	
CIP Code: 512208	Term Start:	

Term End:

# Comments (250 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ \* / \ --)

No comments available.

Approve	Return To Previous Appro	over Deny
Comments:		
Date	User	Comment
9/11/2009	Sonia A Alemagno	No comments avail

Н	is	<u>to</u>	ry

Date	User	Status
9/11/2009	Sonia A Alemagno	Approved

2 of 3 9/14/2009 11:27 AM Process

EPC Agenda | 21 September 2009 | Attachment 5 | Page 399

9/11/2009 Sonia A Alemagno Approved 9/11/2009 Sonia A Alemagno Submitted

3 of 3 9/14/2009 11:27 AM



Name: Lisa N Delaney
Organization: Provost's Office

Submission Date: 9/14/2009

×

#### **Course Catalog Update**

<< Go back to Course Catalog Update form

**Print** 

Basic Course Data

Change type: Establish

Faculty member submitting this proposal: Peggy Shaffer-King for Sonia Alemagno

Requested Effective Term: 201080

Campus: Kent

College: PH-Public Health

Department: PH-Public Health

Course Subject: SBS-Social and Behavioral Sciences

Course Number: 50020

Course Title: Public Health Prevention

Title Abbreviation: Public Health Prevention

Slash Course and Cross-list Information:

**Credit Hours** 

Minimum Credit/Maximum Credit: 3 to 3

Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3

Contact Hours: Lab - Minimum Hours/Maximum Hours:

Contact Hours: Other - Minimum Hours/Maximum Hours:

**Attributes** 

Is this course part of the LER, WIC or Diversity requirements: No

If yes, course attributes: 1. 2. 3.

Can this course be repeated for credit: No Repeat Course Limit: OR Maximum Hours:

Course Level: Graduate Grade Rule: B-Standard letter

Rationale for an IP grade request for this course (if applicable):

Schedule Type(s): 1. LEC-Lecture 2. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite/Corequisite/Catalog Description:

Catalog Description (edited): Provides an overview of the science of prevention and intervention research for graduate students in the social and behavioral sciences in public health. Examines prevention and intervention science, ethics, and principles of community based research and evaluation.

Prerequisites (edited): Graduate standing

Corequisites (edited):

Registration is by special approval only: No

Content Information

**Content Outline:** 

Content Hours per Course Topic	Topic Description	
3	Public health prevention	
3	Concepts and principles of prevention & intervention science	
6	Principles and design of effective public health prevention programs	
6	Evidence based public health programs and practices	
3	Implementation, adaptation, and translational issues and aspects	
3	Community and consumer participatory research and evaluation	

1 of 2 9/14/2009 9:37 AM

		EPC Agenda   21 September 2009   Attachment 5   Page 40
3	Public health application to violence	
3	Public Health application to substance abuse	
3	Ethics and cultural issues in public health prevention	
12	Theories of health behavior	
	elimited Course Outline	
Total Con	tact Hours: 45	
Textbook	(s) used in this course: Selected readings	
Writing E	xpectations: Substantial writing expected.	
Instructo	r(s) expected to teach: Drs. Hussey and Olds	
Instructo	r(s) contributing to content: Drs. Hussey and C	Olds
Proposal	Summary	
Explain th	ne purpose for this proposal:	
	se of this proposal is to establish a core course in t Behavioral Science.	he M.P.H. program in Public Health in the specialization track of
Explain he	ow this proposal affects program requiremen	ts and students in your unit:
This propos	sal establishes a new course in the M.P.H. progran	n in Public Health.
Explain he	ow this proposal affects courses, program red	quirements and student in other units:
able to par	·	e instructor of this course and their home departments, will be e not limited to, Health Education, Nursing, Psychology,
Explain he	ow this proposal affects enrollment and staffi	ng:
Sufficient i	resources are available in the establishing College	of Public Health to support the proposed course.
Units con	sulted (other departments, programs or camp	ouses affected by the proposal):
Courses in the graduate programs in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography and Health Education with no voiced objections.		
Curricului	m Services Information:	
Approved	by EPC:	Curriculum Bulletin:
Cross-list	Banner Code:	OBR Course Level:
<b>OBR Prog</b>	ram Code:	OBR Subsidy Code:
CIP Code:		Term Start:
		Term End:

# Comments (250 Character Maximum):

NOTE: Please do not use the following restricted characters: ( $\sim$  \* / \ --)

 · · · · · · · · · · · · · · · · · · ·

Approve	Return To Previou	Return To Previous Approver	
Comments	S:		
Date	User	Com	nment
9/11/2009	Sonia A Alema	ano No c	comment

# **History:**

Date	User	Status
9/11/2009	Sonia A Alemagno	Approved
9/11/2009	Sonia A Alemagno	Approved
9/11/2009	Sonia A Alemagno	Submitted

2 of 2 9/14/2009 9:37 AM

Name: Lisa N Delaney



Organization: Provost's Office

Submission Date: 9/14/2009

### **Course Catalog Update**

<< Go back to Course Catalog Update form

**Print** 

×

Basic Course Data

Change type: Establish

Faculty member submitting this proposal: Peggy Shaffer-King for Sonia Alemagno

Requested Effective Term: 201080

Campus: Kent

College: PH-Public Health

**Department: PH-Public Health** 

Course Subject: SBS-Social and Behavioral Sciences

Course Number: 50030

Course Title: Seminar in Public Health Prevention

**Title Abbreviation:** SEM Pub Hth Prev

Slash Course and Cross-list Information:

**Credit Hours** 

Minimum Credit/Maximum Credit: 3 to 3

Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3

Contact Hours: Lab - Minimum Hours/Maximum Hours:

Contact Hours: Other - Minimum Hours/Maximum Hours:

Attributes

Is this course part of the LER, WIC or Diversity requirements: No

If yes, course attributes: 1. 2. 3.

Can this course be repeated for credit: No Repeat Course Limit: OR Maximum Hours:

Course Level: Graduate Grade Rule: B-Standard letter

Rationale for an IP grade request for this course (if applicable):

Schedule Type(s): 1. SEM-Seminar 2. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite/Corequisite/Catalog Description:

Catalog Description (edited): Explores case studies in public health prevention. Topic areas include HIV, substance abuse, domestic violence and injury prevention.

Prerequisites (edited): Graduate standing.

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Topic Description	
Apply theories of public health prevention	
Public health prevention of HIV and AIDS	
Public health prevention of substance abuse	
Public health prevention of domestic violence	
Public health prevention of adult injuries	
Public health prevention of childhood injuries	

1 of 2 9/14/2009 9:59 AM

	El O Agenda   21 deptember 2009   Attachment 3   1 age 40	
6 School based public health		
3 Public health prevention ethics		
Display/Hide Delimited Course Outline		
Total Contact Hours: 45		
Textbook(s) used in this course: Selected reading		
Writing Expectations: This course will require substantial writ	ing.	
Instructor(s) expected to teach: Hussey, Olds		
Instructor(s) contributing to content: Hussey, Olds		
Proposal Summary		
Explain the purpose for this proposal:		
The purpose of this proposal is to establish a core course in the Social and Behavior Sciences.	M.P.H. program in Public Health in the specialization track of	
Explain how this proposal affects program requirements a	and students in your unit:	
This proposal establishes a new course in the M.P.H. program in	Public Health.	
Explain how this proposal affects courses, program requir	ements and student in other units:	
Graduate students in related disciplines, with approval of the instructor of this course and their home departments, will be able to participate in this course. These units include, but are not limited to, Health Education, Nursing, Psychology, Biology, Geography and Sociology.		
Explain how this proposal affects enrollment and staffing:		
Sufficient resources are available in the establishing College of Public Health to support the proposed course.		
Units consulted (other departments, programs or campus	es affected by the proposal):	
Courses in the graduate programs in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography and Health Education with no voiced objections		
Curriculum Services Information:		
Approved by EPC:	Curriculum Bulletin:	
Cross-list Banner Code:	OBR Course Level: 4	
OBR Program Code: 09	OBR Subsidy Code: 10	
CIP Code: 512208	Term Start:	
	Term End:	

# Comments (250 Character Maximum):

NOTE: Please do not use the following restricted characters: ( $\sim$  \* / \ --)

Approve Return To Previous Approver Deny

Comments:

Date	User	Comment	
9/11/2009	Sonia A Alemagno	No comments available.	

**History:** 

inete: j:			
Date	User	Status	
9/11/2009	Sonia A Alemagno	Approved	
9/11/2009	Sonia A Alemagno	Approved	
9/11/2009	Sonia A Alemagno	Submitted	

2 of 2

Process Page 1 of 2



Name:

Faculty member submitting this proposal: Sonia Alemagno

Lisa N Delaney

EPC Agenda 21 September 2009 Attachment 5 | Page 404

Organization: Provost's Office

# **Course Catalog Update**

<< Go back to Course Catalog Update form

Print

Basic Course Data
Change type: Establish

Requested Effective Term: 201180

•

Campus: Kent

College: PH-Public Health

Department: PH-Public Health

Course Subject: PH-Public Health

Course Number: 80199

Course Title: Dissertation I

Title Abbreviation: Dissertation I

Slash Course and Cross-list Information:

**Credit Hours** 

Minimum Credit/Maximum Credit: 15 to 15

Contact Hours: Lecture - Minimum Hours/Maximum Hours:

Contact Hours: Lab - Minimum Hours/Maximum Hours:

Contact Hours: Other - Minimum Hours/Maximum Hours: 15 to 15

**Attributes** 

Is this course part of the LER, WIC or Diversity requirements: No

If yes, course attributes: 1. 2. 3.

Can this course be repeated for credit: No
Course Limit:
OR Maximum Hours: 15

Repeat

Course Level: Graduate

**Grade Rule:** G-Satisfactory/unsatisfactory (S/U)-in progress (IP)

Rationale for an IP grade request for this course (if applicable): The grade of "IP" is used until the student completes the dissertation at which time "IP" grades in dissertation are changed to "S" grades.

Schedule Type(s): 1. DSR-Dissertation 2. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite/Corequisite/Catalog Description:

Catalog Description (edited): Registration for two semesters required, first semester dissertation work beings and continues until completion of 30 hours. SU grading; IP permissable.

Prerequisites (edited): Doctoral Standing

Corequisites (edited):

Registration is by special approval only: Yes

**Content Information** 

Content Outline:

Content Hours per Course Topic Topic Description

15 Independent dissertation research

Display/Hide Delimited Course Outline

Total Contact Hours: 15

Textbook(s) used in this course: None

Writing Expectations: Dissertation level writing

Instructor(s) expected to teach: Public Health graduate faculty

Process Page 2 of 2

Instructor(s) contributing to content: Sonia Alemagno EPC Agenda   21 September 2009   Attachment 5   Page 405					
Proposal Summary					
Explain the purpose for this proposal:					
the purpose of this proposal is to establish the Dissertation I course for doctoral students in Public Health.					
Explain how this proposal affects program requirements and students in your unit:					
Establishment of a required component for doctoral students in Public Health					
Explain how this proposal affects courses, program requirements and student in other units:					
There is no impact on other units.					
Explain how this proposal affects enrollment and staffing:					
No impact.					
Units consulted (other departments, programs or campuses affected by the proposal):					
None					
Curriculum Services Information:					
Approved by EPC: Curriculum Bulletin:					
ross-list Banner Code: OBR Course Level: 5					
OBR Program Code: 09	OBR Subsidy Code: 14				
CIP Code: 512201	Term Start:				
	Term End:				

Comments (250 Character Maximum):

NOTE: Please do not use the following restricted characters: (  $\sim$  \* / \ --)

Approve Return To Previous Approver Deny

Comments:

Date User Comment

9/14/2009 Sonia A Alemagno No comments available.

**History:** 

Date	User	Status
9/14/2009	Sonia A Alemagno	Approved
9/14/2009	Sonia A Alemagno	Approved
9/14/2009	Sonia A Alemagno	Submitted

**Process** Page 1 of 2



Name:

Lisa N Delaney

EPC Agenda 21 September 2009 Attachment 5 | Page 406

Organization: Provost's Office

#### Course Catalog Update

**Print** 

<< Go back to Course Catalog Update form **Basic Course Data** Change type: Establish Faculty member submitting this proposal: Sonia Alemagno Requested Effective Term: 201180 Campus: Kent College: PH-Public Health **Department:** PH-Public Health Course Subject: PH-Public Health Course Number: 80299 Course Title: Dissertation II Title Abbreviation: Dissertation II Slash Course and Cross-list Information: Credit Hours Minimum Credit/Maximum Credit: 1 or 15 Contact Hours: Lecture - Minimum Hours/Maximum Hours: Contact Hours: Lab - Minimum Hours/Maximum Hours: Contact Hours: Other - Minimum Hours/Maximum Hours: 1 or 15 **Attributes** Is this course part of the LER, WIC or Diversity requirements: No If yes, course attributes: 1. 2. Can this course be repeated for credit: Course Limit: 3 OR Maximum Hours: 15 Repeat Grade Rule: G-Satisfactory/unsatisfactory (S/U)-in progress (IP) Course Level: Graduate Rationale for an IP grade request for this course (if applicable): The grade of "IP" is used until the student completes the dissertation at which time "IP" grades in dissertation are changed to "S" grades. Schedule Type(s): 1. DSR-Dissertation 2. Credit by Exam: N-Credit by exam-not approved Prerequisites & Descriptions Current Prerequisite/Corequisite/Catalog Description: Catalog Description (edited): Continuing registration required of doctoral students who have completed the initial 30 hours of dissertation and continuing until degree requirements are met. Prerequisites (edited): Doctoral standing Corequisites (edited): Registration is by special approval only: Yes Content Information Variable Contact Hours: 15 **Description:** Independent dissertation research

Explain the purpose for this proposal:

Proposal Summary

Textbook(s) used in this course: None

Writing Expectations: Dissertation level writing.

Instructor(s) expected to teach: Public Health graduate faculty

Instructor(s) contributing to content: Sonia Alemagno

Process Page 2 of 2

The purpose of this proposal is to establish the Dissertation II course for Algeria all 2014 september 2006 Algeria all Algeria all Page 407 Explain how this proposal affects program requirements and students in your unit: Establishment of a required component for doctoral students in Public Health. Explain how this proposal affects courses, program requirements and student in other units: There is no impact on other units. Explain how this proposal affects enrollment and staffing: No impact. Units consulted (other departments, programs or campuses affected by the proposal): None **Curriculum Services Information:** Approved by EPC: **Curriculum Bulletin:** OBR Course Level: 5 Cross-list Banner Code: OBR Program Code: 09 OBR Subsidy Code: 14 CIP Code: 512201 Term Start: Term End:

Comments (250 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ \* / \ --)



#### **History:**

Date	User	Status
9/14/2009	Sonia A Alemagno	Approved
9/14/2009	Sonia A Alemagno	Approved
9/14/2009	Sonia A Alemagno	Submitted

Process Page 1 of 3



Name:

Lisa N Delaney

EPC Agenda | 21 September 2009 | Attachment 5 | Page 408 |

Organization: Provost's Office

#### **Course Catalog Update**

<< Go back to Course Catalog Update form

Print

Basic Course Data
Change type: Establish
Faculty member submitting this proposal: D Flannery
Requested Effective Term: 201080

Campus: Kent

College: PH-Public Health

Department: PH-Public Health

Course Subject: SBS-Social and Behavioral Sciences

Course Number: 53008

Course Title: Grant Writing in Social and Behavioral Sciences

Title Abbreviation: Grant Writing SBS

Slash Course and Cross-list Information:

Credit Hours

Minimum Credit/Maximum Credit: 3 to 3

Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3

Contact Hours: Lab - Minimum Hours/Maximum Hours:

Contact Hours: Other - Minimum Hours/Maximum Hours:

**Attributes** 

Is this course part of the LER, WIC or Diversity requirements: No

If yes, course attributes: 1. 2. 3.

Can this course be repeated for credit: No Repeat

Course Limit: 1

OR Maximum Hours:

Course Level: Graduate Grade Rule: B-Standard letter

Rationale for an IP grade request for this course (if applicable):

Schedule Type(s): 1. LEC-Lecture 2. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

## Current Prerequisite/Corequisite/Catalog Description:

Catalog Description (edited): Students learn the basics of grant writing for federal and non-federal funding agencies with a particular emphasis on the components of most proposals for funding. This includes rationale for seeking funds, collaborations with community organizations, and working with consultants and subcontractors. Participants also learn about the basic sections of grant writing such as specific aims and hypotheses, developing a literature review, background and significance, research design and methodology, developing a budget and conducting research with human subjects. Participants have an opportunity to write sample grant proposals, learn about the review and scoring process and postaward grant management.

Prerequisites (edited): Graduate standing.

Corequisites (edited): none

Registration is by special approval only: No

Content Information

#### **Content Outline:**

Content Hours per Course Topic	Topic Description
Content Hours per Course Topic 3	Introduction to grant writing; Why write a grant?
1	Funding sources and types of grants
	Developing ideas that match funding

Process Page 2 of 3

Process	
2	priorities
3	The structure and sections of a grant proposal
3	Specific aims and hypotheses
3	Developing and organizing your literature review
4	Background and significance (preliminary studies)
6	Research design and methodology, power analyses
3	Strategies for effective technical writing
3	Developing a budget, justification and narrative, modular budgets
3	IRB and human subjects research criteria
2	Community and agency collaborations, consultants, subcontracts, MOUs and letters of support
2	Form pages and requirements; submitting your grant electronically
3	The grant review process, scoring and reviewer feedback
1	Dealing with your program officer; resubmitting your proposal
3	Post-award administration and other considerations
Display/Hide	Delimited Course Outline

EPC Agenda | 21 September 2009 | Attachment 5 | Page 409

Total Contact Hours: 45

**Textbook(s) used in this course:** Gitlin, L.N., & Lyons, K.J. (2008). Successful Grant Writing: Strategies for Health and Human Service Professionals (3rd ed). New York: Spring. Yang, O.O. (2005). Guide to effective grant writing. New York: Springer.

Writing Expectations: Preparing sample grant proposals

Instructor(s) expected to teach: D. Flannery

Instructor(s) contributing to content: D. Flannery

Proposal Summary

#### Explain the purpose for this proposal:

The purpose of this proposal is to establish a required core in the MPH program in Public Health in the specialization track of social and behavioral sciences.

### Explain how this proposal affects program requirements and students in your unit:

This proposal establishes a new course in teh MPH program in Public Health.

#### Explain how this proposal affects courses, program requirements and student in other units:

Graduate students in related disciplines, with approval of the instructor of this course and their home departments, will be able to participate in this course. Thes units include, but are not limited to, Health Education, Nursing, Psychology, Biology, Geography and Sociology.

## Explain how this proposal affects enrollment and staffing:

Sufficient resources are available in establishing the College of Public Health to support the proposed courses.

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

Courses in the MPH programs in Public Health have been shared with appropriate academic untis including Nursing, Psychology, Sociology, Biology, Geography and Health Education with no voiced objections.

Curriculum Services Information:		
Approved by EPC: Curriculum Bulletin:		
Cross-list Banner Code:	OBR Course Level: 4	
OBR Program Code: 09	OBR Subsidy Code: 10	
CIP Code: 512208	Term Start:	
	Term End:	

Comments (250 Character Maximum):

NOTE: Please do not use the following restricted characters: ( $\sim$  \* / \ --)

Approve Return To Previous Approver Deny	Approve
--	---------

## **Comments:**

Date	User	Comment
9/9/2009	Daniel J Flannery	No comments available.

## History:

Date	User	Status
9/15/2009	Florence Fiehn	Approved
9/11/2009	Sonia A Alemagno	Approved
9/11/2009	Sonia A Alemagno	Returned To Prior Approver
9/10/2009	Florence Fiehn	Approved
9/9/2009	Daniel J Flannery	Submitted

History View Page 1 of 3



Name:

Lisa N Delaney

EPC Agenda | 21 September 2009 | Attachment 5 | Page 411 |

Date

#### **Course Catalog Update**

<< Return to Search Results

Course Catalog Update Information: STU0004

Reference Number: CCU000022 Date: 08-SEP-09

Organization: Provost's Office

Level: 2.00 of 2.00 Currently On The Worklist Of: Sonia Alemagno,

salemagn

Owner: Office of Curriculum Services, 330-672-8558 or 330-672-8559, curriculum@kent.edu

Basic Course Data

Change type: Establish

Faculty member submitting this proposal: R. Scott Olds

Requested Effective Term: 201080

Campus: Kent

College: PH-Public Health

**Department:** PH-Public Health

Course Subject: SBS-Social and Behavioral Sciences

Course Number: 54634

Course Title: Social Determinants of Health Behaviors

Title Abbreviation: Soc Determ HIth Behav

Slash Course and Cross-list Information:

**Credit Hours** 

Minimum Credit/Maximum Credit: 3 to 3

Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3

Contact Hours: Lab - Minimum Hours/Maximum Hours: to

Contact Hours: Other - Minimum Hours/Maximum Hours: or

Attributes

Is this course part of the LER, WIC or Diversity requirements: No

If yes, course attributes: 1. 2. 3.

Can this course be repeated for credit: No

Repeat

Course Limit:

**OR Maximum Hours:** 

Course Level: Graduate Grade Rule: B-Standard letter

Rationale for an IP grade request for this course (if applicable):

Schedule Type(s): 1. LEC-Lecture 2. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

#### Current Prerequisite/Corequisite/Catalog Description:

Catalog Description (edited): This course overviews the social determinants of health and the dynamic interplay between individual behaviors and community structures (systems orientation) including public policy, social and built environments, commercial messages, access to services, cultural norms, psychosocial hazards, and poverty both as causal effects that either provide opportunity or constraints to health. The course will also examine systems approaches to preventing public health threats from issues including substance use (alcohol, tobacco and other drugs), physical inactivity, poor dietary practices, unsafe sexual behaviors, violence and injury and mental health.

Prerequisites (edited): None

Corequisites (edited): None

Registration is by special approval only: No

Content Information

**Content Outline:** 

Content Hours per Course Topic Topic Description History View Page 2 of 3

3	Introduction to Social Determinants of Health and Systems Thinking	
3	Public Policy Influence on Health Behaviors	
3	Social and Built Environments Influence on Health Behaviors	
3	Commercial Messages Influence on Health Behaviors	
3	Cultural Norms Influence on Health Behaviors	
3	Psychosocial Hazards Influence on Health Behaviors	
3	Poverty Influence on Health Behaviors	
6	Community-Level Interventions Introduction	
18	Analysis of Community-Level Interventions That Work	

EPC Agenda | 21 September 2009 | Attachment 5 | Page 412

Display/Hide Delimited Course Outline

Total Contact Hours: 45

**Textbook(s) used in this course:** Selected Readings and extensive review of The Community Guide from the U.S. Centers for Disease Control and Prevention

Writing Expectations: This course will require extensive synthetic and analytic writing.

Instructor(s) expected to teach: Olds Flannery Hussey

Instructor(s) contributing to content: Olds

Proposal Summary

#### Explain the purpose for this proposal:

The purpose of this proposal is to establish a required course in the M.P.H. program in Public Health in the specialization track of Social and Behavioral Sciences.

#### Explain how this proposal affects program requirements and students in your unit:

This proposal establishes a new course in the M.P.H. program in Public Health.

#### Explain how this proposal affects courses, program requirements and student in other units:

Graduate students in related disciplines, with approval of the instructor of this course and their home departments, will be able to participate in this course. These units include, but are not limited to, Health Education, Nursing, Psychology, Biology, Geography and Sociology.

### Explain how this proposal affects enrollment and staffing:

Sufficient resources are available in establishing the College of Public Health to support the proposed course.

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

Courses in the graduate programs in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography and Health Education with no voiced objections.

Curriculum Services Information:		
Approved by EPC:	Curriculum Bulletin:	
Cross-list Banner Code:	OBR Course Level:	
OBR Program Code: OBR Subsidy Code:		
CIP Code:	Term Start:	
	Term End:	

#### Comments (250 Character Maximum):

NOTE: Please do not use the following restricted characters: ( $\sim$  \* / \ --)

#### **Comments:**

Date	User	Comment

History View Page 3 of 3

9/8/2009 R Scott Olds No comments available. EPC Agenda | 21 September 2009 | Attachment 5 | Page 413

**History**:

Date	User	Status
9/9/2009	Sonia A Alemagno	Approved
9/8/2009	R Scott Olds	Submitted

**Process** Page 1 of 3



Name:

Lisa N Delaney

EPCSAgenias | 21 September 2009 | Attachment 5 | Page 414 | Date:

Organization: Provost's Office

Course Cat	alog Update		
<< Go back	k to Course Catalog Update form		Prin
Basic Cour	se Data		
Change type	oe: Establish		
Faculty me	ember submitting this proposal: R. So	cott Olds	
Requested	Effective Term: 201080		
Campus: K	ent		
College: Ph	1-Public Health		
Departmen	nt: PH-Public Health		
Course Sul	pject: SBS-Social and Behavioral Science	es	
Course Nu	mber: 73018		
Course Titl	e: Theories of Prevention Science I		
Title Abbre	eviation: Theories Prevention Science I		
Slash Cour	se and Cross-list Information:		
Credit Hou	rs		
Minimum (	Credit/Maximum Credit: 3 to 3		
Contact Ho	ours: Lecture - Minimum Hours/Max	imum Hours: 3 to 3	
Contact Ho	ours: Lab - Minimum Hours/Maximur	n Hours:	
Contact Ho	ours: Other - Minimum Hours/Maxim	um Hours:	
Attributes			
Is this cou	rse part of the LER, WIC or Diversity	requirements: No	
	rse attributes: 1. 2. 3.		
Can this co Repeat	ourse be repeated for credit: No	Course Limit:	OR Maximum Hours:
Course Lev	vel: Graduate	Grade Rule: B-Standare	d letter
Rationale f	for an IP grade request for this cours	se (if applicable):	
Schedule T	ype(s): 1. LEC-Lecture 2. 3.		
Credit by E	xam: N-Credit by exam-not approved		
Prerequisi	tes & Descriptions		
Current Pr	erequisite/Corequisite/Catalog Desc	cription:	
field focusin		iors including substance	w of prevention science as a multi-disciplinary use (alcohol, tobacco and other drugs), physica naviors.
Prerequisi	tes (edited): Doctoral standing.		
Corequisite	es (edited): None		
Registration			
Content In	on is by special approval only: No		
Content Ou	formation utline:		
Content Ou Content Hours po Course Topic	formation utline:		
Content Hours pe	formation utline:		

PS Theory - perspectives on etiology,

Process Page 2 of 3

9	prevention and preparedness; systems of influence; resilience; social determinants; gender and cultural issues; Standard prevention classifications; Developmental considerations in design and development
12	Adv Theory: Systems Science, PAPM Model, Selection by Consequences, Information Motivation, Behavioral Skills Model, Elaboration Likelihood Model of Persuasion, Social Influences and Social Capital, Behavioral Ecological Model
9	Evidenced Based Practice and Practice Based Evidence What is evidence based practice? Assessing levels of scientific support Theoretical review of the CDC Community Guide evidence Practice Based Evidence
9	An Overview of Prevention Program Evaluation - Qualitative, quantitative, ethnographic, multimethod, multitrait assessment; understanding and interpreting differential intervention effects; growth curve methodologies
3	Ethics in Prevention Science

EPC Agenda | 21 September 2009 | Attachment 5 | Page 415

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: Selected Readings

Writing Expectations: This course will require analytic and synthetic writing of professional journal quality.

Instructor(s) expected to teach: Drs. Hussey and Olds

Instructor(s) contributing to content: Drs. Hussey and Olds

Proposal Summary

## Explain the purpose for this proposal:

The purpose of this proposal is to establish a required coursePh.D. program in Public Health in the specialization track of Prevention Science.

## Explain how this proposal affects program requirements and students in your unit:

This proposal establishes a new course in the Prevention Science Ph.D. program in Public Health.

## Explain how this proposal affects courses, program requirements and student in other units:

Graduate students in related disciplines, with approval of the instructor of this course and their home departments, will be able to participate in this course. These units include, but are not limited to, Health Education, Nursing, Psychology, Biology, Geography and Sociology.

#### Explain how this proposal affects enrollment and staffing:

Sufficient resources are available in establishing the College of Public Health to support the proposed course.

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

Courses in the M.P.H. and Ph.D. programs in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography and Health Education with no voiced objections.

Curriculum Services Information:	
Approved by EPC: Curriculum Bulletin:	
Cross-list Banner Code: OBR Course Level: 5	
OBR Program Code: 09	OBR Subsidy Code: 13
CIP Code: 512208	Term Start:
Term End:	

Comments (250 Character Maximum):

Process Page 3 of 3

NOTE: Please do not use the following restricted characters: (~ \* / \EPPC Agenda | 21 September 2009 | Attachment 5 | Page 416

Approve Return To Previous Approve		prover Deny
Comments:		
Date	User	Comment
9/8/2009	R Scott Olds	No comments available.

## **History:**

Date	User	Status
9/15/2009	Sonia A Alemagno	Approved
9/15/2009	Florence Fiehn	Approved
9/8/2009	R Scott Olds	Submitted

Name: Lisa N Delaney



Organization: Provost's Office

Submission Date: 9/14/2009

#### ×

#### **Course Catalog Update**

<< Go back to Course Catalog Update form

**Print** 

Basic	Course	Data
٥.		

Change type: Establish

Faculty member submitting this proposal: David Hussey

Requested Effective Term: 201080

Campus: Kent

College: PH-Public Health

**Department:** PH-Public Health

Course Subject: SBS-Social and Behavioral Sciences

Course Number: 73019

Course Title: Theories of Prevention Science II

**Title Abbreviation**: Theory Prevention Science II

Slash Course and Cross-list Information:

**Credit Hours** 

Minimum Credit/Maximum Credit: 3 to 3

Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3

Contact Hours: Lab - Minimum Hours/Maximum Hours:

Contact Hours: Other - Minimum Hours/Maximum Hours:

Attributes

Is this course part of the LER, WIC or Diversity requirements: No

If yes, course attributes: 1. 2. 3.

Can this course be repeated for credit: No Repeat Course Limit: OR Maximum Hours:

Course Level: Graduate Grade Rule: B-Standard letter

Rationale for an IP grade request for this course (if applicable):

Schedule Type(s): 1. LEC-Lecture 2. 3.

Credit by Exam: D-Credit by exam-department approval

Prerequisites & Descriptions

Current Prerequisite/Corequisite/Catalog Description:

Catalog Description (edited): Prevention science is inherently transdisciplinary and multitheoretical, focusing on a variety of public health issues with particular emphasis on the leading health indicators including mental health, substance abuse, tobacco, physical activity, nutrition, overweight and obesity, environmental health, violence, sexual behavior, immunization and access to health care. The transdisciplinary nature of prevention science includes epidemiology, statistics, political science, economics, laboratory sciences, biological sciences and social and behavioral sciences. Prevention science advances evidenced-based prevention programs and policies through empirical research as well as practice-based evidence along a continuum of universal, selective and indicated prevention strategies. Course emphasizes prevention science methods and applications across health populations.

Prerequisites (edited): Doctoral standing; and SBS 73018

Corequisites (edited): None

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
3	Community Based Participatory Research ¿ Why and How? Identifying and collaborating with critical community stakeholders; assessing community concerns, assets, resources and deficits.

1 of 3 9/14/2009 12:52 PM

15	Prevention Design Principles: Applying theory & research. Preventive intervention trials: Conceptualizing, planning, and implementing interventions. Developing logic models and theories of change.  Operationalizing variables. Instrumentation & measurement: issues of reliability and validity; survey design. Sources of bias and threats (sample selection, implementation, timing, measurement, attrition). Implementation science & fidelity. Data collection, management, and analysis. Translational research principles.
3	Funding Prevention Science. Federal, state, local, and private funding structures, mechanisms, and requirements.
6	Administrative and Management Skills for the Prevention Scientist. Organizational structures and aspects of health and behavioral health prevention. Anticipating and addressing public health planning, policy and evaluation implications. Practical management skills.
3	Economic Analyses of Prevention Impact. Cost and benefit analyses. Behavioral economics.
15	Special Issues & Populations. How to understand adapt preventive interventions to meet socio-cultural and subgroup needs. Nutrition & obesity. HIV. Tobacco & substance use disorders. Mental Health & suicide. Violence & trauma. Injury Prevention.

Display/Hide Delimited Course Outline

**Total Contact Hours: 45** 

Textbook(s) used in this course: Selected Readings

Writing Expectations: This course will require analytic and synthetic writing of professional journal quality.

Instructor(s) expected to teach: Drs. Hussey and Olds

Instructor(s) contributing to content: Drs. Hussey and Olds

**Proposal Summary** 

#### Explain the purpose for this proposal:

The purpose of this proposal is to establish a required course in the Ph.D. program in Public Health in the specialization track of prevention science.

#### Explain how this proposal affects program requirements and students in your unit:

This proposal establishes a new course in the Ph.D. program in Public Health.

#### Explain how this proposal affects courses, program requirements and student in other units:

Graduate students in related disciplines, with approval of the instructor of this course and their home departments, will be able to participate in this course. These units include, but are not limited to, Health Education, Nursing, Psychology, Biology, Geography and Sociology.

#### Explain how this proposal affects enrollment and staffing:

Sufficient resources are available in the establishing College of Public Health to support the proposed course.

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

Courses in the M.P.H.Ph.D. programs in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography and Health Education with no voiced objections.

## Curriculum Services Information:

2 of 3 9/14/2009 12:52 PM

Approved by EPC:	Curriculum Bulletin:	
Cross-list Banner Code:	OBR Course Level: 5	
OBR Program Code: 09	OBR Subsidy Code: 13	
CIP Code: 512208	Term Start:	
	Term End:	

## Comments (250 Character Maximum):

NOTE: Please do not use the following restricted characters: ( $\sim$  \* / \ --)

Approve	Return To Pre	vious Approver	Deny
Comments	s:		
Date	User	Comn	nent

No comments available.

History:

9/3/2009

Date	User	Status
9/11/2009	Sonia A Alemagno	Approved
9/11/2009	Sonia A Alemagno	Approved
9/3/2009	David L Hussey	Submitted

David L Hussey

3 of 3 9/14/2009 12:52 PM

Name: Lisa N Delaney
Organization: Provost's Office

Submission Date: 9/11/2009



#### **Course Catalog Update**

<< Go back to Course Catalog Update form

**Print** 

Basic Course Data

Change type: Establish

Faculty member submitting this proposal: Brewer, T.

Requested Effective Term: 201080

Campus: Kent

College: PH-Public Health

**Department:** PH-Public Health

Course Subject: SBS-Social and Behavioral Sciences

Course Number: 73020

Course Title: Advanced Methods in Prevention Science

Title Abbreviation: Advance Method Prevent Science

Slash Course and Cross-list Information:

**Credit Hours** 

Minimum Credit/Maximum Credit: 3 to 3

Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3

Contact Hours: Lab - Minimum Hours/Maximum Hours:

Contact Hours: Other - Minimum Hours/Maximum Hours:

**Attributes** 

Is this course part of the LER, WIC or Diversity requirements: No

If yes, course attributes: 1. 2. 3.

Can this course be repeated for credit: No Repeat Course Limit: OR Maximum Hours:

Course Level: Graduate Grade Rule: B-Standard letter

Rationale for an IP grade request for this course (if applicable):

Schedule Type(s): 1. LEC-Lecture 2. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite/Corequisite/Catalog Description:

Catalog Description (edited): Focuses primarily on advanced quantitative methods in the application of prevention

science.

**Prerequisites (edited):** Doctoral standing.

Corequisites (edited):

Registration is by special approval only: No

**Content Information** 

Content Outline:

Content Hours per Course Topic	Topic Description
3	Overview of prevention science
3	Integrated and mixed models
6	Analysis of hierarchically-ordered data
3	Interrupted time series models
6	Advanced time series analysis
6	Classical linear models
6	Structural equation modeling
6	Loglinear models
3	Analysis of small samples and count outcomes
3	Sampling

1 of 2 9/11/2009 1:19 PM

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: Various readings as assigned

**Writing Expectations:** Students will be expected to write a series of short reports applying the various analytical approaches presented.

Instructor(s) expected to teach: Grey, S.

Instructor(s) contributing to content: Brewer, T.

**Proposal Summary** 

#### Explain the purpose for this proposal:

The purpose of this proposal is to establish a required course in the Ph.D. program in Public Health in the specialization track of prevention science.

#### Explain how this proposal affects program requirements and students in your unit:

This proposal establishes a new course in the Ph.D. program in Public Health.

#### Explain how this proposal affects courses, program requirements and student in other units:

Graduate students in related disciplines, with approval of the instructor of this course and their home departments, will be able to participate in this course. These units include, but are not limited to, Health Education, Nursing, Psychology, Biology, Geography and Sociology.

#### Explain how this proposal affects enrollment and staffing:

Sufficient resources are available in the establishing College of Public Health to support the proposed course.

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

Courses in the graduate programs in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography and Health Education with no voiced objections.

Curriculum Services Information:	
Approved by EPC: Curriculum Bulletin:	
Cross-list Banner Code:	OBR Course Level: 5
OBR Program Code: 09	OBR Subsidy Code: 14
CIP Code: 512208	Term Start:
	Term End:

#### Comments (250 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ \* / \ --)

Approve Return To Previous Approver Deny

Comments:

DateUserComment9/8/2009Thomas W BrewerNo comments available.

**History:** 

Date	User	Status
9/11/2009	Sonia A Alemagno	Approved
9/9/2009	Sonia A Alemagno	Approved
9/8/2009	Thomas W Brewer	Submitted

2 of 2 9/11/2009 1:19 PM

Name: Lisa N Delaney

Organization: Provost's Office

Submission Date: 9/14/2009



**Course Catalog Update** 

<< Go back to Course Catalog Update form

Print

×

Basic Course Data

Change type: Establish

Faculty member submitting this proposal: Olds

Requested Effective Term: 201080

Campus: Kent

College: PH-Public Health

Department: PH-Public Health

Course Subject: SBS-Social and Behavioral Sciences

Course Number: 80100

Course Title: Emerging Issues in Prevention Science

Title Abbreviation: Emerging Issues Preven Science

Slash Course and Cross-list Information:

**Credit Hours** 

Minimum Credit/Maximum Credit: 3 to 3

Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3

Contact Hours: Lab - Minimum Hours/Maximum Hours:

Contact Hours: Other - Minimum Hours/Maximum Hours:

Attributes

Is this course part of the LER, WIC or Diversity requirements: No

If yes, course attributes: 1. 2. 3.

Can this course be repeated for credit: No Repeat Course Limit: OR Maximum Hours:

Course Level: Graduate Grade Rule: B-Standard letter

Rationale for an IP grade request for this course (if applicable):

Schedule Type(s): 1. LEC-Lecture 2. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite/Corequisite/Catalog Description:

**Catalog Description (edited):** The purpose of this course is to survey relevant challenges and issues facing prevention science researchers.

Prerequisites (edited): Doctoral standing

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description	
6	Public Health Research Needs: Advancing the Nation¿s Health	
6	Translational Research ¿ Implementation, Dissemination and Diffusion of Public Health Research to Public Health Practice	
6	Research Design and Analysis Issues	
6	Public Health Data and Informatics	
6	Collaboration and Cross-Disciplinary Research Partnerships	
6	Chronic Disease, Emerging Infections and Public Health Preparedness	

1 of 2 9/14/2009 1:11 PM

3	Public and Foundation Research	
	Funding Challenges and Opportunities	
3	Public Health and Medicine: Likes, Opposites or Somewhere in the Middle?	
3	The Science and Politics of Public Health Policy	
Display/Hide Delimited Course Outline		

Total Contact Hours: 45

Textbook(s) used in this course: Assigned Readings from the public health literatures (both established and grey)

Writing Expectations: This course will require extensive analytic and synthetic writing.

Instructor(s) expected to teach: Flannery, Olds, Hussey, Jefferis, Brewer

Instructor(s) contributing to content: Olds

#### **Proposal Summary**

#### Explain the purpose for this proposal:

The purpose of this proposal is to establish a required course in the Ph.D. program in Public Health in the specialization track of Prevention Science.

#### Explain how this proposal affects program requirements and students in your unit:

This proposal establishes a new course in the Social and Behavioral Sciences area for the Prevention Science specialization in the College of Public Health.

#### Explain how this proposal affects courses, program requirements and student in other units:

Graduate students in related disciplines, with approval of the instructor of this course and their home departments, will be able to participate in this course. These units include, but are not limited to, Health Education, Nursing, Psychology, Biology, Geography and Sociology.

#### Explain how this proposal affects enrollment and staffing:

Sufficient resources are available in establishing the College of Public Health to support the proposed course.

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

Courses in the Ph.D. programs in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography and Health Education with no voiced objections.

Curriculum Services Information:	Curriculum Services Information:		
Approved by EPC:	Curriculum Bulletin:		
Cross-list Banner Code:	OBR Course Level: 5		
OBR Program Code: 09	OBR Subsidy Code: 13		
CIP Code: 512208	Term Start:		
	Term End:		

## Comments (250 Character Maximum):

NOTE: Please do not use the following restricted characters:  $(\sim * / \sim -)$ 

Approve Return To Previous Approver

## Comments:

Date	User	Comment
9/8/2009	R Scott Olds	No comments available.

#### **History:**

Date	User	Status
9/11/2009	Sonia A Alemagno	Approved
9/9/2009	Sonia A Alemagno	Approved
9/8/2009	R Scott Olds	Submitted

9/14/2009 1:11 PM



Name: Lisa N Delaney
Organization: Provost's Office

Submission Date: 9/11/2009

×

#### **Course Catalog Update**

<< Go back to Course Catalog Update form

**Print** 

Basic Course Data

Change type: Establish

Faculty member submitting this proposal: Dr. Eric Jefferis

Requested Effective Term: 201080

Campus: Kent

College: PH-Public Health

Department: PH-Public Health

Course Subject: SBS-Social and Behavioral Sciences

Course Number: 80198

Course Title: Directed Research in Prevention Science

Title Abbreviation: Directed Res Prevention Science

Slash Course and Cross-list Information:

**Credit Hours** 

Minimum Credit/Maximum Credit: 1 to 15

Contact Hours: Lecture - Minimum Hours/Maximum Hours:

Contact Hours: Lab - Minimum Hours/Maximum Hours:

Contact Hours: Other - Minimum Hours/Maximum Hours: 1 to 15

Attributes

Is this course part of the LER, WIC or Diversity requirements: No

If yes, course attributes: 1. 2. 3.

Can this course be repeated for credit:
Repeat

Course Limit: 1

Course Limit: 1

Course Level: Graduate

Course Level: Graduate

Course Level: Graduate

Course Level: Graduate

Course Limit: 1

Rationale for an IP grade request for this course (if applicable): Incompletes may be assigned if a research project cannot be completed during a single semester.

Schedule Type(s): 1. RES-Research 2. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite/Corequisite/Catalog Description:

Catalog Description (edited): Directed research or individual investigation for doctoral students.

Prerequisites (edited): Doctoral standing.

Corequisites (edited):

Registration is by special approval only: Yes

**Content Information** 

Variable Contact Hours: 45

**Description:** Content and requirements to be determined by faculty advisor.

Textbook(s) used in this course: Readings as assigned by faculty advisor.

Writing Expectations: Writing as determined by faculty advisor.

Instructor(s) expected to teach: Various SBS faculty.

Instructor(s) contributing to content: Dr. Eric Jefferis

**Proposal Summary** 

Explain the purpose for this proposal:

The purpose of this proposal is to establish a course in the Ph.D. program in Public Health in the specialization track of Social and Behavioral Sciences.

Explain how this proposal affects program requirements and students in your unit:

This proposal establishes a new course in the Ph.D. program in Public Health.

1 of 2

#### Explain how this proposal affects courses, program requirements and student in other units:

Graduate students in related disciplines, with approval of the instructor of this course and their home departments, will be able to participate in this course. These units include, but are not limited to, Health Education, Nursing, Psychology, Biology, Geography and Sociology.

## Explain how this proposal affects enrollment and staffing:

Sufficient resources are available in the establishing College of Public Health to support the proposed course.

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

Courses in the Ph.D. programs in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography and Health Education with no voiced objections.

Curriculum Services Information:		
Approved by EPC:	Curriculum Bulletin: 186	
Cross-list Banner Code:	OBR Course Level: 4	
OBR Program Code: 09	OBR Subsidy Code: 10	
CIP Code: 512208	Term Start:	
	Term End:	

#### Comments (250 Character Maximum):

NOTE: Please do not use the following restricted characters: ( $\sim$  \* / \ --)

Approve	Return To Previous Approver	Deny
Comments	••	

	ite	User	Comment	
9/	7/2009	Eric S Jefferis	No comments available.	

#### **History:**

Date	User	Status
9/11/2009	Florence Fiehn	Approved
9/9/2009	Sonia A Alemagno	Approved
9/7/2009	Eric S Jefferis	Submitted

2 of 2 9/11/2009 12:25 PM



## Description of the Proposal

This document proposes that Kent State University establish a new college that will serve as the administrative home for programs and associated curricular issues unique to the Regional Campuses. The creation of the College will be consistent with University policy (i.e., EPC, Faculty Senate, and Board of Trustees). The programs housed in the Regional College will include: certificates, associate degrees, and the bachelor's degrees unique to the Regional Campuses.

### Organizational Structure

The Regional College will be led by a Regional Campus dean serving concurrently as dean for his/her respective campus and as the administrative dean for the new College. The Dean will serve a two year term and be appointed by the Provost in consultation with the Regional Campus Deans. In addition, the administrative dean will represent all Regional Campus deans at university-wide meetings and will report directly to the Provost.

## College Structure

The Regional College will be comprised of three schools – School of Applied Business, School of Health Occupations, and the School of Professional Studies. Tenure Track faculty, non-tenure track faculty, and tenured faculty who represent the disciplines/programs within each school shall be appointed to the appropriate school. Each School will have a Curriculum Coordinator selected to serve a four-year term and will be eligible for reappointment. The Curriculum Coordinator will be appointed by the Regional College Dean, in consultation with the Regional Campus deans and the faculty who reside in the School.

## Reappointment, Tenure, and Promotion (RTP)

The RTP process will be consistent with the process outlined in the Think Tank II document. For faculty assigned to the Schools as described above, each School will function as an academic unit under the current policies and the administrative dean will serve as the unit administrator. Faculty will hold tenure in the Regional Campus System. Faculty will hold rank at Kent State University.

Faculty input from the department, campus, or Regional College RTP Committee will continue to be provided on signed evaluation forms. This input will be summarized by the unit administrator and the forms will be included in the dossier as it goes forward.

The candidate's file goes to the appropriate Kent Campus Academic unit or School of the Regional College.



Kent Campus Academic Unit Faculty or School of the Regional College faculty submits signed evaluation forms.



The Unit Administrator or the Administrative Dean of the Regional College, as applicable, submits a recommendation to campus dean and the Campus RTP Committee



Campus RTP committee makes a recommendation to the campus dean who then makes a recommendation to the Provost.



The Tenure Advisory Board and Promotion Advisory Board as applicable make a recommendation to Provost who then makes a recommendation to the President.

## Curricular Process

The curriculum process will model the process used for other undergraduate degrees. Originator submits to the appropriate school curriculum committee which submits to the College curriculum committee followed by EPC, Faculty Senate and Board of Trustees.

## Program included in the College

Associate of Arts

Associate of Science

Associate of Applied Business

Associate of Applied Science

Associate of Technical Studies

Bachelor Degrees unique to the Regional Campuses

## **Executive Summary**

The creation of Kent State's Regional College will accelerate the transformation of Kent State University's Regional Campuses and foster greater collaboration between the Kent Campus and its Regional Campus colleagues. By establishing a seamless system that gives the Regional Campuses greater autonomy, it will also establish an organizational structure for degrees unique to the Regionals and not affiliated with any particular Kent Campus Department. Moreover, the college would help the Regional Campuses to meet the ever changing needs of the communities they serve.

## **Consultation**

Think Tank 1 and Think Tank II followed by four Town Hall Meetings, including Regional Campus and Kent Faculty.



TO: Educational Policies Council

FROM: Provost and Senior Vice President Robert G. Frank

SUBJECT: Agendas for Monday, 19 October 2009, at 3:20 p.m.,

Undergraduate Council: Kent Student Center, Room 204

Graduate Council: Kent Student Center, 3rd Floor Conference Suite

DATE: 12 October 2009

In the event that any of the action or information item 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 Therese E. Tillett, director of curriculum services, by Friday, 16 October, to ensure that the materials are available at the meeting for review.

#### UNDERGRADUATE COUNCIL

#### **ACTION ITEMS**

Approval of minutes of 21 September 2009.
 Attachment 1

### **Regional Campuses**

2. Establishment of a Regional College to serve as the administrative home for programs and associated curricular issues unique to the Regional Campuses. Included in the college will be three divisions—Applied Business, Health Occupations and Professional Studies.

Attachment 2

3. Establishment of a Mechtronics [MCTR] concentration in the Mechanical Engineering Technology [MERT] major within the Associate of Applied Science [AAS] degree. The degree program is conferred by the Ashtabula, Trumbull and Tuscarawas campuses; however, this new concentration will be offered on the Ashtabula Campus only. Total credit hours to program completion are 67.

Effective Fall 2010 Dean Wanda E. Thomas
Attachment 3

### **INFORMATION ITEM**

1. Amendment to the policy (approved by EPC, 21-Sep-09) to establish a university policy requiring baccalaureate-seeking students in non-degree majors to declare a degree major before 45 semester credit hours have been earned. Amendment: students in pre-majors are exempt from this policy.

**Effective Fall 2010** 

Attachment 4

#### **LESSER ACTION ITEMS**

#### College of Arts and Sciences

 Revision of the program requirements for the Economics [ECON] major within the Bachelor of Arts [BA] degree. Requirement MATH 11012 or 12002 is replaced with MATH 11010 and either MATH 11012 or (MATH 11022 and 12002). Total credit hours for major increase, from 36 to 39; total credit hours to program completion are unchanged at 121.

Effective Fall 2010

### Department of History

Revision of the program requirements for the History [HIST] major within the Bachelor of Arts [BA] degree. HIST 49091 is added as a requirement. Total credit hours for major increase, from 33 to 36; total credit hours to program completion are unchanged at 121.
 Effective Fall 2010

### **College of Communication and Information**

 Revision of the program requirements for the following three concentrations in the Communication Studies [COMM] major within the Bachelor of Arts [BA] degree: Interpersonal Communication [IPCM], Organizational Communication [ORCM], Public Communication [PCMM]. Students are required to take 15 credits of COMM electives, of which 12 are upper division, regardless if they completed COMM 26000. Total credit hours to program completion are unchanged at 121.

Effective Fall 2010

### **GRADUATE COUNCIL**

#### **ACTION ITEMS**

Approval of minutes of 21 September 2009.
 Attachment 1

#### College of Arts and Sciences

Department of History

2. Establishment of a History for Teachers [HFT] concentration in the History [HIST] major within the Master of Arts [MA] degree. Total credit hours to program completion are 33.

Effective Fall 2010 Attachment 5 Associate Dean R. John Stalvey

#### **INFORMATION ITEMS**

#### College of Nursing

1. Establishment of a post-master's certificate in Psychiatric Mental Health Nurse Practitioner for Advanced Practice Nurses with Non-PMH Degree [C834]. Total credit hours to program completion are 16.

**Effective Fall 2010** 

Attachment 6

#### **INFORMATION ITEMS continued**

#### College of Technology

2. Establishment of a Sustainable Construction Technology post-baccalaureate [C620] and post-master's [C832] certificate. Total credit hours to program completion are 15.

Effective Fall 2010

Attachment 7

3. Establishment of a Sustainable Systems post-baccalaureate [C621] and post-master's [C833] certificate. Total credit hours to program completion are 15.

**Effective Fall 2010** 

Attachment 8

#### **LESSER ACTION ITEMS**

#### College of Education, Health and Human Services

School of Teaching, Learning and Curriculum Studies

1. Revision of the program requirements for the Educational Administration—K–12 Leadership [EAKL] major within the Master of Education [MED] and Educational Specialist [EDS] degrees. Electives EDAD 6/76521, 6/76535, 6/76539, 6/76662, 6/76668 are replaced with new courses EDAD 6/76529, 6/76531, 6/76602. Total credit hours to program completion are unchanged at 33 for the MEd and 30 for the EdS.

Effective Fall 2010

 Revision of the program requirements for following non-degree licensure programs: Grades 4–12 Principal; Grades Pre-K–9 Principal; Grades P–12 Superintendent; Grades P–12 Administrative Specialist for Pupil Personnel Services Administration; and Grades P–12 Administrative Specialist for Curriculum Instruction and Professional Development. Total credit hours to program completion decrease, from 48 to 42 for Principal, from 24 to 18 for Superintendent, and from 45 to 42 for Administrative Specialist. Effective Fall 2010

#### College of Technology

3. Revision of the program requirements for the Master of Technology [MTEC] degree. New course TECH 57010 is added as a requirement, and electives are decreased by 3 credit hours. Total credit hours to program completion are unchanged at 32.

Effective Fall 2010

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

## **COURSE CHANGES**

Key for course changes:

а	Title Abbreviation	d	Diversity	Н	Credit Hours	New	New	s	Schedule (activity)
С	Cross-List/Slash	Ε	Credit-by-Exam	Inact	Inactivate	Р	Prerequisite	Т	Title
С	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**

Course Changes Effective Fall 2009							
JUS	32200	Police and Community (3)	P				
JUS	32400	Research Methods in Justice Studies (3)	Pa				
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	36703	Juvenile Delinquency (3)	P				
JUS	37091	Seminar in Critical Issues in Justice (3)	P				
JUS	37311	Minorities in Crime and Justice (3)	Pa				
JUS	37411	Women in Crime and Justice (3)	PD				
JUS	38007	Human Service Agencies and the Law (3)	Pa				
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)	Pa				
JUS	46798	Research in Justice Studies (3-12)	PD				
JUS	47095	Special Topics in Justice Studies (1-3) to: (3)	НРа				
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				
		Course Changes Effective Fall 2010					
ARCH	67510	Sustainable Building Construction I (3)	New				
ARCH	67511	Sustainable Building Construction II (3)	New				
EDAD	66529	Leading for Social Justice (3)	New				
EDAD	66531	Instructional Leadership (3)	New				
EDAD	66533	Central Office Administration: Curriculum and Pupil Services (3) to: Central Office Administration (3)	TasDc				
EDAD	66538	Administration of School Culture (3) to: Administration of School Culture, Politics and Reform (3)	TasDc				

## Course Changes Effective Fall 2010 continued

EDAD	66544	Community Relations for School Administrators (3) to: Community Relations and Communication Skills	. TasDc
EDAD	66602	Technology Leadership in Education (3)	. New
EDAD	76529	Leading for Social Justice (3)	. New
EDAD	76531	Instructional Leadership (3)	. New
EDAD	76533	Central Office Administration: Curriculum and Pupil Services (3) to: Central Office Administration	.TaDc
EDAD	76538	Administration of School Culture (3) to: Administration of School Culture, Politics and Reform	.TaDc
EDAD	76544	Community Relations for School Administrators (3) to: Community Relations and Communication Skills	.TaDc
EDAD	76602	Technology Leadership in Education (3)	. New
EERT	22004	Digital Systems (3) to: (4)	. HDc
HIST	32050	The Historian's Craft (3) [WIC]	.DE
HIST	49091	Senior Seminar in History (3)	. New
MATH	12022	Probability and Statistics for Life Sciences (3)	.PE
PHY	12111	Physics for Health Technologies (3)	.PD
PHY	35402	Scientific Computing (2)	. Inact
PHY	35611	Microprocessor-Based Design I (3)	. Inact
PHY	42513	Computer Systems Design (3)	. Inact
PHY	45201	Electromagnetic Theory (4)	. P
PHY	45612	Microprocessor-Based Design II (3)	. Inact
PHY	52513	Computer Systems Design (3)	. Inact
PHY	55201	Electromagnetic Theory (4)	. P
PHY	55612	Microprocessor-Based Design (3)	. Inact
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	67220	Life Cycle Design I (3)	. New
TECH	67221	Life Cycle Design II (3)	. New
TECH	67320	Applied Sustainability in Construction Management (3)	. New
VCD	14001	Visual Design Literacy (3)	. New
		Corrections—27 April 2009 Agenda	
PH	20012	Public Health Microbiology (3) to: Sanitation and Hazardous Materials Management	. TaD



EDUCATIONAL POLICIES COUNCIL
Minutes of the Meeting
Monday, 21 Sept 2009

## **EPC Undergraduate Council**

**Ex-officio Members present:** Senior Vice President and Provost Robert G. Frank; Faculty Senate Chair Thomas Janson; Deans John R. Crawford, Laura Cox Dzurec, Timothy S. Moerland, Gary M. Padak, Wanda E. Thomas, Stanley T. Wearden, Mark W. Weber, Donald R. Williams; Associate Dean Joanne Arhar; dean representative Isaac R. Nettey for Verna M. Fitzsimmons

Ex-officio Members not present: James E. Dalton, Robert (Yank) Heisler, Jr.

**Faculty Senate-Appointed Representatives present:** Paul P. Abraham, Min He, Lowell S. Zurbuch

Faculty Senate-Appointed Representative not present: Mandy Munro-Stasiuk

**Undergraduate Council Representatives present:** Paul Albanese, Sloane Burgess, Diana L. Fleming, Bruce J. Gunning, Charles L. Harker, Todd Hawley, Sarah Rilling, Shawn Simmons, Stephen M. Zapytowski

**Undergraduate Council Representatives not present:** 

**Observers present:** 

**Observers not present:** 

Consultants and Guests present: Sonia Alemagno, Madhav Bhatta, Stephane E. Booth, Timothy J. Chandler, Terri L. Christensen, David Dees, Lisa N.H. Delaney, Peggy Doheny, Lisa Froning, Julie Gabella, Patricia Grutzmacher, Mary Ann Haley, Colin Morris, Doug Neitzel, Sally Kandel, Laura Leff, Jennifer Sandoval, Carol Sedlak, Monica Teemer, Therese E. Tillett, Roberto Uribe-Rendon, Paulette Washko

Associate Provost Stephane E. Booth called to order the full body of the Educational Policies Council at 3:22 p.m., Monday, 21 September 2009, in room 204 of the Kent Student Center. Provost and Senior Vice President Robert G. Frank arrived a few minutes later and presided over the rest of the meeting.

## Action Item 1: Approval of minutes from 24 August 2009

The motion for approval was made and seconded. With no corrections or comments, the motion passed unanimously.

# Action Item 2: Revision of the Liberal Education Requirements. Included in the revision is a name change, to the Kent Core.

Dean and University Requirements Curriculum Committee (URCC) Co-Chair Donald R. Williams said the proposal was approved by the URCC at the September meeting. He explained that last April, the EPC accepted a report by the 21<sup>st</sup> Century Liberal Education Requirements (LER) committee, which made recommendations for changes to the current LER structure. Over the summer, the LER implementation committee worked to realize those recommendations, which the URCC has accepted and is before the EPC now. He added that the goal is to have these recommendations implemented by 2011. He said that it is expected there will be further development for faculty and graduate assistants with response to the learning-centered report. Dean Williams moved approval, which was seconded by Associate Dean Isaac R. Nettey.

Assistant Professor Bruce J. Gunning stated that he was concerned about the laboratory requirements for the science courses and how that affects Regional Campuses. He added that his colleagues at the Regional Campuses have consistently requested more funding for labs. Dean Williams pointed out that the laboratory requirement is not a change to what is currently in existence. He added that there was a discussion in the URCC in light of Assistant Professor Gunning's point. He said the language is to alert this body and others to address this issue. He said that Kent State has the laboratory requirement now, and it is proposed that it remain in effect for the Kent Core. He said that it is realized that certain units bear a disproportionate amount of that requirement.

Assistant Professor Gunning then asked it there will be any problems with Responsibility Centered Management tracking. To which Dean Williams replied in the negative, saying that the Kent Core replaces the Liberal Education Requirements.

Assistant Professor Gunning pointed out that with the transition from SIS to Banner, there was a streamlined process. He asked if there was a streamlined process for this transition as the timeline for implementation is tight. Dean Williams said initially there was a desire to have the transition done more quickly. He added that there is hope that there were courses that have been developed that will lead to courses that fit the Kent Core starting next year having the notation to specific courses. There is not a streamlining process in place, and that he didn't believe that a fast-track is the best way to go for this. He said that curriculum would need to go through the traditional approval process.

Professor Roberto Uribe-Rendon said that he believed the requirements for math and science are very, very small. He added that the news shows a lack of math and science skills, and Kent State should be doing something to increase it. Dean Williams explained that there are three components in the Kent Core and math is expressly listed in the literacy component and science is included in the knowledge component.

He added that the open electives component can include math or science or humanities and is not restricted. The hope is that it will encourage units to develop interdisciplinary courses. The URCC would like to encourage that, and the Ohio Transfer Module allows for that. He told Professor Uribe-Rendon that he was correct about math and science, but in order to provide for these literacies something had to give because it was decided that the hours should not go up. Professor Fred Smith stated that he is in full agreement with the recommendation, but that he felt science and math did okay versus the arts and humanities.

Associate Professor Paul Albanese asked if, students would be encouraged to take Kent Core courses throughout the four years instead of "getting them out of the way." Dean Williams expressed that the desire is to move away from the idea that the LER are something to get out of the way. There will be a handbook for advisors to explain why it is not a good idea to "get them out of the way" earlier. Also, the hope is for courses in the Kent Core that can be taken during the junior and senior years that fit with the major.

Associate Dean Isaac R. Nettey said that since there is so much emphasis on STEM (Science, Technology, Engineering and Mathematics) work, the committee should consider including technology courses in subsequent iterations. Associate Professor David Dees stated that there is space in applied literacy and the open elective categories in order to weave courses into the curriculum. Dean Williams added that if the proposal is approved by the EPC, then the committee is done reviewing it, but that he would take Associate Dean Nettey's suggestion back to the URCC.

Associate Professor Yuko Kurahashi expressed concern with the cutting of humanities and fine arts from the Kent Core. Dean Williams said that it is true that they have been reduced to 6 credit hours instead of 9, but that there is potential for the open elective to be in the humanities or fine arts. Associate Professor Dees added that the implementation committee wanted to work in student choice and the Transfer Module to this new model. He said that colleges can decide if they want students to have more of one or another.

Associate Professor Sarah Rilling asked that if new courses were to be proposed would separate proposals need to be submitted to Kent State and the Ohio Transfer Module. Dean Williams replied in the negative, saying that one proposal would be sufficient.

Faculty Senate Chair Tom Janson said that he would like Associate Professor Dees to demonstrate the differences between the LER and Kent Core. Associate Professor Dees stated that the differences are the removal of a humanities/fine arts requirement, introducing the interdisciplinary component and the shift to the student-focused paradigm. He said that Kent State will be making a commitment that the Kent Core is about student learning. He added that, at the end of the day, that is the significant difference; the courses and requirements are not, but the mindset is. Dean Williams said that the hope is for students to look back at the Kent Core as some of their best courses and that they will remember all of them in the end. They will learn so much and come away with learning how to learn.

He added that there are a few other differences between the LERs and the Kent Core which were not mentioned by Associate Professor Dees. He said that there is no 60 hour requirement and the upper-division allowance is new. He added that the departments will not longer be able to specify which courses a student must take within the Kent Core, they would have to make a program change. He went on to say that one of the initial objectives was to make it easier for students to navigate the university, especially for those students that change majors. Curriculum Services Director Therese E. Tillett explained that with the Kent Core students may take courses in their major. Associate Professor Susan Roxburgh asked how making a program revision simplifies the process. She added that a vast majority of students start in another college and move to the College of Arts and Sciences. Associate Professor Dees said that curriculum belongs to faculty, and the committee did not want to tell the College of Arts and Sciences what they can and cannot do, but they wanted to add balance.

Associate Professor Lowell Zurbuch pointed out that others had complained about the "get it over with" aspect of the LER and what there needs to be is a change of paradigm in the advising process, and faculty need to see it as an opportunity to teach a Kent Core course, not a punishment. He added that this proposal will not go as far as it should without a good attitude.

Associate Professor Linda Williams said the reason why major units did not count toward the LERs is because it did not fulfill the breadth requirement. She asked the rationale behind why courses other than ENG 21011 College Writing II could fulfill the writing requirement. She also asked why 36 units are sacrosanct, why not 39, why is there no possibility to go above 36? Associate Professor Dees said that the LER review committee was working alongside the curriculum review committee and what struck both groups is how big some programs have become, and if more hours were added to the Kent Core then those programs would put pressure on certain programs. The committee did not want those programs to get any bigger. He said ENG 21011 is not being removed from the requirement, the course is still there as a possibility. He added that the notion of interdisciplinary writing opportunities were based on best practices studies. He added that none of these courses exist right now, but there is hope that they will.

With no further discussion, Provost Frank called for a vote. The motion passed with 19 members in favor and 2 against.

Action Item 3: Establishment of a university policy to require baccalaureate-seeking students in non-degree majors (e.g., Exploratory, pre-major, college-specific general) to declare a degree major before 45 semester credit hours have been earned. This policy does not extend to associate degree, graduate and certificate students.

Associate Vice President Sally Kandel stated that this proposal was developed by the advising committee; it looks at how to address attrition rates in years two and three. She said the first step in the support process is the Graduation Planning System (GPS) website. She added that workshops for undecided students are also being considered. She said that a timeline is needed for students to feel the right sense of urgency.

She said that it is understood there might be some exigent circumstances, but advisors will have the ability to override the policy. Professor Stephen Zapytowski moved for approval of the motion, which was seconded by Dean Gary Padak.

Dean Padak pointed out that the data provided on the summary seems to be outdated because cohorts are being used from 2003 through 2005. He said he needed to point out that this past year the retention rate was at 74 percent. He added that he believed that the extenuating circumstances would be greater than one or two cases. He also suggested changing the language in the catalog copy in the last two sentences of the first paragraph from "Baccalaureate students in these non-degree majors must declare a degree major by the time they have completed 45 semester credit hours. Students needing assistance with selecting a major are encouraged to consult with their academic advisor" to "Baccalaureate students in theses non-degree majors must declare a degree major by the time they have earned 45 semester credit hours. Students needing assistance with selecting a major must consult with their academic advisor" (emphasis added).

Associate Professor Albanese stated that students in the College of Business Administration would need to take an introductory course in each major in order to get them on track. Associate Vice President Kandel replied that the policy does not apply to pre-majors. Associate Dean LuEtt Hanson asked for clarification on that statement because she thought it specifically applied to them. Associate Vice President Kandel retracted her previous statement saying that the policy does apply to pre-majors. Associate Dean Hanson asked if the 45 hours are earned or attempted hours. Associate Vice President Kandel said that they would be earned hours. Associate Dean Hanson asked how students on probation would be handled because current policy states they cannot change majors. Associate Vice President Kandel said that advisors would need to override this policy. Associate Dean Hanson asked how the policy applies to transfer students. Associate Vice President Kandel said that individual student situations would need to be evaluated and judgment applied. Associate Dean Hanson then asked how the policy would be enforced. Associate Vice President Kandel said that there would be discussions with the students, and the student might be asked to leave the university. She added that the messages will start coming through the GPS system. Provost Frank assured members that Banner will not kick students out of the university. Associate Dean Hanson reminded Associate Vice President Kandel that there are no roadmaps for pre-majors for GPS to track. Associate Vice President Kandel said that RPIE will track students every semester and will be in communication with them.

Chair Janson asked what would happen to students whose grade point average is not high enough to get into their desired major but not low enough to be dismissed. Associate Vice President Kandel said that there are many ways for students to find different paths who do not meet the GPA requirements. Dean Padak added that if the student does not have the appropriate GPA they need to have had a plan B already set up to which they can default.

With no further questions or discussion, Provost Frank called for a vote on the proposal with the amended language suggested by Dean Padak and clarification of earned versus attempted hours pointed out by Associate Dean Hanson.

The item passed unanimously.

Discussion Item Addendum: Establishment of a Regional College to serve as the administrative home for programs and associated curricular issues unique to the Regional Campuses. Included in the college will be three schools—Applied Business, Health Occupations and Professional Studies—which will serve as academic units for faculty members.

Provost Frank explained that this item reflects the year-and-a-half conversation colloquially called the Think Tank process. The idea is to create a college that administratively handles curricular issues unique to the regional campuses. This proposal will not affect degrees which have been developed already and housed within existing colleges. He said that this proposal is to handle administratively those degrees without an academic home. He added that the college would include three schools. He said that this proposal has been discussed extensively in many forums and that today it is also a discussion item, not a proposal to be voted upon.

Dean Mark Weber asked if there would be a dean. Provost Frank replied that it would be a term appointment for an existing Regional Campuses dean. Associate Professor Zurbuch pointed out that many Regional Campuses faculty are within the College of Technology faculty. He also asked if the ownership of courses would change. Dean Wanda Thomas stated that if the degree exists exclusively to the Regional Campuses then the courses would move to the new college. Curriculum Services Director Tillett explained that if they are TECH courses they will remain with the College of Technology. Associate Professor Zurbuch then asked where faculty would go. Dean Thomas explained they would move only if what they are doing is exclusive to the Regional Campuses. Professor Uribe-Rendon said that some of the Regional Campuses courses fell under the College of Technology umbrella. Curriculum Services Director Tillett said that those courses that are for Regional Campuses programs but have a TECH subject will need to change their subject.

Assistant Professor Gunning said that the College of Technology has 2+2 programs that are not wanted, and a conversation should be had regarding this because they were created for the Regional Campuses.

Associate Professor Albanese asked about accreditation for the new college. Associate Provost Booth replied that the Association to Advance Collegiate Schools of Business (AACSB) does not accredit associate degree programs, so it is not a consideration.

Associate Professor Williams pointed out that with the creation of a new college committees will expand, which would mean more representation on the URCC and EPC. She stated that she is concerned about the proliferation of colleges. Provost Frank stated that Kent State has 38,000 students enrolled and did not consider adding another college a proliferation.

Professor Paul Farrell said that it appears that there will be no director of the three established schools, which is contrary to the governance structure. Provost Frank said that having a director is not a requirement but a tradition. Assistant Dean Paul Abraham said that the school would be there for the reappointment and tenure process so one would expect it to mimic the current structure.

Associate Dean Nancy Barbour said that there is at least one program that is unique to the Regional Campus but articulates to bachelor's program and asked what would happen with it. Dean Thomas said that even though the associate degrees will be housed in this new college, the need to articulate is still very important.

Associate Dean Nettey suggested a revision to the proposal: under the heading College Structure he suggested that the first sentence read "The Regional College comprises three schools..." instead of "The Regional College will be comprised of three schools..."

Professor Farrell said that a revision of the promotion and tenure process would be required, according to university policy, if a director of the schools were not appointed. Chair Janson pointed out that "department" and "school" are hot words and perhaps another word such as "administrative unit" could be used. Provost Frank agreed saying that "division" might be a better word.

Provost Frank then moved on to EPC Graduate Council items (see next page)



## EDUCATIONAL POLICIES COUNCIL Minutes of the Meeting Monday, 21 Sept 2009

#### **EPC Graduate Council**

**Ex-officio Members present:** Senior Vice President and Provost Robert G. Frank; Faculty Senate Chair Thomas Janson; Deans Mary Ann Stephens and Wanda E. Thomas; Associate Deans Nancy E. Barbour, Karen W. Budd, Jonathan P. Fleming, LuEtt J. Hanson, Richard H. Kolbe, Ralph Lorenz, Isaac Richmond Nettey, Barbara F. Scholman, John R. Stalvey

## **Ex-officio Members not present:**

**Faculty Senate-Appointed Representatives present:** Paul A. Farrell, Susan J. Roxburgh, Fred T. Smith

## **Faculty Senate-Appointed Representative not present:**

**Graduate Council Representatives present:** Raymond Craig, Nichole Egbert, Ann F. Jacobson, Yuko Kurahashi, John H. Thornton, John D. West

Graduate Council Representatives not present: John C. Duncan, Gregory S. Stroh

**Observers present:** Aron Massey (Graduate Student Senate)

## **Observers not present:**

Consultants and Guests present: Sonia Alemagno, Madhav Bhatta, Stephane E. Booth, Timothy J. Chandler, Terri L. Christensen, David Dees, Lisa N.H. Delaney, Peggy Doheny, Lisa Froning, Julie Gabella, Patricia Grutzmacher, Mary Ann Haley, Colin Morris, Doug Neitzel, Sally Kandel, Laura Leff, Jennifer Sandoval, Carol Sedlak, Monica Teemer, Therese E. Tillett, Roberto Uribe-Rendon, Paulette Washko

## Action Item 1: Approval of minutes from 24 August 2009

The motion for approval was by Associate Dean Isaac Nettey, and seconded by Associate Dean Ralph Lorenz. With no corrections or comments, the motion passed unanimously.

Action Item 2: Establishment of a Nurse Educator [NUED] concentration in the Nursing [NURS] major within the Master of Science in Nursing [MSN] degree program. Total credit hours to program completion are 30.

Academic Program Director Karen Budd explained that this concentration gives students an advantage if they do not want to be an on the advanced practice track. Students do not have to go to the advanced practice track if they want to be teachers, or work toward a doctorate. With this Director Budd moved for approval of the proposal, which was seconded by Chair Janson. With no questions or discussion the item passed unanimously.

Action Item 3: Establishment of the Master of Public Health [MPH] degree and the Ph.D. degree in Public Health [PH]. The MPH degree comprises five concentrations: Epidemiology [EPI], Biostatistics [BST], Environmental health Sciences [EHS], Social and Behavioral Sciences [SBS] and Health Policy and Management [HPM]. The Ph.D. degree comprises three concentrations: Epidemiology [EPI], Prevention Science [PRSC] and Health Policy and Management [HPM]. Fifty-six new courses are being established for the programs. Total credit hours to program completion are 45 for the MPH and 90 for the Ph.D.

Associate Dean Sonia Alemagno stated that the new courses were created for the degrees and accreditation in different specializations. In the proposal itself, the library section is not accurate, it was based on the Bachelor of Science in Public Health and the public health faculty has been working with Associate Dean Barbara Schloman to correct it. The College of Arts and Sciences has also raised several issues regarding titles of the courses, which will be changed. Associate Dean Schloman moved for approval of the proposal, which was seconded by Dean Laura Dzurec.

Professor Paul Farrell said that there appeared to be no contact with the Department of Mathematical Sciences. Associate Dean Alemagno stated that conversations were had with Mathematics, specifically Chair Andrew Tonge, and, as of today, he had no issues with any of the courses.

Dean Stanley Wearden said that the College of Communication and Information is in the process of developing a master's degree in health communication. He added that they would be interested in using some of the newly created courses as electives. Associate Dean Alemagno was amenable to the idea.

With no further discussion, the motion passes unanimously.

The meeting was adjourned at 4:41 p.m.

Respectfully submitted,

Lisa N.H. Delaney

Academic Program Coordinator, Curriculum Services

Office of the Provost



Date: September 21, 2009

**Re:** Documentation to Establish a Regional College

### **Summary Statement Describing the Proposed Action:**

This document proposes that Kent State University establish a new college that will serve as the administrative home for programs and associated curricular issues unique to the Regional Campuses. The creation of the College will be consistent with University policy (i.e., EPC, Faculty Senate, and Board of Trustees). The programs housed in the Regional College will include: certificates, associate degrees, and the bachelor's degrees unique to the Regional Campuses.

### **Curricular/Consultative Bodies Involved in the Review/Approval of this Proposal:**

• Regional Campus Think Tank I and II, each followed by three Town Hall Meetings, including Regional Campus and Kent Campus Faculty.

Title

Regional College (Curricular Unit)

**Subject** 

This document proposes that Kent State University establish a new college that will serve as the administrative home for programs and associated curricular issues unique to the Regional Campuses. The programs housed in the Regional College will include: certificates, associate degrees, and the bachelor's degrees unique to the Regional Campuses. Programs which are not unique to the regional campuses (i.e., English, Communication Studies, and Business Management) will remain housed within their current colleges.

**Specific Justification** 

The creation of Kent State's Regional College will accelerate the transformation of Kent State University's Regional Campuses. It will enable greater collaboration between the Kent Campus and its Regional Campus colleagues by establishing a seamless, integrated, university-wide system for curriculum while at the same time, providing the Regional Campuses greater autonomy in establishing an organizational structure for offering degrees unique to programs not affiliated with any particular Kent Campus Department. Moreover, the college would help the Regional Campuses meet the ever changing needs of the communities they serve.

**Background Information** 

In September of 2008, the provost appointed a small group of faculty and administrators to consider and recommend changes in the administration of the Regional Campus System at Kent State. Known as the Regional Campus Think Tank I, group put forward a series of preliminary recommendations which were subsequently discussed and debated in a series of Town Hall meetings.

In January 2009, Provost Frank convened another group, with representation from all Regional Campuses, to consider the first set of comments and make further recommendations for the structure of the KSU Regional Campus System. This group, known as Think Tank II, reviewed each topic with a fresh look at all aspects of the first group's findings and recommendations. Based on agreements reached over many meetings and several Townhall meetings, Think Tank II proposed the creation of a Regional College to serve as a curricular home for degrees that are unique to the regional campuses.

**Organizational Structure** 

The Regional College will be led by the Regional Campus dean serving concurrently as dean for his/her respective campus. This administrative dean for curricular matters will serve a two year term and be appointed by the Provost in consultation with the Regional Campus deans.

### **College Structure**

The Regional College will consist of three divisions – the Division of Applied Business, the Division of Health Occupations, and the Division of Professional Studies. Tenure track faculty, non-tenure track faculty, and tenured faculty who represent the disciplines/programs within each Division shall be appointed to the appropriate division. Each Division will have a curriculum coordinator selected to serve a four-year term and will be eligible for reappointment. The curriculum coordinator will be appointed by the Regional College dean, in consultation with the Regional Campus deans and the faculty who reside in the Division.

### Appendix A: ORGANIZATIONAL CHART

**RTP** 

For faculty assigned to the Divisions as described above, each Division will function as an academic unit under the current policies and the administrative dean will serve as the unit administrator. Faculty will hold tenure in the Regional Campus System. Faculty will hold rank at Kent State University.

### **Curricular Process**

The curriculum process will model the process used for other undergraduate degrees. Originator submits to the appropriate division curriculum committee which submits to the College curriculum committee followed by EPC, Faculty Senate and Board of Trustees.

### **Programs Included**

Associate of Science Associate of Applied Business

Associate of Arts

Associate of Applied Business
Associate of Applied Science
Associate of Technical Studies

Bachelor Degrees unique to the Regional Campuses

Appendix B: List of Programs and Courses

### **Fiscal Impact Estimates**

The fiscal impact of this proposal is minimal. Funding will be allocated for the following:

- o Stipend for the Division coordinators
- o Stipend for the Regional College dean (Already Allocated)

### Timeline

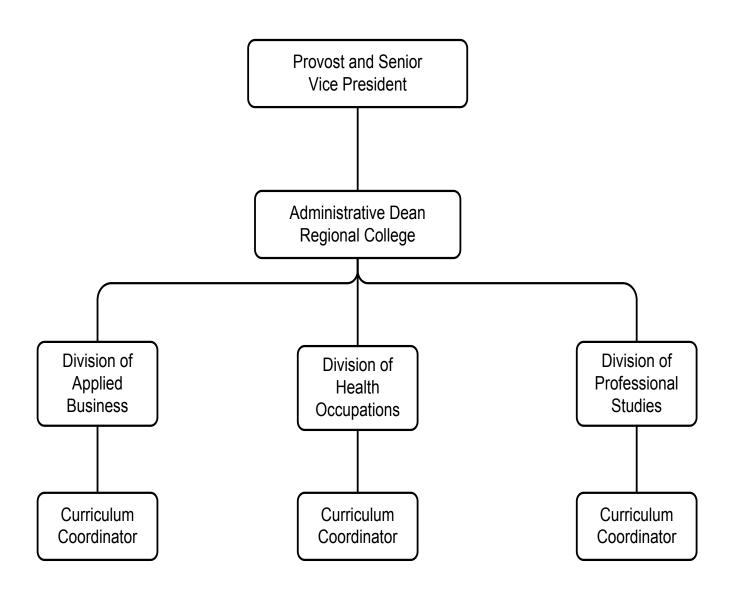
The creation of the College will be consistent with University policy (i.e., EPC, Faculty Senate, and Board of Trustees).

Think Tank I	Fall 2008
Town Hall Meetings (three)	Fall 2008
Think Tank II	Spring 2009
Town Hall Meetings (three)	Spring 2009
Educational Policies Council (discussion item)	21 September 2009
Education Policies Council (action item)	19 October 2009
Faculty Senate	November 2009 (estimated)
Board of Trustees	January 2010 (estimated)
Implementation	Spring 2010

Timelines will need to be established to move programs, courses and students in Banner and update workflows, application forms, Cognos reports and Undergraduate Catalog.

### APPENDIX A

## Regional College and Organizational Structure



### Appendix B

### List of Programs and Courses to be Housed in the Regional College

### College (as school)

### Degree Programs

- Associate of Arts [AA] Ashtabula, East Liverpool, Geauga, Salem, Stark, Trumbull, Tuscarawas
- Associate of Science [AS] Ashtabula, East Liverpool, Geauga, Salem, Stark, Trumbull, Tuscarawas
- Individualized Program [IPG] ATS (category A) Ashtabula, East Liverpool, Geauga, Salem, Trumbull, Tuscarawas
- Kent State–Stark State [KSST] AA, AS Stark

### **Division of Applied Business**

### Degree Programs

- Allied Health Management Technology [AHMT] ATS (category B) Trumbull
- Computer Technology [COMT] AAB Ashtabula, East Liverpool, Geauga, Salem, Trumbull, Tuscarawas
  - o Application Development Technology [APDT]
  - o General Technology [GTEC]
  - o Internet–Multimedia Technology [IMMT]
  - Network Technology [NWTC]
- Accounting Technology [ACTT] AAB Ashtabula, East Liverpool, Trumbull, Tuscarawas
- Applied Studies [APST] BAS Ashtabula, East Liverpool, Geauga, Salem, Stark, Trumbull, Tuscarawas
- Business Management Technology [BMRT] AAB Ashtabula, East Liverpool, Salem, Trumbull. Tuscarawas
  - o Business Administration [BAD]
  - o Computer Applications [CMPA]
  - o General Management–Entrepreneurship–Manufacturing [GMEM]
  - o Information Technology [INFT]
  - o Marketing and Sales [MKSL]
- Environment Management [EMTG] ATS (category B) *Trumbull*
- Information Technology for Administrative Professionals [ITAP] AAB Ashtabula, Salem, Trumbull, Tuscarawas

### <u>Certificate Programs</u>

- Accounting Technology [C201] Ashtabula, East Liverpool, Trumbull, Tuscarawas
- Advanced Internet [C101] Ashtabula, East Liverpool, Trumbull, Tuscarawas
- Business Management Technology [C102] Ashtabula, East Liverpool, Trumbull, Tuscarawas
- Computer Forensics and Information Security [C137] Ashtabula, East Liverpool, Trumbull, Tuscarawas
- Database Administrator [C124] *East Liverpool*, *Trumbull*
- Desktop Publishing [C104] *Ashtabula, East Liverpool, Trumbull, Tuscarawas*
- Entrepreneurship [C105] Ashtabula, East Liverpool, Trumbull, Tuscarawas
- Internet [C108] *East Liverpool, Trumbull, Tuscarawas*

- Medical Billing [C123] Ashtabula, Salem, Tuscarawas
- Microcomputer Applications [C110] Ashtabula, East Liverpool, Trumbull, Tuscarawas
- Solutions Developer [C116] *East Liverpool, Trumbull*
- Systems Engineer [C125] East Liverpool, Trumbull

### Courses

- ACTT Accounting Technology
- BMRT Business Management and Related Technologies
- COMT Computer Technology
- ITAP Information Technology for Administrative Professionals

### **Division of Health Occupations**

### Degree Programs

- Diagnostic Medical Sonography [DMSO] ATS (category B) Salem
- Emergency Medical Service Technology [EMST] ATS (category B) Geauga
- Human Services Technology [HST] AAS Ashtabula, Salem
- Nuclear Medicine Technology [NMTC] ATS (category B) Salem
- Occupational Therapy Assistant Technology [OCAT] AAS Ashtabula, East Liverpool
- Nursing ADN [NRST] AAS Ashtabula, East Liverpool, Geauga, Tuscarawas
- Physical Therapist Assistant Technology [PTST] AAS Ashtabula, East Liverpool
- Radiation Therapy Technology [RATT] ATS (category B) Ashtabula, Salem
- Radiologic Imaging Sciences [RIS] BRIT Salem
  - o Computed Tomography–Hospitals–ATS [CTHA]
  - o Computed Tomography (CT) Radiologic Technology AAS [CTRT]
  - o Diagnostic Medical Sonography–Freshman–AS [FRAS]
  - o Diagnostic Medical Sonography–Hospitals–ATS [HATS]
  - o Diagnostic Medical Sonography–Radiologic Technology AAS [RTAS]
  - o Magnetic Resonance Imaging-Hospitals-ATS [MRHA]
  - o Magnetic Resonance Imaging (MRI) Radiologic Technology AAS [MRRT]
  - o Nuclear Medicine–Freshman–AS [NMFR]
  - o Nuclear Medicine–Hospitals–ATS [NMHO]
  - o Nuclear Medicine Radiologic Technology AAS [NMRT]
  - o Radiation Therapy—AAS RADT [RTAA]
  - o Radiation Therapy—Associate Degree—Freshman Entry [RTFE]
  - o Radiation Therapy–Hospital-Based–ATS RADT [RTHB]
- Radiologic Technology [RADT] AAS Ashtabula, Salem
- Radiologic Technology [RADT] ATS (category B) Salem
  - o Radiology Department Management Technology [RDMT]
- Respiratory Therapy Technology [RTT] AAS Ashtabula
- Veterinary Technology [VTEC] AAS Tuscarawas

### **Certificate Programs**

- Child and Family Advocacy [C122] Ashtabula, East Liverpool, Salem, Trumbull, Tuscarawas
- Computed Tomography [C138] Salem
- Hospitality Management [C142] *Ashtabula, East Liverpool*
- Magnetic Resonance Imaging [C204] Salem

### Courses

- HST Human Services Technology
- NRST Nursing Technology
- OCAT Occupational Therapy Assistant Technology
- PTST Physical Therapist Assistant Technology
- RADT Radiologic Technology
- RIS Radiologic and Imaging Sciences
- RTT Respiratory Therapy Technology
- VTEC Veterinary Technology

### **Division of Professional Studies**

### Degree Programs

- Aviation Maintenance Technology [AMRT] AAS Ashtabula
- Computer Design, Animation and Game Design [CDAG] AAS Tuscarawas
- Early Childhood Education Technology [ECET] AAS Ashtabula, Salem, Tuscarawas
- Electrical–Electronic Engineering Technology [EEET] AAS Ashtabula, Trumbull, Tuscarawas
   Computer [CMPR]
  - o Electrical Engineering Technology (General) [EETG]
- Engineering of Information Technology [EIRT] AAS *Tuscarawas*
- Environmental Technology [ENVT] AAS *Trumbull*
- Horticulture [HOR] BAH Salem
- Horticulture Technology [HORT] AAS Geauga, Salem
  - o Landscape Design [LDSG]
  - o Turfgrass Management [TFMT]
  - o Urban Forestry [UFOR]
- Industrial Trades Technology [ITTN] ATS (category B) Geauga, Trumbull
- Legal Assisting [LEGT] AAS East Liverpool, Trumbull
- Manufacturing Engineering Technology [MFET] AAS Trumbull
- Mechanical Engineering Technology [MERT] AAS Ashtabula, Trumbull, Tuscarawas
  - o General [GENL] all three campuses
  - o Polymer [PLMR] Ashtabula and Trumbull only
  - o Radiation Polymer [RADP] Ashtabula and Trumbull only
  - o Systems [SYST] Ashtabula only
- Plastics Technology [PLCT] AAS Trumbull, Tuscarawas
- Systems–Industrial Engineering Technology [IERT] AAS Trumbull, Tuscarawas

### **Certificate Programs**

- College Prep-Bridge [C120] Ashtabula, East Liverpool, Trumbull, Tuscarawas
- Computer-Aided Drafting-Design Technician [C103] Ashtabula, East Liverpool, Trumbull, Tuscarawas
- Industrial Security [C139] *Trumbull*
- Internet [C108] *East Liverpool*, *Trumbull*, *Tuscarawas*
- Legal Nurse Consulting
   –Nurse Paralegal [C403] Ashtabula, East Liverpool, Trumbull,
   Tuscarawas
- Manufacturing Management Technology [C111] Ashtabula, Trumbull, Tuscarawas
- Plastics Manufacturing Engineering [C113] Ashtabula, Trumbull, Tuscarawas
- Radiation Polymer Engineering Technology [C121] Ashtabula

### Courses

- AMRT Aviation Maintenance Technology
- CADT Computer Animation Design Technology
- ECET Early Childhood Education Technology
- EERT Electrical Engineering and Related Technology
- EIRT Engineering of Information Technology
- HORT Horticulture
- IERT Industrial Engineering and Related Technology
- LEGT Legal Assisting Technology
- MERT Mechanical Engineering and Related Technology
- MFGT Manufacturing Engineering Technology
- PLCT Plastics Technology
- RERT Real Estate and Related Technology

### **Other Colleges and Schools**

### **College of the Arts**

### School of Music

Music Technology [MUST] BS Stark pending OBR approval

### **College of Arts and Sciences**

### **Department of Justice Studies**

 Justice Studies [JUS] AA Ashtabula, East Liverpool, Salem, Stark, Trumbull, Tuscarawas

### Miscellaneous

### Courses that don't belong to any program and have not been offered in many years

- LS Labor Studies
  - o 10501 Introduction to American Labor (3)
  - o 10505 Union Organization and Administration (3)
  - o 10510 Labor and the American Economy (3)
  - o 20501 Collective Bargaining and Labor Contracts (3)
  - o 20505 Labor and Current Issues (2)
- MROT Marine Retail Operations Technology
  - o 11000 The Marine Dealership (3)
  - o 11005 Principles of Navigation and Seamanship (3)
  - o 21015 Internal Operations of the Marina and Dealership (2)

# KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Date	e 10-Sep-09	Curriculum Bulletin
		Effective Date	Fall 2010	Approved by EPC
Department	Regional Campu	ıs MERT		
College	CT - Technology	,		
Degree	AAS - Associate	of Applied Science		<b>5-</b>
Program Name	MERT Progr	ram Code Med	hanical	Engineering Technology
Concentration(s)	<b>^</b>		. ^	
Proposal	Revise Program	-establish	concentr	ration Mechtronics (MCTR)
Description of propo Add a Mechtronics (		ciates in Mechanica	al Engineering	Technology Degree
Does proposed revisions Current total credit h		am's total credit ho Proposed total c		⊠ No
enrollment and staff	ing considerations	s; need; audience; p	rerequisites; te	achment and duplication issues; eacher education licensure): red at the Ashtabula Campus will
Units consulted (oth MERT group of the		•	•	this proposal):
an a zazakinzkinkakizkili positive ssed	en alguma e com el serigi de servicio la Maralia II (hazar en 1925 (193)	REQUIRED EN	DORSEMENT	s
DKOWN	Stocks 1	ر (		9/15/09
Department Chair /	School Director / (	Campus Dean		<del></del>
1/2 0	24			25 4 409
Kollege Dean				and the same
Manda	Moma	<u> </u>		29,9,09
Executive Dean of F	Regional Campuse	es / Dean of Gradua	te Studies	,
Senior Vice Preside	-t for Anadomic A	Foirs and Drayest		
SEUIDL AIGE LLESIGE	iii ioi Academic A	naks and Provost		

approved via e-mail Gregg Andrew (Tusc) 9-0ct-09

# Addition of the Mechtronics option to the Mechanical Engineering Technology Degree.

The purpose is to add the Mechtronics option to the Associates of Applied Science in Mechanical Engineering Technology. (AAS MERT)

### **Background Information:**

Over the course of the past three years, we have met with various leaders from the local industry to try to develop a program that better fits their manufacturing needs. As a result, the current program is proposed. Key elements needed in the program as prescribed by local industry include the ability to read and create engineering drawings, have a general understanding of how a manufacturing enterprise operates, have a cross disciplinary education in electrical as well as mechanical engineering technology. The basic requirements for this cross disciplinary education are an understanding of electrical and electronic devices, hydraulics and pneumatics, and programmable logic controllers. This program consists of current courses in inventory, requires no new staff, and is intended to replace both the current Mechanical as well as the current Electrical programs at Kent Ashtabula. This program has been presented to the Campus Faculty Council were it has been unanimously approved.

### Alternatives and Consequences:

Without this option, most of the needs could be address under the current systems option. This option has no prescribed additional technical courses only the base courses are prescribed. At graduation Kaps forms are required to accept the additional courses. The option does not provide any identity as to the course of study follow by the student. Kent Ashtabula is currently suffering from low enrollments in both the Electrical as well as the Mechanical area. This degree is hoped to improve that condition.

## Specific Recommendations and Justification:

The preferred action is to add the Mechtronics option containing the industry specified course work as detailed above.

### Timetable and Actions Required:

The proposal has passed Ashtabula Faculty Council, the MERT group and the AS&T group. It will be presented at the CCC on Friday September 18<sup>th</sup>. The last step is EPC at its next regular meeting. The goal is to implement this program in the Fall of 2010.

### CCP attached:

### Catalog Copy:

The Associates of Applied Science in Mechanical Engineering Technology Mechtronics option is a cross disciplinary education in electrical and electronic devices, hydraulics and pneumatics, and programmable logic controllers. It is intended to provide the student with the skills currently in demand in most industries.

### Roadmap Attached:

### GPS website program description and keywords:

Associates of Applied Science in Mechanical Engineering Technology, Mechtronics Option.

Keywords: Mechanical, Electrical, Engineering, Programmable Logic Controllers



Roadmap: Associate of Applied Science - Mechanical Engineering Technology - Mechtronics Option [Acc MERT Mech] - &

RC-AAS-MERT-METR

[Regional Campuses Ashtabula Campus— Catalog Year: 2009-2010

2010-2011

Critical requirements are boldface in shaded areas

Course Subject and Title	Credit Hours	Upper Division	Min. Grade	Important Notes
Semester One: 15				The state of the s
	tha si			
MERT 12000 Engineering Drawing	3.	S. 12	(1.5 %) (V)	
MERT 12004 Manufacturing Processes	3			100
BMRT 11000 Intro to Business	3			
MA <del>TH 11011 Algebra for Calculus</del> MATH 110 10	3			
Math 11022 Trigonometry	2			
US 10097 First Year Experience	1			
Semester Two: 17				
	égi Hi			
MERT 12001 Computer Aided Drafting	4		11.0	
MERT 12005 Properties of Materials	3		100000	
ENG 11011 College Writing I	3			
PHY 12201 Technical Physics I	3			
MATH 19002 Technical Math II	4			
Semester Three: 17				
MERT 22009 Robotics and Flexible Automation	3			
EERT 22003 Technical Computing	3 ::		30.3	
EERT 12000 Electric Circuits I	4			
MERT 22012 Fluid Power	3			
PHY 12202 Technical Physics II	4			
		-		
Semester Four: 18				
	ri e jeti			
EERT 12001 Electric Circuits II	3	9 6 30 0		
EERT 22002 Intro to Electronics / 2010	3	10.00		
TECH 33031 PLC's	3	9 9 9 9 9		
General-Elective LER HUManities or 5'S	3			
ENG 20002 Intro to Technical Writing or ITAP 2663	38 3			
COMM 15000 Intro to Human Communication	3			

**Graduation Requirements Summary** 

ſ	T-4-111	Upper-	Liberal Education	Diversity Course /	Writing-	Minim	um
1	Total Hours	Division Hours	Requirements Hours	Global / Domestic	Intensive	Major GPA	Overall GPA
	67	9	13	0	0	2.0	2.0

Special Notes for Degree/Major:

Students are required to complete 1960 supervised hours to graduate; time sheets are kept for each student and require instructor signature.

All courses meet FAA requirements outlined in practical test standards FAA-S-8081-26, FAA-S-8081-27 and FAA-S-8081-28.



## Roadmap: Associate of Applied Science - Mechanical Engineering Technology Mechtronics Option [Acc MERT Mech]

[Regional Campuses Ashtabula Campus Catalog Year: 2009-2010

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.

### **TILLETT, THERESE**

From:

CZAYKA, MICHAEL

Sent:

Wednesday, October 07, 2009 4:31 PM

To: Cc: TILLETT, THERESE STOCKER, SUSAN

Subject:

RE: EPC proposal - MERT - Mechtronics concentration

Therese,

My responses are below.

Mike

From: TILLETT, THERESE

Sent: Wednesday, October 07, 2009 4:14 PM

To: CZAYKA, MICHAEL Cc: STOCKER, SUSAN

Subject: RE: EPC proposal - MERT - Mechtronics concentration

Thanks, Mike. Please see below.

Therese E. Tillett | Director of Curriculum Services | Office of the Provost Kent State University | Library, Ste. 384 | 1 Eastway Dr., | Kent, Ohio 44242 Tel: 330-672-8558 | Fax: 330-672-2645 | tillet1@kent.edu | www.kent.edu Curriculum Services: www.kent.edu/administration/provost/curriculum svcs

From: CZAYKA, MICHAEL

Sent: Wednesday, October 07, 2009 11:05 AM

To: TILLETT, THERESE Cc: STOCKER, SUSAN

Subject: RE: EPC proposal - MERT - Mechtronics concentration

Therese,

Sorry for the delay in response. I was in Atlanta over the weekend and did not return until late afternoon on Monday just in time for my late class. Yesterday was my full day of classes. None the less my responses to your questions are given below.

Mike

From: TILLETT, THERESE

Sent: Thursday, October 01, 2009 5:12 PM

To: CZAYKA, MICHAEL

Cc: STOCKER, SUSAN; THOMAS, WANDA

Subject: EPC proposal - MERT - Mechtronics concentration

Hello, Mike,

I am assuming you submitted this proposal. If not, please let me know.

The proposal looks good. I do have some questions/comments:

• The MERT major currently has four concentrations (General, Polymer, Systems, Radiation Polymer). All four are offered at the Ashtabula Campus. Three (General, Polymer, Radiation Polymer) are offered at the Trumbull

Campus. Only General is offered at the Tuscarawas Campus. Will this new, fifth, concentration will be offered at the Ashtabula Campus only?

- Mc I believe that other campuses will want to offer this concentration as well. It is my intent to inactivate the polymer and radiation polymer concentrations at all campuses this year.
- To move this toward approval, I need to know now on what campuses this concentration will be offered.
- MC Ashtabula.
- Has Gregg Andrews (as dean of Tusc) been notified that the MERT program is being revised to include this new concentration? Wanda, I assume you know since you signed the paperwork.
  - Have kept Dr Bichara informed of what I am proposing and I assume he has communicated this to Dean Andrews.
  - TT I can't work from assumptions. I'll forward your proposal to Dean Andrews for his review.
  - M That's fine
- There is a statement on the CCP that I don't understand: "The only Associates in Engineering Technology Degree that will be offered at the Ashtabula Campus will be this option." Since we don't offer a degree with that name, what do you mean?
  - MC I mean the only Degree will be the Associates in Mechanical Engineering, Mechtronics concentration.
  - Does that mean that you will also be inactivating the General and Systems concentrations on your campus, in addition to the Polymer and Radiation Polymer concentrations in listed in the first response?
  - I believe we will keep the systems concentration active for students transferring in from other programs. I expect we will inactivate the General after students currently in the concentration finish.
- There is a statement in the proposal summary: "[This concentration] is intended to replace both the current Mechanical as well as the current Electrical programs at Kent Ashtabula." Are you talking about the AAS MERT program, under which this program will be one of five concentrations? How does it replace it? (I.e., you inactivate the MERT major, you inactivate all concentrations.) Also, is there a proposal coming forth to inactivate the AAS EEET program on your campus?
  - We will not be offering the Electrical/Electronic Associate Degree courses at Ashtabula. Students can get it online from Tusc. Technically they would still graduate from Ashtabula.
  - You confer a degree program you don't offer? Why? The Tusc Campus is approved to confer this degree, so why would that campus give up conferring rights when it offers the courses that you don't?
  - We will be offering most of the core at Ashtabula, Tusc will be offering the second year specialty courses. The majority of the hours will be at Ashtabula. I expect that after students in the program finish we would in fact inactivate the Electrical/Electronic Associate Degree at Ashtabula as well.
- Per policy, all concentrations within a major must share a core set of courses. The identified core for MERT includes IERT 22010 Computer-Integrated Manufacturing and EERT 22014 Microprocessors and Robotics, which are not listed in this concentration's course requirements. Are those two courses not part of the core anymore, and are now requirements for four (out of the five) concentrations?
  - The plan is to remove IERT 22010 from the core this year to make room for additional TAG requirements. EERT 22014 may also leave. The issue is Tusc's accreditation requirements. For the time being these two courses can be moved from the core to each concentration which would them conform to policy.
  - TT OK.
- The MERT core also includes option ENG 20002 or ITAP 26638. This concentration lists ENG 20002 as required. Is not listing ITAP 26638 an omission, or has that option moved from the core to the individual (i.e., other four) concentrations?
  - MC It should include ITAP 26638 as well.
    - 77 OK.

• The MERT core also includes 3 credits of LER Humanities or Social Sciences (although there is a notation that Tusc students must take EERT 21010 in its place). This concentrations lists 3 credits of General Electives. Is it really any elective, or should it be LER Humanities or Social Sciences?

MC. It should it be LER Humanities or Social Sciences.

77 OK.

• MATH 11011 listed in the program requirements does not exist as of fall 2009. A recent revision for MERT replaced that course with MATH 11012 Intuitive Calculus.

The Math requirement is incorrect for the current year. I have a proposal in the works to add Math 11010 Algebra for Calculus to the MERT core. It got lost in the Math Departments changes. Math 11011 should be replace with Math 11010.

OK. For the time being, I'll move the math requirement to the individual concentrations since they are now different.

• EERT 22002 Introduction to Electronics, as listed in the program requirements, has either the wrong number or title. Is it EERT 22002 Industrial Controls or EERT 12010 Introduction to Electronics?

MC. It should be EERT 12010 Introduction to Electronics.

TOK.

### Thank you, Therese

Therese E. Tillett | Director of Curriculum Services | Office of the Provost Kent State University | Library, Ste. 384 | 1 Eastway Dr., | Kent, Ohio 44242 Tel: 330-672-8558 | Fax: 330-672-2645 | tillet1@kent.edu | www.kent.edu Curriculum Services: www.kent.edu/administration/provost/curriculum\_svcs

From: Kandel, Sally To: CHANDLER, TIMOTHY

Cc: TILLETT, THERESE; BARBER, DEBORAH
Subject: Friendly Amendment to 45 SCH
Date: Wednesday, September 30, 2009 2:40:21 PM

Attachments: Friendly amendment Draft catalog language.doc

UGS and Gen over 30 and 45 SCH.docx

### Tim,

We need to submit a friendly amendment to the 45 SCH policy. The proposal excludes the premajors, but the draft catalog language includes them. We need to exclude them as some premajor programs are 60 hours. This policy does not really apply to the pre-majors, only those students who are on a non-degree track. Attached is the new language.

Also attached (Therese) is a revised chart showing the number of exploratory and generalists—I fixed a heading.

Thanks Sally

Sally A. Kandel, Ph.D.
Associate Vice President
Institutional Research and Student Success
Kent State University
126 Lowry Hall
PO Box 5190
Kent, OH 44242

PH: 330-672-7901 FX: 330-672-3828

# Draft catalog language Supporting the 45 SCH limit in non-degree granting majors

DRAFT: I I September 2009 | REVISED 8 October 2009

### **Exploratory, Pre-Majors and General Majors**

Kent State offers the non-degree Exploratory major, pre-majors and generalist majors within each college and on all campuses to enable bachelor's degree-seeking students to explore academic areas and/or meet minimum program requirements. Baccalaureate students in these non-degree majors must declare a degree major by the time they have completed earned 45 semester credit hours. Students needing assistance with selecting a major are encouraged to must consult with their academic advisor.

### **Special Non-Degree Students** http://www.kent.edu/catalog/2009/Policies/Non-degree.cfm

Admission as a special non-degree 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 non-degree students may apply to Kent State for any semester through the Admissions Office. Adult students may apply through the Adult Student Center. A non-refundable \$40 application fee is required. Admission is based on the same criteria detailed in Freshman Students or Transfer Students, whichever is appropriate.

Special non-degree students may remain in this special status for one academic year or until a maximum of 30 45 semester hours of credit is earned. Should special non-degree students wish to pursue a degree program, they may, prior to or upon earning 30 45 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 academic department or school.

# Background information: 45 SCH limit for bachelor degree students in a non-degree granting major

KC Exploratory Students with 45+ Cum Hours End of Spring 2009							
Major	46-60	61-75	76-90	91-120	120+	Total	
UGS	200	62	44	34	10	350	
	KC Genera	alists with 45	+ Cum Hou	rs End of Spi	ring 2009		
AEDG	12	4	3	4	13	73	
CAG	9	5	2	3	4	29	
CCIG	3	2	I	3	4	18	
EHSC	15	6	8	7	14	73	
PFDM	10	I	3	I	7	41	
Grand Total	249	80	61	52	52	494	

RC	Exploratory	Students w	ith 45+ Cum	Hours End	of Spring 200	)9
Major	46-60	61-75	76-90	91-120	120+	Total
UGS	140	83	38	36	12	309
	RC Gener	alists with 45	+ Cum Hou	rs End of Sp	ring 2009	
AEDG	2	2				4
CAG	3	7	1	5		16
CCIG	3		1	1		5
EHSC	14	5	3	5	2	29
PFDM						
<b>Grand Total</b>	162	97	43	47	14	363

	Exploratory Students by Campus								
MAJOR	CAMPUS	46-60	61-75	76-90	91-120	120+	Grand Total		
EXPL	AC	3	3	2		ı	9		
	EC	I	4	2	1	1	9		
	GC	18	5	5	4	1	33		
	SA	15	5	2	5	3	30		
	ST	78	54	22	22	4	180		
	TR	18	8	2	4	2	34		
	TU	7	4	3			14		
EXPL									
Total		140	83	38	36	12	309		

C:\Documents and Settings\skandel\My Documents\advising\UGS and Gen over 30 and 45 SCH.docx

# EPC Agenda | 19 October 2009 | Attachment 5 | Page 1 KENT STATE UNIVERSITY **CERTIFICATION OF CURRICULUM PROPOSAL**

	2	Preparation Dat	e 15-Apr-09	Curriculum Bulletin
	•	Effective Date	Fall 2010	Approved by EPC
Department	History			
College	AS - Arts and Scie	ences		·
Degree	•	ster of Arts		
Program Name	<b>History</b> Progra	m Code HIST		
Concentration(s)		ntrotion(a) Codo(a	s)	0
Proposal	Revise Program	- 9ctab	lish con	icentration: History for
,		- 23		icentration: History for Teachers (HFT
Description of propo Revision of HIST M		second	Histor	<b>~</b>
Does proposed revi Current total credit I		m's total credit ho Proposed total c		
No impact on staffin has collaborated on	ng. <del>Departmen</del> t of this proposal and h centration fills majo	Teaching, <b>Leader</b> nas subitted a mer	ship, and Curric no testifying th	eacher education licensure): culum (in the College of Education) at it does not encroach on their n for history/social studies
Units consulted (oth Department of Teach			· , -	this proposal): (firmerly Teaching, leadership and Curriculum Studies
	A	REQUIRED EN	DORSEMENT	S .
	61		in the second	4, 16,09
Department Chair /	School Director / Ca	ampus Dean	· ·	
Mary ans	- 1/	· · · · · · · · · · · · · · · · · · ·		914109
College Dean Marry	Butterto	2	·	9/18/09
Executive Dean of F	<del>≀egional Campuses</del>	√ Dean of Gradua	te Studies	<del></del>
·				1 1
Senior Vice Preside	nt for Academic Aff	airs and Provost		

### **Proposal Summary**

Title: Creation of MA for teachers concentration within HIST MA program.

Subject: Program Revisions for HIST MA Program

### **Proposal Summary:**

Creation of MA for Teachers Concentration:

The origins of this proposal can be found in two sources: 1). Recognition by the College of Education's specialists in history/social studies training that their program does not provide practicing teachers with advanced content in history. 2). An increased awareness within the History Department of the importance of pedagogy and of devoting more time to training the next generation of primary and secondary school teachers. Our proposed concentration seeks to meet both concerns.

At present, many social studies and history teachers do not have degrees in history, and those who choose to return to KSU's College of Education for an MA degree can satisfy their requirements by taking *undergraduate* history courses. Our proposed MA concentration for teachers seeks to complement the College of Education's existing program by immersing students in high-level historical thinking, reasoning, and research, so that students will bring more sophisticated understandings of history back to their own classrooms. (Of particular note here will be the requirement that students in this concentration take our regular offerings in historiography and methodology.) This program will be designed to suit the needs of part-time students (as most teachers are likely to fall into this category), while retaining the possibility of an advanced Master's Project (a thesis equivalent).

### Proposal

Currently, the Department of History offers M.A. work in traditional history (often seen as a precursor to doctoral work) and a Concentration in Public History. We would like to create a second concentration, an M.A. in History for Teachers, a degree program that would target teachers interested in the advanced study of history. The requisite coursework for this concentration (listed below) is focused on current scholarship and approaches to history and is designed to encourage the application of current historical scholarship to the work responsibilities of the practicing teacher. The program provides school professionals with a structured but flexible approach to the analysis and teaching of history while permitting interdisciplinary work in related fields or areas particularly relevant to the candidate's professional objectives. The program can be completed on a part-time basis.

REVISED HISTIR

### Course Work

The M.A. in History for Teachers requires 33 hours of graduate course work. The following restrictions and requirements apply:

- a). At least one course is required in each of the following areas: U.S History; Europe since 1500; and either Europe before 1500 or another area of the world (Africa, Asia, Latin America.)
- b). Course work in History must include the Department's core graduate-level courses in Historical Methods and Historiography.
- c). History course work must also include at least one graduate reading colloquium and one writing semianr.
- d). Up to 9 hours of graduate course work may be taken outside the Department of History. (For most students this would mean relevant courses in the Department of Teaching, Leadership, and Curriculum Studies.) Students should seek approval of course work outside of the Department of History from the Graduate Coordinator before enrolling in such courses.
- e). Up to 3 hours of graduate workshops at Kent may be applied toward the total of 33 hours of course work required for the degree. These could be workshops offered by the Department of History or other KSU units, such as TCLS and LIS.
- f). At least 18 hours of graduate course work (not including the Master's Project) must be taken in the Department of History at Kent State University.

### Master's Project Option

Students may elect to write a Master's Project. The Master's Project is an extended piece of writing in which substantial research on a topic in history is applied to a problem or responsibility encountered in the work of the practicing teacher. It can be pedagogical in nature, exploring strategies for teaching a particular subject, topic, or historical concept, or might be documentary in nature, such as historically informed teaching materials for a given subject, topic, or concept. Flexibility and applicability are the goals in the Master's Project, and all forms of information dissemination, including electronic media, are possible. Students who choose the Master's Project Option must complete 27 hours of course work (or a combination of course work and workshops, according to the guidelines listed above under "Course Work") and 6 hours of Research devoted to the project.

After completing no more than 18 hours of course work, the student will select an adviser for the Master's Research Project. The project adviser will help the student develop a proposal and form a committee of two additional faculty members, one of whom should be from a department outside of History, most likely from the Department of Teaching,

REVISED HIST 16

Learning, and Curriculum Services in the College of Education, Health, and Human Services. The proposal must be approved by the project committee, Graduate Coordinator, Department Chair, and Graduate Dean. The student will defend the completed project in an oral examination conducted by the project committee.

<u>Staffing</u>: No new courses are required for this concentration—students who choose this option will enroll in extant graduate courses.

Alternatives and Consequences: As noted above, the College of Education already has an MAT program for history/social studies teachers. Failure to approve our proposal will not affect their program, but it would mean that local history/social studies teachers pursuing a master's degree from Kent State University will continue to derive their content and historical framework from undergraduate courses. Given the importance of quality history/social studies instruction for society writ later, we would hope that the need for graduate level course work in History among this population is apparent.

Specific Recommendation and Justification: Given the background and arguments presented above, the Department of History urges approval of its proposal to revise the HIST MA program.

### Timetable:

Summer, 2008: Chair and Graduate Coordinator begin discussions with College of Education concerning proposed program.

Fall, 2008: Course of study for concentration articulated and approved by TCLS and the Department of History.

April, 2009: CCC approval begins full curricular review/approval process.

Summer/Fall 2009: Department undertakes outreach to local school districts to publicize the new concentration. These efforts will be materially aided by our Ohio Humanities Council grant for a Summer Teacher's Institute and by a possible Teaching American History grant.

Spring 2010: Graduate admissions committee begins evaluating applicants interested in this track.

Fall 2010: First students in this concentration enroll and begin their course of study.

REUSED HISTIC

### PROPOSED

The Official Seal of Kent State University designates that this catalog is an official University document of record for academic information and policy.



History

### HISTORY

Kenneth Bindas, Chair 305 Bowman Hall 330-672-2882 kbindas@kent.edu

Mary Ann Heiss, Coordinator of Graduate Studies 305 Bowman Hall 330-672-2882 mheiss@kent.edu

The Department of History offers both a Master of Arts degree program and a Doctor of Philosophy degree program in most fields of history. Detailed program outlines may be obtained from the graduate coordinator's office in the department.

Visit the department Web site at http://dept.kent.edu/history for more information.

### Master of Artis

In addition to work focused specifically on history, M.A. students have the opportunity to pursue two specific concentrations:

- Concentration in Public History
- Concentration in History for Teachers

M.A. work in traditional history and the Concentration in Public History allow students to choose between thesis and non-thesis options. The thesis options are intended for students who expect to continue graduate study or plan to teach in secondary schools or community colleges. The Concentration in History for Teachers includes the option of an M.A. project.

#### **ADMISSION**

Admission is limited to those applicants whose records show clear potential for success in graduate study. In addition to the regular university application requirements, applicants for the Master of Arts program must submit the general scores on the Graduate Record Examination, a letter describing their professional objectives and proposed field of study, and an example of a significant piece of written work.

### **PROGRAM REQUIREMENTS**

All students must successfully complete History 61001 and 61002. Students selecting a thesis option must demonstrate a reading knowledge of one or more foreign languages if their advisers determine that it is necessary for research.

In addition to the requirements listed above, all students pursuing work in traditional history must complete successfully four seminars/colloquia (at least combination of six 7/80000-level seminars and colloquia. The one seminar) and must distribute their coursework among various fields, which department requires that the student demonstrate reading include ancient, medieval, European, United States, Asian, Latin American, and African history. It is possible to include a minor in a department outside the Department of History. The non-thesis option allows for an individualized determine if the student needs to demonstrate reading minor (8-9 hours).

The Public History Concentration is intended to prepare students for careers in area related to history that will be useful in completing their various types of agencies such as state and local historical societies, government agencies, museums, archives, and the like. In addition to the coursework required of all master's students, those who elect this concentration are required to successfully complete HIST 51000, 60092, 62097, three additional courses in history (at least one seminar and one colloquium), and appropriate coursework in another department.

The History for Teachers Concentration is designed to provide a program of advanced historical study for history/social studies teachers. Students enrolled in this Concentration must take at least 18 hours of graduate coursework in the Department of History at Kent State University. In addition to HIST 61001 and 61002, students will take at least one reading colloquium and one writing seminar and at least one course in each of the following areas: U.S. History, Europe since 1500, and Global History (Europe before 1500, Africa, Asia, and Latin America). 9 hours of graduate coursework may be taken outside the Department of History; for most students these courses will be drawn from TLCS. Up to 3 of the required 33 credit hours for the Concentration may come from graduate workshops offered by the Department of History, or other KSU units (such as TLCS and LIS).

> HIST 69896 and 69898 are not generally available until students have earned 20 semester hours.

### Director of Philosophy

The program leading to the degree of Doctor of Philosophy aims to prepare college or university teachers, research scholars and others desiring a knowledge of historical scholarship and techniques. The student must receive a master's degree in history or its equivalent before beginning doctoral work.

#### **ADMISSION**

Admission is limited to those applicants whose records show clear potential for success in graduate study. Applicants for the Doctor of Philosophy degree program must submit the general scores on the Graduate Record Examination, a letter describing their professional objectives and proposed field of study, and an example of a significant piece of written work (such as an M.A. thesis).

### **PROGRAM REQUIREMENTS**

The student will elect one general, one specialized, and one thematic field. General fields include Asia, Africa, Europe, Latin America, and United States. Specialized fields include topical and regional areas of Europe and the United States, public history, and gender/women. Either the general or the specialized field must be the field embracing the dissertation. The thematic field must combine two different continents, or the modern period and a chronological period before 1500, and revolve around a common theme. Thematic fields include political/intellectual, social/cultural, empire/foreign relations, and religion and society. (Current lists of all general, specialized, and thematic fields may be obtained from the department.) In addition to fulfilling university requirements, the student must meet those of the Department of History. The student must complete successfully HIST 79894, and a knowledge of one foreign language by the end of the third semester after initial registration. The student's adviser will knowledge of a second or third foreign language. All students must elect additional courses in a discipline or research dissertations.

2009-2010 Kent State University Graduate Catalog

REVISED HISTY



To:

Ken Bindas, Chair, History Department

From:

Alexa Sandmann, Interim Chair,

Teaching, Leadership and Curriculum Studies

Re:

Support for Proposed Master of Arts in History for Teachers

Date:

March 17, 2009

With this memo, I am writing a letter of support for the History Department's proposal to offer a Master's of Arts in History for Teachers.

Two social studies faculty from TLCS, Dr. Alicia Crowe and Dr. Todd Hawley, have worked with your faculty to design a great graduate program. We do not think it infringes on our own MAT program because it does not offer certification as our does.

In fact, because students in your program have the opportunity to take courses with our students, we expect the conversation to be even more rich because of the diversity of interests and backgrounds.

We wish you well as you begin this new endeavor.

Teaching, Leadership and Curriculum Studies

P.O. Box 5190 • Kent, Ohio 44242-0001 Phone: (330) 672-2580 • Fax: (330) 672-3246 • http://www.educ.kent.edu/TLCS

HIST 3

# TLC Courses for MA in History History for Teacher Concentration

### C&I 50093

### VARIABLE TITLE WORKSHOP IN CURRICULUM AND INSTRUCTION (1-5)

Variable topic workshop designed to respond to curriculum trends and issues and specialized needs. S/U grading.

### C&I 57503

### TEACHING SOCIAL STUDIES IN EARLY AND MIDDLE GRADES (3)

This course addresses pedagogical content knowledge for the teaching and learning of social studies in grades K-9, based on the national content and process standards.

### C&I 61125

### ISSUES AND TRENDS IN SOCIAL STUDIES EDUCATION (3)

This course will provide an overview of historical trends and contemporary issues in social studies education.

### C&I 61126

### RESEARCH IN SOCIAL STUDIES TEACHING AND LEARNING (3)

During this course students will examine, discuss, and study research in the teaching and learning of social studies as well as develop their own study of social studies teaching and learning.

### C&I 61127

### **TECHNOLOGY AND SOCIAL STUDIES (3)**

Course provides experiences with and study of various uses of technology in social studies teaching and learning. During the course, we will examine implications and effects of technology on student learning, teaching, and society as a whole.

### C&I 67001

### **FUNDAMENTALS OF CURRICULUM (3)**

Orientation to the curriculum field. Theoretical examination of foundations, elements, design and development of school, college and nonschool curricula.

### C&I 67095

### SPECIAL TOPICS IN CURRICULUM AND INSTRUCTION (1-5)

Specialized offerings in response to emerging or selected program needs in curriculum design, development and implementation.

HIST 5

### **Transmittal Memo**

Date: April 13, 2009 💢 🎉

From: Kevin Adams, Chair, Curriculum Committee, Department of History

To: Mary Ann Haley, Assistant Dean for Curriculum, College of Arts and

Sciences

Subject: Program Revisions BA HIST and MA HIST

Please find attached a proposal summary and related paperwork for two curricular actions: 1). Revision of the MA program in History to include a fourth concentration in advanced historical study for elementary and secondary school teachers. 2). A program revision of the undergraduate major in History to include the revision of HIST 32050 (The Historian's Craft), the creation of HIST 49091 (Senior Seminar in History), and the addition of 3 credit hours to the major. Both proposals were developed and refined throughout the fall 2008 semester by the History Department's UPC and CCC, and were unanimously approved at meetings of the full faculty (by votes of 11-0 and 10-0) on November 21, 2008.

HIST 1

### TILLETT, THERESE

From:

HALEY, MARY ANN

Sent:

Tuesday, September 22, 2009 4:48 PM

To:

TILLETT, THERESE

Cc:

BINDAS, KENNETH; HEISS, ANN; POOTS, KATHY; STALVEY, JOHN

Subject:

RE: EPC - proposal for MA History

Hi Therese,

I met with Ken Bindas and Ann Heiss on the proposed revisions to the MA in History. We have gone through the historic documents (from 1989 in WebExtender) and discussed the importance of having the concentrations designated on student transcripts and diplomas. I believe the rewording of the proposal summary and catalog copy that History will resubmit will meet your criteria. The plan is for the rewrite to refer to a Master of Arts program in History with two concentrations – Public History, which is described in the 1989 documents, and History for Teachers, which is the subject of the most recent revision. History will eliminate any reference to concentrations in History and American Studies in the description of its programs.

As soon as I have the revisions we'll bring them over to you.

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

From: BINDAS, KENNETH

Sent: Friday, September 18, 2009 12:24 PM

To: TILLETT, THERESE

Cc: POOTS, KATHY; Teamer, Monica; HALEY, MARY ANN; STALVEY, JOHN; BINDAS, KENNETH

Subject: RE: EPC - proposal for MA History

Therese,

I believe much of this can be worked out easily.

First, Mary Ann Haley has forwarded to you the proposal summary. Second, you can eliminate the word(ing) regarding 'concentration.' Third, label the program "History for Teachers."

I hope this clarifies your concerns and please do not hesitate to contact me.

Enjoy,

Ken

Kenneth J. Bindas Professor and Chair Department of History 305 Bowman PO Box 5190 Kent, Ohio 44242-0001 330.672.8910

From: TILLETT, THERESE

Sent: Thursday, September 17, 2009 2:52 PM

To: BINDAS, KENNETH

Cc: POOTS, KATHY; Teamer, Monica; HALEY, MARY ANN; STALVEY, JOHN

Subject: EPC - proposal for MA History

Hello, Ken, I received the paperwork to establish a concentration for the MA History. I have several questions and observations:

- There was no proposal summary included. Please send. An outline of what should be in the summary can be found here: <a href="http://www.kent.edu/Administration/provost/curriculum\_svcs/forms/upload/proposal\_summary.doc">http://www.kent.edu/Administration/provost/curriculum\_svcs/forms/upload/proposal\_summary.doc</a>
- The transmittal memo states this new concentration will be the major's fourth, and the Graduate Catalog lists concentrations in History, American Studies and Public History." Please know that there is only one concentration: Public History. That means that students who choose the first two never have them show up on their transcripts as concentrations. In addition, the word "concentration" cannot be used in the Graduate Catalog for History and American Studies because that word is Kent State's nomenclature for an official submajor, and those two are not official.
- The transmittal memo calls the concentration Advanced Historical Study for Elementary and Secondary School Teachers. Another document calls it History for Teachers. The edited catalog copy calls it History by Teachers. What is the official name of the concentration?
- Please note that Banner has a 30-character limitation for program names. So, for example, if the concentration's name is the first one I noted above, students will see something like this on their transcripts: Adv Hist Study Elem/Second School Teach.

Don't hesitate to call me if you have any questions.

### Therese

Therese E. Tillett | Director of Curriculum Services | Office of the Provost Kent State University | Library, Ste. 384 | 1 Eastway Dr., | Kent, Ohio 44242 Tel: 330-672-8558 | Fax: 330-672-2645 | ttillet1@kent.edu | www.kent.edu Curriculum Services: www.kent.edu/administration/provost/curriculum\_svcs

# KENT STATE UNIVERSITY October 2009 | Attachment 6 | Page 1 CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Dat	te 12-Sep-09	Curriculum Bulletin
		Effective Date	Fall 2010	Approved by EPC
Department	College of Nursin	g		
College	NU - Nursing			
Degree	NDGD-	<del>-Graduate Non-De</del>	gree-Pregram	CERS Post-master's certif
Program Name advanced practic	Po <del>st-masters Co</del> e nurses with non-	ertificate Psychia	tric Mental He	alth (起頭科) Nurse Practitioner (知名) f
Concentration(s)	<del>Psychiatric Menta</del>	al-Health Nursing	Concentration	(s) Code(s)
Proposal	Establish Progran	n		
PMH NP post-mas Recently, there have obtaining a post-master's or Does proposed revenues to the control of the control of the consulted (ot No other departments).	ter's certificate for a we been inquiries by aster's certificate as certificate for advance rision change progrations: n other programs, positions offing considerations; is option will bring repsychiatric mental in ther departments, preserved.	dvanced practice in advanced practice a PMH NP. The inced practice nurses am's total credit hor Proposed total collicies or procedure need; audience; proposed total control and the faculty resonant of the proposed proposed total control and the faculty resonant proposed pr	nurses with a Fe nurses in other tent of this properties with a non-Plurs? Yes credit hours 16 es (e.g., encrosorerequisites; to the PMH Gradurces.	☑ No  achment and duplication issues; eacher education licensure): uate Nursing program without the
Hore of	Budd	REQUIRED EN	DORSEMENT	s <i>9 , 17,</i> 09
Department Chair /	School Director / C	ampus Dean		9 118 109
College Dean)	2	<u> </u>	<del></del>	<del> </del>
Maryli	sicolarken			9 123109
Executive Dean of	Regional Gampuses	-/ Dean of Gradua	ite Studies	
Sonior Vice Preside	ent for Academic Af	aire and Provinct		/
SHOULD VIEW PIECES		AUS AUG 2000051		

### **Proposal Summary**

Title: Post-Master's Certificate Psychiatric Mental Health (PMH) Nurse Practitioner (NP) for advanced practice nurses with a non-PMH degree

**Subject Specification:** The intent of this proposal is to establish a new PMH NP post-master's certificate for advanced practice nurses with a <u>non-PMH</u> degree.

**Background Information:** The PMH NP post-masters 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-masters certificate as a PMH NP qualify for the PMH NP certification exam from the American Nurses Credentialing Center.

The PMH Graduate Nursing Program in the College of Nursing at Kent State University currently has a PMH NP post-master's certificate for advanced practice nurses with a PMH degree, e.g. PMH CNS. Recently, there have been inquiries by advanced practice nurses in other specialties about the option for obtaining a post-master's certificate as a PMH NP. Establishment of this option will bring more students into the PMH Graduate Nursing program without the need for additional faculty resources.

**Alternatives and Consequences:** There is no alternative. Nationally, there is a shortage of PMH NPs. It is anticipated that establishment of this post-master's certificate will increase student enrollment without the need for additional faculty resources.

### **Timetable and Actions Required:**

College of Nursing Masters Curriculum Committee Spring, 2009
College of Nursing Faculty Spring, 2009
Graduate Educational Policy Council October, 2009

Implementation: Spring 2010

### **Graduate Requirement Sheet:**

Year	Course	Credit
Prerequisites	N60045 Pathophysiology for Advanced Practice Nurses	3
	N60041 Advanced Assessment for Adult Clients	3
	N60042 Adult Primary Health Care I	5
	N60441 Pharmacology for APNs	3
TOTAL PRERE	QUISITES	14
OBS SAND WARE TO NOT		3.334.65
Year 1 - Fail	N60201 Theory for Advanced PMH Nursing (Web)	3
	N61003 Neurobiology and Psychopharmacology of Major Psychiatric Disorders (Web)	3
TOTAL		6
Year 1 - Spring	N60001 Psychiatric Mental Health Advanced Practice for Adults I: Individual and Family	3
,	N64492 PMHN Practicum I (175 hours)	2
TOTAL		5
Year 2 - Fall	N60002 Psychiatric Mental Health Advanced Practice for Adults II: Group,	
	Organization, Community	3
· · · · · · · · · · · · · · · · · · ·	N65592 PMHN Practicum II (175 hours)	2
TOTAL		5
TOTAL POST-N	MASTER'S CERTIFICATE	16



#### INTEROFFICE MEMORANDUM

DATE:

9/17/2009

TO:

Office of the Associate Provost, Faculty Affairs and Curriculum

Dr. Mary Ann Stephens, Interim Dean, Graduate Studies Ms. Therese Tillett, Coordinator, Curriculum Services

FROM:

Dr. Karen-Budd, Director, Graduate Programs, College of Nursing

SUBJECT:

Proposal to Establish a Psychiatric Mental Health (PMH) Nurse Practitioner (NP) Post-

Master's Certificate Program for Advanced Practice Nurses with Non-PMH Master's Degrees

Per request of PMH Nursing graduate faculty and approval by vote of the College of Nursing Master's Curriculum Committee and faculty, the subject item is presented for the October 19, 2009 agenda of the Graduate EPC, to be effective for fall 2010.

Enclosed is the proposal and CCP form for this 16-credit hour post master's certificate program.

Please contact me if there are any questions.

# KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

	Р	reparation Date	e 4-Apr-09	Curriculum Bulletin	ı
	E	ffective Date	Fall 2010	Approved by EPC _	
Department					
College	CT - Technology				
Degree	Master of Technology	CER-	8 past-ma	asters / CER-6 certificates	Post-bacc.
Program Name	Program (	Code MTEC			
Concentration(s)	Concentra	ation(s) Code(s	) Sus	tainable Constr	uction lechn
Proposal	Establish Program			C620 1	C832
Description of pro					
Establishment o	f a Graduate Certificat	e in Sustainal	ole <del>Building</del> (	Construction T.	echnology
Does proposed re Current total credi	vision change program's t hours:	total credit hor roposed total c	•		
	n other programs, policie affing considerations; nee				
College of Archit	ther departments, progra tecture and Environme rchitecture and Environ	ntal Design. A	A concurrence	ce/non-encroachment	
	R	EQUIRED EN	DORSEMENT	rs	
$\lambda O$				9 1281	<b>~</b> 0
Department Chair	/ School Director / Camp	ous Dean		_( 1,020 1	<u>07</u>
M. m	Ab	,		20 1	116
<i>ff(AM)</i> College Dean				29 Sypt	<u>07</u>
Evenutive Deep or	F Posional Communes / F		An Objection	//	
Executive Death O	f Regional Campuses / D	ean or Gradua	ile Studies		
Senior Vice Presid	dent for Academic Affairs	and Provost		//_	·

Name change per Jonathan Fleing, Jim Dalton (ARIH) and Isaac Nettey (TECH) 8-Oct-09



## **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 Construction Technology

Date: October 8, 2009

### **Proposal Summary**

Title: Establishment of a Graduate Certificate in Sustainable Construction Technology

**Subject Specification:** Establishment of a Graduate Certificate in Sustainable Construction Technology associated with the College of Technology's Master of Technology (MTEC) degree.

**Background Information:** Curriculum is proposed to create a Graduate Certificate in Sustainable Construction Technology for the MTEC degree as an integral component of the College's efforts to offer graduate-level courses and curriculum in sustainability. A concurrence/non-encroachment agreement with the College of Architecture and Environmental Design is enclosed with this curricular proposal.

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 Construction Technology 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 Construction Technology consists of the following requirements:

Required Sustainable Construction Technology-related courses:

1			
♦ TECH	57000	Sustainable Systems and Technology	3
♦ UD	65102	Urban Systems	3
♦ ARCH	67510	Sustainable Building Construction I	3
♦ ARCH	67511	Sustainable Building Construction 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: Fall 2009

Activation: Fall 2010

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



To: Isaac Richmond Nettey, Associate Dean, CoT

From: Jonathan Fleming, Interim Associate Dean, CAED

Date: July, 10 2009

RE: Encroachment / new College of Technology graduate course proposals

This letter concerns the request for the College of Architecture and Environmental Design to consider the new **Graduate Certificate in Sustainable Building** proposed by the College of Technology. The coursework considered herein includes the following:

TECH 57000	Sustainable Systems and Technology
TECH 57300	Urban Sustainability
TECH 67310	Sustainable Construction Technology I
TECH 67311	Sustainable Construction Technology II
TECH 67320	Applied Sustainability in Construction Management

The College of Architecture and Environmental Design shall withdraw the claim of encroachment regarding the College of Technology's portion of this coursework and the certificate program for which this coursework is a part. This withdrawal of claim comes after discussions wherein collaboration between the colleges has been stressed and the following has been agreed to:

- TECH 57000 in this sequence shall be occasionally offered by faculty from the College of Architecture and Environmental Design. Further, this course syllabus will be further developed in collaboration between CAED and CoT faculty.
- TECH 57300 will be withdrawn and the course will be replaced in the program by the Urban Design course UD 65102 Urban Systems.
- TECH 67310 will be withdrawn and the course will be replaced in the program by ARCH 67510 Sustainable Building Construction I.
- TECH 67311 will be withdrawn and the course will be replaced in the program by ARCH 67511
   Sustainable Building Construction II
- CAED withdraws claim of encroachment for TECH 67320 Applied Sustainability in Construction Management. In turn, the CoT agreed the CAED may run coursework in sustainable construction project management including ARCH 65410 Sustainable Project Management as a part of the new Certificate in Sustainable Design proposed by the CAED. This is based upon discussion of the content of the two course proposals.

#### College of Architecture and Environmental Design Office of the Dean

#### TILLETT, THERESE

From:

NETTEY, ISAAC RICHMOND

Sent:

Thursday, October 08, 2009 4:59 PM

To:

FLEMING, JONATHAN

Cc:

DUNCAN, JOHN: TILLETT, THERESE; DALTON, JAMES; FITZSIMMONS, VERNA

Subject:

RE: certificate in sustainable construction technology

Hello, Jonathan,

Spoke with Dr. John Duncan when he called back after my Airport Management class this afternoon. He graciously agreed to work on effecting the requested change. Relayed same to Mrs. Therese Tillett who is making the requested change manually on the submitted paperwork. Continued best of Kent State technology, and

#### Cheers.

J. Richmond Nettey

I. Richmond Nettey, Ph.D.
Associate Dean, College of Technology
Kent State University, 117 Van Deusen Hall
Post Office Box 5190, Kent, Ohio 44242
330.672.9476 - Voice
330.672.7494 - Fax
330.524.9693 - Mobile

-- Captain Eddie Rickenbacker

From: FLEMING, JONATHAN

Sent: Thursday, October 08, 2009 11:50 AM

To: NETTEY, ISAAC RICHMOND

Subject: certificate in sustainable construction technology

#### Isaac

Based upon my notes, we had agreed that there would be a change to the name of your certificate program from "sustainable building" to "sustainable construction technology". I think we felt it would clarify the originating source of the certificate. I notice in the EPC submittal that change was not made, would it still be possible to alter that name?

Thank you,

### Jonathan Paul Fleming, Architect, LEED AP

Interim Associate Dean
Architecture Program Coordinator
College of Architecture and Environmental Design
Kent State University
Architecture offices: 330-672-2789
voice: 330-672-0934

<sup>&</sup>quot;Aviation is proof, that given the will, we have the capacity to achieve the impossible."

# KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

	F	reparation Date	4-Apr-09	Curriculum Bulletin
	E	Effective Date	Fall 2010	Approved by EPC
Department				
College	CT - Technology			
Degree	Master of Technolog	у	CER6-	post-baccolamente
Program Name	Program	Code <del>-MTEC</del>	CER8-	post-baccolamente post-master's certificates
Concentration(s)	Concentr	ation(s) Code(s)	)	certificates
Proposal	Establish Program		Su	stainable Systems CGZ1   C833
Description of prop	ocal.			C.621   C833
	a Graduate Certificat	e in Sustainab		
Does proposed rev Current total credit	ision change program's hours:	s total credit hou roposed total cr		<del></del>
Describe impact on enrollment and staf None	other programs, polici fing considerations; ne	es or procedure ed; audience; pr	s (e.g., encro erequisites; t	achment and duplication issues; eacher education licensure):
College of Archite	ne College of Archited	ental Design. A	concurrenc	this proposal): e/non-encroachment esign is enclosed with this
***************************************	F	REQUIRED END	ORSEMENT	'S
1.0 c				9,20,06
Department Chair /	School Director / Cam	ous Dean		29 hpt 09
1. m	Ab			29 And no
College Dean	0			0/ 1994107
Executive Dean of I	Regional Campuses / [	Dean of Graduat	e Studies	/
	_ ,		<b></b>	
Senior Vice Preside	ent for Academic Affairs	and Provost		/



## **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:

September 28, 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. A concurrence/non-encroachment agreement with the College of Architecture and Environmental Design is enclosed with this curricular proposal.

**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
<b>♦</b> TECH	57211	Sustainable Energy II	3
		Life Cycle Design I	
♦ 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: Fall 2009 Activation: Fall 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



To:

Isaac Richmond Nettey, Associate Dean, CoT

From:

Jonathan Fleming, Interim Associate Dean, CAED

Date:

July, 10 2009

RE:

Encroachment / new College of Technology graduate course proposals

This letter concerns the request for the College of Architecture and Environmental Design to consider the new **Graduate Certificate in Sustainable Systems** proposed by the College of Technology. The coursework considered herein includes the following:

TECH 57000	Sustainable Systems and Technology
TECH 57210	Sustainable Energy I
TECH 57211	Sustainable Energy II
TECH 67220	Life Cycle Design I
TECH 67221	Life Cycle Design II

The College of Architecture and Environmental Design shall withdraw the claim of encroachment regarding the College of Technology's offering of this coursework and the certificate program for which this coursework is a part.

This withdrawal of claim comes after discussions wherein collaboration between the colleges has been stressed. It has been agreed that TECH 57000 in this sequence shall be occasionally offered by faculty from the College of Architecture and Environmental Design.

#### TILLETT, THERESE

From:

DUNCAN, JOHN

Sent:

Thursday, April 30, 2009 8:07 PM

To: Cc: TILLETT, THERESE 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.

Also, I want to confirm that you want to develop a certificate program and not a concentration within the Master of Technology degree. Typically, certificates are stand-alone programs not attached to a degree program, such as a post-master's student coming back for more training or specialization. If a MTEC student chooses this certificate, would his/her graduation requirements be adjusted to accommodate these 15 credits? Should this be established as an optional concentration for a MTEC student?

EPC Agenda | 19 October 2009 | Attachment 8 | Page 6 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 | 2<sup>nd</sup> Floor Library | Kent, OH 44242 Tel: 330-672-8558 | Fax: 330-672-2644 | tillet1@kent.edu | www.kent.edu



TO: Educational Policies Council

FROM: Provost and Senior Vice President Robert G. Frank

SUBJECT: Agendas for Monday, 16 November 2009

EPC Undergraduate Council, 3:20 p.m., Kent Student Center, Room 204

EPC Graduate Council, 3:20 p.m., Kent Student Center, 3rd Floor Conference Suite

DATE: 9 November 2009

In the event that any of the action or information item 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 Therese E. Tillett, director of curriculum services, by Friday, 13 November, to ensure that the materials are available at the meeting for review.

#### **EPC UNDERGRADUATE COUNCIL**

#### **ACTION ITEM**

Approval of minutes of 19 October 2009.
 Attachment 1

#### **INFORMATION ITEMS**

#### Office of the Provost

1. Establishment of policies and procedures for temporary admissions suspension of an academic program.

**Effective Fall 2009** 

Attachment 2

#### College of Public Health

 Establishment of a post-secondary certificate in Public Health [C143]. Total credit hours to program completion are 18.

**Effective Fall 2010** 

Attachment 3

#### **Regional Campuses**

3. Letter of intent to the Ohio Board of Regents to seek preliminary approval to propose establishment of a Bachelor of Science in Respiratory Therapy degree, to be offered and conferred at Kent State University at Ashtabula.

**Effective Fall 2010** 

Attachment 4

4. Establishment of an articulation agreement with Cuyahoga Community College, whereby students earning an Associate of Applied Science degree in Plant Science and Landscape Technology (Landscape Contracting concentration) at Tri-C will be able to matriculate into the Bachelor of Applied Horticulture [BAH] degree at Kent State University at Salem.

**Effective Spring 2010** 

Attachment 5

#### **INFORMATION ITEMS continued**

#### Regional Campuses continued

5. Establishment of an articulation agreement with Eastern Gateway Community College, Jefferson County Campus, whereby students at EGCC will be able to transfer coursework and complete the Horticulture Technology [HORT] major within the Associate of Applied Science [AAS] degree at Kent State University at Salem.

**Effective Spring 2010** 

Attachment 6

#### **LESSER ACTION ITEMS**

#### **College of Arts and Sciences**

Department of Psychology

 Revision of the program requirements for the Psychology [PSYC] major within the Bachelor of Arts [BA] degree. New course PSYC 41492 is included in a select group of courses of which maximum 6 credits may be applied toward 12 credits of psychology electives. Total credit hours for program completion are unchanged at 121.

**Effective Fall 2010** 

 Revision of the program requirements for the Psychology [PSYC] minor. New course PSYC 41492 is included in a select group of courses of which maximum 3 credits may be applied toward 12 credits of psychology electives. Total credit hours for program completion are unchanged at 21.

**Effective Fall 2010** 

#### **Regional Campuses**

3. Revision of the admission requirements for the Occupational Therapy Assistant Technology [OCAT] major within the Associate of Applied Science [AAS] degree. Minimum GPA for admittance increases, from 2.5 to 2.7. Total credit hours for program completion are unchanged at 68.

**Effective Fall 2010** 

#### **EPC GRADUATE COUNCIL**

#### **ACTION ITEM**

Approval of minutes of 19 October 2009.
 Attachment 1

#### **DISCUSSION ITEM**

2. Current approval process for the Regional Campuses to offer the full curriculum of graduate degree programs.

#### LESSER ACTION ITEM

#### College of Education, Health and Human Services

School of Lifespan Development and Educational Services

3. Revision of the program requirements for the Instructional Technology [ITEC] major within the Master of Arts [MA] and Master of Education [MED] degrees. EDPF 65511 is removed as a requirement. Total credit hours to program completion decrease: from 37 to 34 for the ITEC General [ITCG] concentration, from 39 to 36 for the Computer/Technology [CMTC] concentration, and from 42 to 39 for the Library/Media [LIBM] concentration.

Effective Fall 2010

#### **COURSE CHANGES**

Key for course changes:

а	Title Abbreviation	d	Diversity	Н	Credit Hours I	New	New	s	Schedule (activity)
С	Cross-List/Slash	Ε	Credit-by-Exam	Inact	Inactivate	Р	Prerequisite	T	Title
С	Course Content	Fee	Fee	L	LER	R	Repeatable	W	Writing Intensive
D	Description	G	Grade Rule	N	Number	S	Subject		

### **Course Changes Effective Fall 2010**

		•
AS	30210	Social Structures and Processes in Europe (3)
COMT	11002	Visual Basic Programming (3)
EDAD	66524	Central Office Administration: Business Management and Support Services (3) Inact
EDAD	66535	The Administration of School Reform (3)
EDAD	66539	Communication Skills for Educational Administrators (3)
EDAD	76524	Central Office Administration: Business Management and Support Services (3) Inact
EDAD	76535	The Administration of School Reform (3)
EDAD	76539	Communication Skills for Educational Administrators (3)
FR	43213	French Composition-Advanced (3)
FR	43216	Contemporary French Culture (3)Pc
FR	53213	French Composition-Advanced (3)
FR	53216	Contemporary French Culture (3)c
ITEC	37400	Introduction to Educational Media (2)P
ITEC	47401	Design and Production of Educational Media (3)
ITEC	47402	Organization and Administration of Educational Media Programs and Centers (3).P
ITEC	47403	Instructional Design (3)P
ITEC	47427	Technology and Learning (3)P
ITEC	47430	Computer Applications in Education (3)P
ITEC	47496	Individual Investigation in Educational Media (1-5)P
ITEC	57401	Design and Production of Educational Media (3)
ITEC	57430	Computer Applications in Education (3)P
ITEC	67409	Teacher Education and Media (3)
ITEC	67412	Instruction Technology in Secondary Schools (1)P
ITEC	67417	Advanced Instructional Design (3)P
ITEC	67420	Current Issues in Instructional Technology (3) to: Researching Current Issues in Instructional Technology

#### **Course Changes Effective Fall 2010**

ITEC	67431	Programming for Educators (3)	Inact	
ITEC	67432	Designing Multimedia for Instruction (3)	Р	
ITEC	67433	Interactive Video (3)	Inact	
ITEC	67438	Instructional Applications of the Internet (3)	Р	
ITEC	67442	Designing Online Course (3)	Р	
ITEC	67444	Teaching Online Courses (3)	Р	
ITEC	67449	Research in Online Learning (3)	Р	
ITEC	77409	Teacher Education and Media (3)	Inact	
ITEC	77417	Advanced Instructional Design (3)	Р	
ITEC	67420	Current Issues in Instructional Technology (3) to: Researching Current Issues in Instructional Technology	.Tac	
ITEC	77431	Programming for Educators (3)	Inact	
ITEC	77432	Designing Multimedia for Instruction (3)	Р	
ITEC	77433	Interactive Video (3)	Inact	
ITEC	77438	Instructional Applications of the Internet (3)	Р	
MUS	63284	History of Music Education (2) to: (3)	Н	
MUS	63285	Philosophy of Music Education (2) to: (3)	Н	
PHY	75403	Computer Analysis of Experimental Measurements (2)	Inact	
PSYC	41492	Internship in Psychology (1-6)	New	
TECH	45135	Aviation Safety Theory (3)	New	
		Correction Effective Fall 2010		
Title change due to revision by Faculty Senate:				
BST	73011	Multivariate Analysis in Public Health (3)	Та	

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



#### EDUCATIONAL POLICIES COUNCIL Minutes of the Meetings Monday, 19 October 2009

Minutes of the EPC Undergraduate Council Minutes of the EPC Graduate Council

Pages 1–3 Pages 4–6

#### **EPC UNDERGRADUATE COUNCIL**

**Ex-Officio Members present:** Faculty Senate Chair Thomas Janson; Deans James E. Dalton, Laura Cox Dzurec, Verna M. Fitzsimmons, Robert (Yank) Heisler, Jr., Timothy S. Moerland, Wanda E. Thomas, Stanley T. Wearden, Mark W. Weber, Donald R. Williams; Associate Dean Joanne Arhar

**Ex-Officio Members not present:** Senior Vice President and Provost Robert G. Frank; Deans John R. Crawford, Gary M. Padak,

**Faculty Senate-Appointed Representatives present:** Paul P. Abraham, Bruce J. Gunning, Min He, Linda L. Williams, Lowell S. Zurbuch

#### **Faculty Senate-Appointed Representative not present:**

**Undergraduate Council Representatives present:** Paul J. Albanese, Pamela K. Evans, Diana L. Fleming, Todd Hawley, Sarah E. Rilling, Gretchen C. Rinnert, Roberto M. Uribe-Rendon,

Undergraduate Council Representatives not present: Stephen M. Zapytowski

#### **Observers present:**

Observers not present: Brianna D. Lawhorn (Undergraduate Student Government)

**Consultants and Guests present:** Stephane E. Booth, Timothy J. Chandler, Mary Ann Haley, Colin Morris (*Daily Kent Stater*), Jennifer Sandoval, Elizabeth M. Smith, Linnea Carlson Stafford, Therese E. Tillett

Senior Associate Provost Timothy J. Chandler called to order the EPC Undergraduate Council at 3:27 p.m., on Monday, 19 October 2009, in room 204 of the Kent Student Center.

#### Action Item 1: Approval of minutes from 21 September 2009

The motion for approval was made and seconded. With one correction (page 4, paragraph 1, line 4 "no longer" instead of "not longer"), the motion passed unanimously.

Action Item 2: Establishment of a Regional College to serve as the administrative home for programs and associated curricular issues unique to the Regional Campuses. Included in the college will be three divisions—Applied Business, Health Occupations and Professional Studies.

Executive Dean Wanda E. Thomas stressed that the proposed Regional College is a curricular unit, and the administrative dean to oversee it is a curricular appointment for a two-year term, and not a traditional dean as seen with the other colleges. A curriculum coordinator will be appointed to each division and serve a four-year term. Programs to be included in the new college will be associate degrees, certificates and bachelor's degree programs unique to the Regional Campuses and, perhaps in the future, graduate programs.

There was much discussion on the establishment and the types of programs to be in the new college. Concerns expressed included creating a college without first deciding policies and procedures for curriculum and faculty; agreement of the faculty to move themselves and their programs to the new college; possible accreditation issues with some programs moving out of their existing college; reappointment, tenure and promotion of faculty in the new college; the Regional College creating programs similar to ones offered by other colleges; relationship and communication between Regional College and other colleges on academic programs that will affect both; course ownership and pedagogy; and ambiguities of the proposal that may open the door to other issues.

As a result of the discussions, Faculty Senate Chair Thomas Janson moved approval, seconded by Dean Donald R. Williams, for the proposal to be amended as follows:

REMOVED: "Tenure-track faculty, non-tenure track faculty and tenured faculty who represent the disciplines/programs within each division shall be appointed to the appropriate division" (page 3, paragraph 1, lines 3, 4, 5).

REMOVED: "RTP—For faculty assigned to the divisions as described above, each division will function as an academic unit under the current policies, and the administrative dean will serve as the unit administrator. Faculty will hold tenure in the Regional Campus System. Faculty will hold rank at Kent State University" (page 3, paragraph 3).

# RESINSTATMENT OF PROGRAMS/COURSES TO THEIR CURRENT ACADEMIC HOME: College of Arts and Sciences

#### Department of Biological Sciences

- Horticulture [HOR] BAH Salem
- Horticulture Technology [HORT] AAS Geauga, Salem
  - Landscape Design [LDSG]
  - Turfgrass Management [TFMT]
  - Urban Forestry [UFOR]
- HORT Horticulture Courses

#### Department of Justice Studies

Justice Studies [JUS] AA Ashtabula, East Liverpool, Salem, Stark, Trumbull, Tuscarawas
 College of Technology

#### **Degree Programs**

- Computer Design, Animation and Game Design [CDAG] AAS Tuscarawas
- Electrical-Electronic Engineering Technology [EEET] AAS Ashtabula, Trumbull, Tuscarawas
  - Computer [CMPR]
  - Electrical Engineering Technology (General) [EETG]
- Engineering of Information Technology [EIRT] AAS Tuscarawas
- Manufacturing Engineering Technology [MFET] AAS Trumbull
- Mechanical Engineering Technology [MERT] AAS Ashtabula, Trumbull, Tuscarawas
  - o General [GENL] all three campuses
  - o Polymer [PLMR] Ashtabula and Trumbull only
  - o Radiation Polymer [RADP] Ashtabula and Trumbull only
  - Systems [SYST] Ashtabula only
- Plastics Technology [PLCT] AAS Trumbull, Tuscarawas
- Systems–Industrial Engineering Technology [IERT] AAS Trumbull, Tuscarawas

#### Certificate Programs

- Computer-Aided Drafting-Design Technician [C103] Ashtabula, East Liverpool, Trumbull, Tuscarawas
- Plastics Manufacturing Engineering [C113] Ashtabula, Trumbull, Tuscarawas
- Radiation Polymer Engineering Technology [C121] Ashtabula

#### Courses

- CADT Computer Animation Design Technology
- EERT Electrical Engineering and Related Technology
- EIRT Engineering of Information Technology
- IERT Industrial Engineering and Related Technology
- MERT Mechanical Engineering and Related Technology
- MFGT Manufacturing Engineering Technology
- PLCT Plastics Technology

The motion as amended went to a vote and passed with 21 members in favor and 2 against.

Action Item 3: Establishment of a Mechtronics [MCTR] concentration in the Mechanical Engineering Technology [MERT] major within the Associate of Applied Science [AAS] degree. The degree program is conferred by the Ashtabula, Trumbull and Tuscarawas campuses; however, this new concentration will be offered on the Ashtabula Campus only. Total credit hours to program completion are 67.

Executive Dean Thomas stated the proposed concentration is the result of requests from an external advisory committee for the program and regional industry. At this time, the demand is coming from Ashtabula County; therefore the other campuses that offer the major will not be offering this concentration.

Dean Verna M. Fitzsimmons described the concentration as a forward-looking program that is needed to align with the direction in which mechanical engineering is moving. It was confirmed that since the major will remain within the College of Technology, so too will this concentration. [Ed. Note: concentrations are considered sub-requirements of a major and can never stand alone. Where ever a major goes (to another unit, to be inactivated), so too do its concentrations.]

Assistant Professor Bruce J. Gunning moved the item for approval, seconded by Senator Paul P. Abraham. The item was passed unanimously.

With no requests to discuss or elevate any of the information or lesser action items, Senior Associate Provost Chandler adjourned the meeting at 4:18 p.m.

Respectfully submitted,

Therese E. Tillett

**Director of Curriculum Services** 

herese E. Tillett

Office of the Provost

#### **EPC GRADUATE COUNCIL**

**Ex-Officio Members present:** Dean Mary Ann Stephens; Associate Deans Jonathan P. Fleming, LuEtt J. Hanson, Richard H. Kolbe, Ralph Lorenz, Isaac R. Nettey, Barbara F. Schloman, John R. Stalvey; associate dean representative Shawn M. Fitzgerald for Nancy E. Barbour; Director Karen W. Budd

#### **Ex-Officio Members not present:**

Faculty Senate-Appointed Representatives present: Erica B. Lilly

**Faculty Senate-Appointed Representative not present:** Paul A. Farrell, Susan J. Roxburgh, Fred T. Smith

**Graduate Council Representatives present:** Sloane R. Burgess, Raymond A. Craig, John C. Duncan, Nichole Egbert, Yuko Kurahashi, John H. Thornton

Graduate Council Representatives not present:, Ann F. Jacobson, Gregory S. Stroh

**Observers present:** Aron D. Massey (Graduate Student Senate)

**Observers not present:** 

Consultants and Guests present: Lisa N.H. Delaney, Julie A. Gabella, Mary Ann Heiss, Monica Teamer

Dean Mary Ann Stephens called to order the EPC Graduate Council at 3:26 p.m., on Monday 19 October 2009, in the Kent Student Center Conference Suite.

#### Action Item 1: Approval of the minutes of 21 September 2009.

Associate Dean Richard H. Kolbe moved approval of the minutes, which was seconded by Associate Professor Erica Lilly. Assistant Professor Sloane Burgess pointed out that her name was listed in the minutes as a member of the EPC Undergraduate Council, when she should have been listed with the EPC Graduate Council. The minutes were approved with the one correction.

Action Item 2: Establishment of a History for Teachers [HFT] concentration in the History [HIST] major within the Master of Arts [MA] degree. Total credit hours to completion are 33.

Associate Dean John R. Stalvey said that the proposal is to add a concentration that has not been part of the history department. Associate Dean Stalvey introduced Associate Professor Mary Ann Heiss, who said that the intent is to create a concentration within the Master of Arts degree designed for teachers. There has been interest from teachers who do not hold a baccalaureate in history but want the content depth. She stated that this concentration would allow teachers to do advanced work that is applicable in the classroom. She pointed out that the proposed concentration would allow students without an undergraduate major or minor in history to enroll. She added that the Department of History has worked through this proposal with members of the College of Education, Health and Human Services.

Dean Stephens inquired about the interest in the concentration. Associate Professor Heiss said that she has had five to seven inquiries in the past year. Associate Dean Stalvey said that the Department of Biological Sciences has a teacher's concentration, which is small, but interest spreads by word of mouth. Associate Professor Raymond A. Craig asked Associate Professor Heiss if any thought had been given to dual-credit degree programs. He added that the Department of English has such a concentration and the demand is pretty good; enrollment has gone from 0 to 14 in 2 years.

Associate Professor Heiss said that the teachers felt that if they had 18 credit hours of content coursework then they could teach history. She added that it does meet the minimum expectation for college-level entry courses. Associate Professor Craig asked if anyone knew from where the 18 credit hour minimum came. Associate Dean Isaac R. Nettey said that he knows that it has been around for a while, and the requirement is the same in several states.

Associate Professor Yuko Kurahashi asked about the time the courses would be offered. Associate Professor Heiss stated that all stand-alone courses would be offered in the evening.

Hearing no further questions or discussions Associate Dean Stalvey moved for approval of the item, which was seconded by Associate Dean Nettey. The item passed unanimously.

Information Item 1: Establishment of a post-master's certificate in Psychiatric Mental Health Nurse Practitioner for Advanced Practice Nurses with Non-PMH Degree [C834]. Total credit hours to program completion are 16.

Director Karen Budd explained that the proposal is for advanced practice in the psychiatric nurse practitioner program. She added that students are not only psychiatric advance practitioners; they are also clinical nurse specialists or nurse practitioners. She said that this concentration allows adult nurse practitioners to become psychiatric nurse practitioners.

Associate Dean Stalvey asked if there was a minimum or maximum number of credit hours required for certification. Director Budd replied in the affirmative, adding that it is a statewide mandate.

Information Item 2: Establishment of a Sustainable Construction Technology post-baccalaureate [C620] and post-master's [C832] certificate. Total credit hours to program completion are 15.

Information Item 3: Establishment of Sustainable Systems post-baccalaureate [C621] and post-master's [C833] certificates. Total credit hours to program completion are 15.

Associate Dean Nettey explained that these certificates are a precursor for future degree programs at the graduate level. He said that these certificates were agreed upon by the College of Architecture and Environmental Design. The certificates are designed to provide education for people in the metropolitan areas, preferably people who already possess a bachelor's degree.

Dean Stephens asked if someone from the College of Architecture and Environmental Design had anything to add. Associate Dean Jonathan P. Fleming said that there were nomenclature changes, and that three of the five courses for the certificates will be offered by the College of Architecture and Environmental Design.

Associate Dean Stalvey asked if students admitted to the certificate programs would be admitted as guest or undergraduate students. Associate Dean Nettey said that they would be admitted as graduate students.

Lesser Action Item 1: Revision of the program requirements for the Educational Administration—K-12 Leadership [EAKL] major within the Master of Education [MED] and Educational Specialist [EDS] degrees. Electives EDAD 6/76521, 6/76535, 6/76539, 6/76662, 6/76668 are replaced with new courses EDAD 6/76529, 6/76531, 6/76602. Total credit hours to program completion are unchanged at 33 for the MEd and 30 for the EdS.

Lesser Action Item 2: Revision of the program requirements for the following non-degree licensure programs: Grades 4-12 Principal; Grades Pre-K-9 Principal; Grades P-12 Superintendent; Grades P-12 Administrative Specialist for Pupil Personnel Services administration; and Grades P-12 Administrative Specialist for Curriculum Instruction and Professional Development. Total credit hours to program completion decrease, from 48 to 42 for Principal, from 24 to 18 for Superintendent, and from 45 to 42 for Administrative Specialist.

School Director Shawn M. Fitzgerald said that there was nothing unusual or out-of-the-ordinary with these items. He said that there were "housekeeping" issues and done to allow Kent State University to remain competitive in these areas.

Lesser Action Item 3: Revision of the program requirements for the Master of Technology [MTEC] degree. New course TECH 57010 is added as a requirement, and electives are decreased by 3 credit hours. Total credit hours to program completion are unchanged at 32.

Associate Dean Nettey explained that a course is being added to the requirements and the electives are being decreased by 3 credit hours; the credit hours for completion of the degree remain the same. He said that TECH 57010 is part of the group of sustainability courses. He explained that sustainability has become an important part of everything the College of Technology does. He added that it is also part of a mandate from the president of the university. He also said that there may be a future proposal to change the College of Technology's name to include the word sustainability.

Associate Professor Lilly asked if the College of Technology checked with the University Library to ensure that there are enough resources to support the sustainability certificates. Associate Dean Nettey replied in the affirmative.

The meeting adjourned at 3:50 p.m.

Respectfully submitted,

Lisa N.H. Delaney

Academic Program Coordinator, Curriculum Services

Office of the Provost



#### OFFICE OF THE PROVOST

TO: Educational Policies Council

FROM: Stephane E. Booth, Associate Provost

Timothy J. Chandler, Senior Associate Provost Mary Ann Stephens, Interim Dean, Graduate Studies Therese E. Tillett, Director of Curriculum Services

SUBJECT: Policy and procedures for temporary admissions suspension of academic programs

DATE: 29 October 2009

#### **Subject Specification:**

Establishment of policy and procedures for request and approval of a temporary suspension of admissions to an academic program.

#### **Background Information:**

The Ohio Board of Regents requires notification of suspension of degree programs. However, there is no official Kent State University policy for the temporary suspension of admissions into an academic program.

As such a suspension affects students, faculty and staff, and because the Ohio Board of Regents requires information about the suspension in its notification (including rationale, length and student impact), the Office of the Provost has developed the following policies and procedures for undergraduate and graduate majors, concentrations, certificates and minors.

The process of admissions suspension of an academic program is not intended as a means for *de facto* program inactivation. Rather, it is a temporary procedure before a final decision is made regarding program continuance or inactivation. Temporary admissions suspension of an academic program is intended only to allow time—not exceeding three years—for program faculty, school director/department chair, college dean and others to review curricular structure, resource and enrollment issues, accreditation demands, etcetera, to decide continuation of the program.

It must be clear from the proposal for suspension that (1) significant problems exist that prevent effective continuation of a program at the present time; and (2) there are reasonable grounds to believe that these problems can be rectified within the proposed period of suspension.

#### **Proposal Approval Process and Implementation:**

A proposal for temporary admissions suspension of a program must be approved by the program's faculty, the department chair/school director, the college dean and (if appropriate) the dean of graduate studies. The proposal will then be submitted to the provost (copy to director of curriculum services) for review and inclusion as an information item on the agenda of the Educational Policies Council (EPC). Information items are neither discussed nor voted upon unless a motion is made by an EPC member; they are considered approved once the meeting is adjourned.

Final approval is with the Educational Policies Council. The director of curriculum services will notify the Ohio Board of Regents for undergraduate degree programs; the dean of graduate studies will notify the Regents' Advisory Committee on Graduate Study (RACGS) for graduate degree programs.

Once temporary suspension of admissions to a program has been so approved, the director of curriculum services will work with Admissions and the Registrar to ensure that students cannot apply to the program or successfully submit a Change of Program request. Curriculum Services will remove roadmaps (if any) from the GPS website and from the catalog and add the following line in red to the top of the program catalog page: Admission to the program is temporarily suspended and will resume by [term and year] contingent on university approval procedures.

During the suspension, no new students will be admitted and no degrees will be granted unless the recipient was enrolled in the program at, or before, the time of the suspension.

Before or by the three-year deadline, if the program's faculty decides to inactivate the program, a full proposal for inactivation must be submitted to the appropriate bodies for review and approval (see Curriculum Guidelines for procedures and process of inactivation).

If the decision is made to continue the program and end the suspension, the program's faculty must notify the department chair/school director, who will then notify the college dean. The college dean, in turn, will notify the provost (copy to the director of curriculum services) and (if appropriate) the dean of graduate studies. If any changes to the program to warrant admission reactivation involve curriculum (e.g., changes to the program course requirements, admission and graduation requirements), a proposal to revise the program must be submitted. Notification of a program's admission reactivation will be listed on an EPC agenda as an information item. Any accompanying revisions to the program will be listed on an EPC agenda as a lesser action item. Neither are discussed or voted upon unless a motion is made by an EPC member. They are considered approved once the meeting is adjourned. Notice will then be given to the Ohio Board of Regents that the program has ended its suspension of admissions.

#### **Alternatives and Consequences:**

The purpose of this proposal is to create clearly defined policies and procedures for academic units to temporarily suspend admissions while deciding a program's future. An alternate is to continue informal and local practices. Such continuation

- may hurt accreditation review if a program is unofficially suspended without notice beyond the academic unit;
- creates a disconnect between what the university advertises as offering (via catalogs, marketing materials, application forms, websites) and into what Kent State in fact admits;
- prevents academic units from having programs removed from application forms and notice added to the catalog etc. to allow the unit adequate time to thoroughly decide to continue a program; and
- does not prevent prospective students from applying to and paying an admission fee for a program that, unbeknownst to anyone outside its academic unit, is not accepting new students.

#### **Specific Recommendations and Justification:**

It is recommended that Kent State University establish approved policies and procedures to suspend admissions to academic programs—not to exceed three years—to allow faculty to thoroughly review and consider continuation, revision or inactivation. By establishing official guidelines, the appropriate governing bodies are aware of the suspension and enough notice is given to students, faculty and staff so as not to cause confusion and miscommunication.

#### **Timetable and Actions Required:**

Approval by the Provost and notification of the Educational Policies Council are required. Implementation is sought immediately. However, a short reprieve from the full proposal for suspension (see documentation below) is being offered to all academic units until March 2010. During this time, colleges may submit a brief proposal that outlines the rationale, current enrollment and length of suspension for those programs that have been unofficially suspended for some time. Inclusion on the EPC agenda and notification to the Ohio Board of Regents will still be fulfilled.

#### **Documentation Required to Propose Temporary Suspension:**

- 1. Transmittal memo
  - a. Summary statement describing the proposed action
  - b. Listing of all curricular/consultative bodies that have approved this action
- 2. Proposal summary
  - a. Subject Specification: one sentence that states the intent of the proposal
  - b. Background Information: a synopsis of the history of the topic and the circumstances that have led to the recommendation:
    - (1) Full explanation of why the temporary program suspension is being proposed
    - (2) Rationale for proposing temporary suspension instead of inactivation
    - (3) Effect on the program's accreditation review and approval, if appropriate
    - (4) List of courses that will not be taught if admissions into the program is suspended, and a statement summarizing the effect of suspending these courses on other units of the university that rely on these courses for core or option requirements, with evidence that those units have been consulted with respect to these effects
    - (5) Student enrollment and application patterns for the program during the past five years
    - (6) Effect on current students enrolled in the program, faculty, staff and active courses in the program
    - (7) Means by which affected faculty, students and staff were informed of the proposed temporary suspension, and a summary of feedback received; this notification and feedback includes any other units and institutions if there were articulation agreements and/or memoranda of understanding for the program to serve other populations
    - (8) Fiscal and staffing impact of suspension, including library, facility, equipment; examples are budgeted expenditures that will be suspended or cancelled, funding that has been committed and now will not be used, grants that could be jeopardized
    - (9) Necessitated changes to occur to resume offering the program, and how those changes will be accomplished in the proposed period of suspension
  - c. Alternatives and Consequences: other options that could be pursued or actions that may occur if this proposal is not approved
  - d. Specific Recommendation and Justification: the preferred action and the rationale that supports that choice
  - e. Timetable and Actions Required: a chronology of actions required to approve the proposal; include term and year when the proposed suspension will take effect, and term and year when it is anticipated that it will end; no temporary suspension may exceed three years
- 3. Certification of Curriculum Proposal (CCP) to be signed by all approving bodies (department, college, campus) before being forwarded to the Office of Curriculum Services
- 4. Memos concerning impact on other programs or Regional Campuses (staffing, space, finances, student progress)
- 5. Current catalog copy and program roadmap (if one) to be suspended

# KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Date	e 1-Oct-09	Curriculum Bulletin
		Effective Date	Fall 2010	Approved by EPC
Department	PUBLIC HEALTH	•		
College	selectione Colle		. Health	
Degree	CER2 - Certificate			
Program Name	<del>Undergraduate C</del>	· ·	ic Health	Program Code C143
Concentration(s)	Conce	ntration(s) Code(s	)	
Proposal	Establish Program	i L		
· · · · · · · · · · · · · · · · · · ·				
	and a series and distinctive foliated in a series and a s	REQUIRED ENI	OORSEMENTS	The state of the s
Smir al	lmagu			10 /25/09
Department Chair / S	School Director / Ca	mpus Dean	<del></del>	
-15 bits	40/			10 125,09

	//
Executive Dean of Regional Campuses / Dean of Graduate Studies	
State fre	10 125 10
Senior Vice President for Academic Affairs and Provost	

#### College of Public Health Proposal to Establish an Undergraduate Certificate in Public Health

a. Official Name of the Program: Undergraduate Certificate in Public Health

#### b. Purpose and Goals of the Program:

The public health certificate is an 18 credit hour undergraduate program that integrates key aspects of preventing disease, prolonging life and promoting health through the organized efforts and informed choices of society, organizations, communities and individuals. Students completing the certificate will have an understanding of emerging issues in public health, the social and behavioral aspects of preventing disease, environmental health concepts, the changing health care system in the U.S., and monitoring diseases in the community through applied public health research.

#### c. Need for the Program

The certificate program offers to non-public health majors the opportunity to apply public health concepts to their major field. For example, nursing students will gain an understanding of how public health is applied in public health nursing. Political science students will gain an understanding of the public health care system and may apply their knowledge of politics. Biology students will gain an understanding of public health from the standpoint of environmental risks. Sociology and psychology students will apply their knowledge of the social and behavioral science to preventing diseases and promoting informed public health choices. Communications students will gain an understanding of the important public health messages and apply their knowledge to informing the public about emerging public health issues. Business students will gain an understanding of basic management issues in public health care. The program will be applicable to a wide variety of additional majors.

#### d. Admissions Procedures

All Kent State University undergraduates are eligible for admission to this program. For information contact:

KSU College of Public Health
Attn: Sonia Alemagno, Certificate Advisor
Main line: (330) 672-6500
publichealth@kent.edu

#### e. Requirements for Successful Completion of the Program

#### Required Courses (12 credits):

#### PH 10001 Introduction to Public Health (3)

An overview of the historical evolution and practices in the 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 20005 Social and Behavioral Science Theories in Public Health (3)

An overview of the contributions of the social and behavioral sciences to human health behavior, including application of students in the areas of health promotion, health protection and disease prevention in public health. Prerequisite: none.

#### PH 20006 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 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.

#### One of the following research courses must also be selected (3 credits):

#### PH 20004 Public Health Research (3)

Approaches involved in defining health problems and steps involved in conducting research about these problems. Students are introduced to how to evaluate published health research. 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.

#### The remaining courses are electives (take one elective= 3 credits). Potential electives include among others:

#### PH 10002 Introduction to Global Health (3)

An overview of the biological, social and environmental contributions to health and diseases in populations around the world, including studies of selected infectious diseases, nutritional deficiencies and health effect of environmental change. Prerequisite: none.

#### PH 20003 Public Health Policy and Decision-Making (3)

An intriductory course of the formulation to implementation of public health policies of various public health issues, and the use of practical tools such as strategic planning, use of economic evaluation tools, and decision analysis. Prerequisite: none.

#### PH 20007 Prevention and Control of Diseases (3)

Provides an overview of concepts involved in biological mechanisms 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 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. This course will be cross-listed with sociology.

#### f. Evidence of Need and Sustainability

There are many job opportunities available to the graduates with public health training. *US News & World Report*<sup>1</sup> lists public health among the top 10 "best careers" in the country for 2009. Besides local, state and national health agencies, graduates with public health training 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

In addition to the public health workforce needs, there is also a need for educating those who are already employed in public health-related programs or organizations. According to Scrutchfield and Keck, "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." Therefore, the undergraduate certificate may be appealing to those working in public health settings who have undergraduate degrees in other disciplines, but who seek formal public health training.

#### g. Fiscal and Staffing Impact

Courses offered in the Undergraduate Certificate in Public Health will be offered every academic year within the B.S.P.H. program. Additional staffing will be required for certificate program coordination.

<sup>&</sup>lt;sup>1</sup> Wolgemuth, L., "The 30 Best Careers for 2009," U.S. News & World Report (December 11, 2008)

<sup>&</sup>lt;sup>2</sup> Scrutchfield, F.D. and Keck, C.W., Principles of Public Health Practice, Delmar Cengage Learning (2003)

#### UNDERGRADUATE CATALOG

College of Public Health

E-mail: PublicHealth@kent.edu

Tel: (330) 672-6500

#### Course Requirements for Undergraduate Certificate in Public Health

The public health certificate is an undergraduate program that integrates key aspects of preventing disease, prolonging life and promoting health through the organized efforts and informed choices of society, organizations, communities and individuals. Students completing the certificate will have an understanding of emerging issues in public health, the social and behavioral aspects of preventing disease, environmental health concepts, the changing health care system in the U.S., and monitoring diseases in the community through applied public health research.

#### Required Courses (12 credits):

PH 10001 Introduction to Public Health (3)

PH 20005 Social and Behavioral Science Theories in Public Health (3)

PH 20006 Environmental Health Science (3)

PH 30001 Essentials of Epidemiology (3)

#### One of the following research courses must also be selected (3 credits):

PH 20004 Public Health Research (3)

PH 30002 Introductory Biostatistics (3)

#### The remaining courses are electives (take one elective= 3 credits). Suggested electives include:

PH 10002 Introduction to Global Health (3)

PH 20003 Public Health Policy and Decision-Making (3)

PH 20007 Prevention and Control of Diseases (3)

PH 20012 Sanitation and Hazardous Materials Management (3)

PH 44000 Health Disparities (3)

TOTAL CREDIT HOURS: 18



Ted Strickland, Governor Eric D. Fingerhut, Chancellor University System of Ohio

#### LETTER OF INTENT

FOR THE APPROVAL OF REQUESTS NOT REVIEWED BY THE REGENTS ADVISORY COMMITTEE ON GRADUATE STUDY

Request:	Intent to establish a Bachelor of Science in Respiratory Therapy degree, to be offered and conferred at Kent State University at Ashtabula
Date of submission:	[DATE]
Name of institution:	Kent State University
Primary contact for this re Name: Fitle: Phone number: E-mail:	equest: Therese E. Tillett Director of Curriculum Services, Office of the Provost 330-672-8558 ttillet1@kent.edu
nstitution type (please ch Public Private, non-profit Out-of-state For-profit	neck all that apply):
Certificate program One-year (1+1) Progra New licensure/endors Institution name chan Degree title name cha Degree program name Modification to a prev New delivery location New delivery format ( Other (please describe s this your first request for	(e.g., major, technical major, minor, concentration, etc.)  am sement area (educator preparation) see singe e change viously approved/authorized program (degree, degree program, certificate, etc.)  online, accelerated, hybrid, etc.)
No	
	s approved by Kent State University Educational Policies Council: [DATE]
Projected date full propos	sal will be submitted: April 2010
Projected start date:	Fall 2010

Please answer the following questions. Your response should not exceed more than two-pages.

#### 1. Provide a brief rationale for the request.

The profession of respiratory therapy is rapidly advancing due to the progression in the field of respiratory care. No longer is the field just technical in nature, but now requires developing higher critical thinking, analytical and diagnostic skills.

The Commission for Accreditation of Respiratory Care is currently gathering data from the health care industry, confirming the need to set all programs at the baccalaureate level. It is projected that within five to eight years, the accrediting agency will require all associate degree programs to align with universities for students to obtain a bachelor's degree to practice respiratory therapy.

The closest universities offering a baccalaureate program in respiratory therapy are the University of Akron, (approximately 80 miles from the Ashtabula Campus) and Gannon University in Erie, Penn. (approximately 55 miles). Lakeland Community College, which offers an associate degree in respiratory therapy, has contacted Kent State with an expressed interest for its students to articulate in the proposed baccalaureate program.

#### 2. Indicate whether additional faculty or staff will be needed as a result of the proposed request.

One additional, full-time faculty member will be hired to support the program.

#### 3. Describe additional administrative or student support services needed as a result of the proposed request.

The proposed program will accept a maximum 40 students per cohort once a year. The impact of these students on administrative and support services will be minimal; sufficient resources are available for both the current associate and future baccalaureate programs, with an additional faculty member mentioned above. The support services in place for current students are sufficient for this program.

#### 4. Describe additional library services or resources needed as a result of the proposed request.

There are sufficient library services and resources for the proposed program.

#### Describe additional resources (e.g., facilities, technology, etc.) needed as a result of the proposed request.

The resources available at the new Robert S. Morrison Health and Science Building on the Ashtabula Campus will accommodate all the additional students' needs. Since all respiratory therapy courses are didactic, the baccalaureate program will require minimal use of the Respiratory Therapy Laboratory on the Ashtabula Campus. It is projected that no additional costs for equipment, supplies or clinical sites utilization will be required.

Respectfully,

#### [SIGNATURE]

Robert G. Frank Provost and Senior Vice President of Academic Affairs Kent State University

# ARTICULATION AGREEMENT By and between Cuyahoga Community College and Kent State University

Matriculation from the Associate of Applied Science in Plant Science and Landscaping Technology (Landscaping concentration) at Cuyahoga Community College to the Bachelor of Applied Horticulture at Kent State University at Salem

THIS ARTICULATION AGREEMENT (the "Agreement") is entered into on \_\_\_\_\_\_\_\_2009 (the "Effective Date") by and between Cuyahoga Community College ("Tri-C"), with an address at 700 Carnegie Avenue, Cleveland, Ohio 44115-2878; and Kent State University ("KSU"), with an address at Post Office Box 5190, Kent, Ohio 44242. Tri-C is an institution of higher education established pursuant to Section 3354 of the Ohio Revised Code; and KSU is a state-supported university and instrumentality of the State of Ohio established pursuant to Ohio Revised Code Section 3345 acting by and through its Board of Trustees. Tri-C and KSU desire to enter into a contract pursuant to which students of Tri-C would be eligible for articulated course credits at KSU, according to the terms contained in this Agreement.

**ACCORDINGLY,** in consideration of the promises and mutual covenants contained in this Agreement, and of other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties agree as follows:

#### 1. Description of Articulation Program.

- a. Definitions. Articulation Criteria and Articulation Benefits are defined on Attachment A.
- b. <u>Articulation Benefits to Students</u>. KSU will provide the Articulation Benefits at no charge to past and present students of Tri-C who meet the Articulation Criteria.
- Accreditation of Tri-C. Tri-C warrants that it is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. Tri-C will notify KSU if such accreditation ceases to exist
- d. <u>Accreditation of KSU</u>. KSU warrants that it is accredited by Higher Learning Commission of the North Central Association of Colleges and Schools. KSU will notify Tri-C if such accreditation ceases to exist.
- e. <u>Admissions Processing</u>. For those past or present students who meet Articulation Criteria 1(a-d), KSU will consider their applications for admission in accordance with standard KSU admission application evaluation criteria, while favorably recognizing students' accomplishments at Tri-C.
- f. <u>Non-Exclusivity</u>. This Agreement is not exclusive, and either party may enter into similar agreements with any other party.

#### 2. Term and Termination.

- a. <u>Term.</u> This Agreement will run from the Effective Date until the end of the last day of the spring 2012 academic term of Tri-C, at which time this Agreement will automatically expire.
- b. <u>Termination</u>. Either party may terminate this Agreement in the event of a material breach by the other party, effective upon the later date to occur of (i) the end of the next admissions application and review period of ABC, or (ii) the date that is 90 days after the notice that includes a description of the breach; *provided* in either case that the breaching party shall be allowed until said effective date to cure said breach, and if the breach is so cured the termination notice will be of no effect.
- c. <u>Post-Termination</u>. Upon expiration or termination of this Agreement for any reason, Tri-C students previously accepted by or admitted to KSU shall continue to receive the benefits contemplated by this Agreement.

#### 3. Miscellaneous.

a. <u>Severability</u>. If any Section or provision of this Agreement be held illegal, unenforceable or in conflict with any law by a court of competent jurisdiction, such Section or provision of this Agreement shall be deemed severed from this Agreement and the validity of the remainder of this Agreement shall not be affected thereby.

- b. <u>Governing Law</u>. This Agreement shall be governed by and construed in accordance with the laws of Ohio applicable to contracts made and to be enforced wholly within Ohio.
- c. <u>Jurisdiction; Venue</u>. The parties to this Agreement each specifically consent to jurisdiction in Ohio in connection with any dispute between the parties arising out of this Agreement or pertaining to the subject matter hereof. Venue for any dispute between the parties arising out of this Agreement or pertaining to the subject matter hereof will be in the U.S. District Court for the Northern District of Ohio or in the state courts of Ohio sitting in Cuyahoga County.
- d. <u>Survival</u>. Sections 2(c) and this Section 3 will survive termination or expiration of this Agreement.
- e. <u>Notices</u>. All notices or other written communications relating to termination, expiration, or any other legal matter relating to this Agreement will be effective when received in accordance with this Section 3(e) and must be given in writing by courier or reputable overnight delivery service, or by certified mail, return receipt requested, to either party at the following address (or to such other address as such party may substitute, by providing a written notice in the manner specified in this Section) with, in the case of Tri-C, an additional copy addressed to "General Counsel":

For Cuyahoga Community College: Dr. Linda Simmons Vice President for Academic and Student Affairs 700 Carnegie Avenue Cleveland, OH 44115

CUYAHOGA COMMUNITY COLLEGE:

For Kent State University:
Dr. Robert G. Frank
Provost and Senior Vice President
for Academic Affairs
PO Box 5190
Kent, Ohio 44242

- f. Waivers and Amendments. The waiver by either party of any provision of this Agreement on any occasion and upon any particular circumstance shall not operate as a waiver of such provision of this Agreement on any other occasion or upon any other circumstance. This Agreement may be modified or amended only via a writing signed by both parties.
- g. <u>Assignment</u>. Neither party may assign its rights or delegate its duties under this Agreement. Any attempted assignment or delegation in violation of this Section would be null and void.
- h. <u>Complete Agreement; Integration</u>. This Agreement contains the complete understanding of the parties with respect to the subject matter hereof and supersedes all other agreements, understandings, communications and promises of any kind, whether oral or written, between the parties with respect to such subject matter.
- i. <u>Counterparts; Facsimile Signatures.</u> This Agreement may be executed in multiple counterparts, all of which shall be originals and which together shall constitute a single agreement. For the purpose of interpreting this Agreement, facsimile signatures shall be considered equivalent to original signatures.
- j. <u>Independent Contractors</u>. The parties are independent contractors, and no agency, partnership, franchise, joint venture, or employment relationship is intended or created by this Agreement. Neither party shall make any commitment, or give the impression that it has authority to make any commitment, on behalf of the other party.
- k. <u>Compliance with Laws</u>. The parties will comply with all applicable laws and regulations in performing their obligations hereunder. When taking actions (or failing to act) in any way relating to this Agreement, each party agrees that it will not unlawfully discriminate against any person on the basis of race, sex, religion, disability, age, national origin, or color.

KENT STATE UNIVERSITY:

**INTENDING TO BE LEGALLY BOUND,** by signing below, each party acknowledges its agreement with the terms and conditions of this Agreement and each signatory represents and warrants that he/she is authorized to sign on behalf of and to bind his/her party to all of the terms and conditions of this Agreement as of the Effective Date.

001111100110011111111111111111111111111				
Bv:	By:			
Linda C. Simmons	Robert G. Frank			
Vice President, Academic and Student Affairs	Provost and Senior Vice President, Academic Affairs			

# Attachment A To The Articulation Agreement Dated \_\_\_\_\_\_ 2009 By and Between Cuyahoga Community College and Kent State University

#### **Articulation Criteria and Articulation Benefits**

- 1. The articulation criteria ("Articulation Criteria") are:
  - Completion of the A.A.S. degree in Plant Science and Landscape Technology, Landscape Contracting concentration.
  - b. Achievement of a minimum cumulative 2.0 grade point average in the following courses:
    - i. IT 1010 Introduction to Microcomputers
    - ii. ENG 1010 College Composition I
  - c. Achievement of a minimum overall cumulative 2.0 grade point average.
  - d. Graduation from the Tri-C program in Plant Science and Landscape Technology (Landscape Contracting).
- 2. The articulation benefits ("Articulation Benefits") are:
  - a. Transfer of defined Tri-C course credits as equivalent to KSU courses (see page 4 of agreement) and be applied to the articulated Bachelor of Applied Horticulture degree program, offered at KSU at Salem.

Recommendations for Tri-C students articulating to KSU:

- Complete SPCH-1010 Fundamentals of Speech Communication, instead of SPCH-1000 Fundamentals of Interpersonal Communications, to satisfy speech/communication requirement at KSU.
- ii. Complete ENG-1020 College Composition II to satisfy composition requirement at KSU.
- iii. Complete other courses meeting state-accepted OTM or TAG requirements.
- iv. Waive US 10097 Destination Kent State: First Year Experience, which is not required of new students with 25 hours of transfer credit.
- b. Certain Tri-C course credits will transfer and apply to KSU's Bachelor of Applied Horticulture degree as set forth in the credit transfer table located on the next page.

#### **Transfer Guide 2009**

AAS Plant Science and Landscape Technology (Landscape Contracting) ~ Cuyahoga Community College Bachelor of Applied Horticulture ~ Kent State University at Ashtabula

#### Major courses taken at Tri-C, and their KSU equivalents:

Cuyahoga Community College Course Requirements	Credits	Kent State University Course Equivalent	Credits
BADM 1300 Small Business Management	4	BMRT 11000 Introduction to Business (3) *	4
ENG 1010 College Composition I	3	ENG 11011 College Writing I	3
ENG 2151 Technical Writing Transferring student must take an additional course, ENG1020 College Composition II, or ENG 21011 at KSU.	3	ENG 21011 College Writing II is equivalent to ENG 1020 at Tri-C.	_
ECON 2620 Principles of Microeconomics	4	LER Social Sciences (3) *	4
ESCI 1310 Physical Geography	3	GEOL 11040 Earth Dynamics fulfills LER Additional	3
HLTH 1230 Standard First Aid and Personal Safety	1	No equivalency at KSU.	T —
IT 1010 Introduction to Microcomputer Applications	3	COMT 11000 Introduction to Computer Systems	3
MATH 1200 Intermediate Algebra	4	MATH 11009 Modeling Algebra	4
PSCI 1020 Chemistry	3	CHEM 10030 Chemistry in Our World	3
PSCI 102L Chemistry Laboratory	1	CHEM 10031 Chemistry in Our World Laboratory	1
PST 1300 Horticultural Botany	3	BSCI 16001 Horticultural Botany	3
PST 1310 Landscape Plants I	3	BSCI 26003 Plant Identification and Selection I	3
PST 1320 Landscape Plants II	3	BSCI 26004 Plant Identification and Selection II	3
PST 1410 Equipment Operations and Maintenance	3	HORT 16001 Opportunities in Horticulture (1)	3
		HORT 26001 Occupational Regulations and Safety (2)	
PST 1420 Landscape Practices	3	HORT 26020 Professional Landscape Management	3
PST 1500 Basic Landscape Contracting	3	HORT 26018 Landscape Construction	3
PST 1600 Irrigation and Drainage	2	HORT 26016 Irrigation Design and Maintenance (3) *	2
PST 2200 Advanced Landscape Contracting (3)	6	HORT 26021 Cooperative Work Experience in Landscape	6
PST 2950 Field Experience (3)	L ů	Management 3-credit course taken twice	
PST 2310 Soil Technology	3	GEOG 16001 Soil and Horticulture Management	3
PST 2330 Entomology <i>or</i> PST 2340 Plant Pathology	3	BSCI 26002 Ecological Principles of Pest Management	3
PST 2360 Landscape Design	3	HORT 26046 Landscape Design I	3
SPAN 1010 Beginning Spanish I	4	Foreign Language	4
SPCH 1010 Fundamentals of Speech Communication Although SPCH 1000 Fundamentals of Interpersonal Communication is required in the Tri-C program, transferring students should take SPCH 1010 instead.	3	COMM 15000 Introduction to Human Communications	
TOTAL (not including ENG 1020)	71	TOTAL (not including ENG 21011)	67

<sup>\*</sup> The credit hours earned at Tri-C must be accepted at KSU.

#### Major courses to be taken at KSU:

ARTH 22007 Art History	3	HORT 46014 Garden Center and Nursery Production	3
ENG 21011 College Writing II if equiv. not taken at Tri-C	3	Management	3
GEOG 17064 Geography of the United States and Canada	3	HORT 46092 Practicum in Horticulture	3
GEOG 31070 Population and the Environment	3	PHIL 21001 Introduction to Ethics	3
GEOG 37010 Geography of Ohio	3	LER Humanities or Fine Arts	3
GEOL 21062 Environmental Geology	3	Upper-Division Electives	6
GEOL 41073 Geology of Ohio	3	Upper-Division Technical Electives (choose two):	
HORT 36014 Plant Propagation	3	GEOG 31062 Fundamentals of Meteorology (3)	
HORT 36018 Landscape Construction II	3	GEOG 31080 Geography of Wine (3)	5-6
HORT 36025 Professional Practice in Horticulture	3	HORT 36034 Sports Turf Management (3)	
HORT 36046 Landscape Design II	3	HORT 41096 Individual Investigation (2-3)	
HORT 36092 Internship in Horticulture	3	TOTAL (including ENG 21011)	57-60

TOTAL CREDIT HOURS TO PROGRAM COMPLETION: 126



Requirement Sheet

Campus:\_\_

#### **Bachelor of Applied Horticulture** 2009-2010

DEV	EL	OP	MEN	TAL	. PF	RES	CRIP	TION	COURSES
	_				_	_		-	

Determined by Basic Skills Assessment

		(1	Check Required Courses)		
		Course	•	Credit	Sem./Yr.
	Dept.	<u>Number</u>		<u>Hours</u>	<u>Complete</u>
	ENG	11001	Intro. to Coll. Writing S (3)		
	ENG		College Writing I - Stretch	(3) 6	
		10031	Fundamentals of Math I	1	
0	MATH	10032	Fundamentals of Math II	1	
0	MATH	10033	Fundamentals of Math III	1	
0	MATH	10034	Fundamentals of Math IV	1	
		10035	Fundamentals of Math V	1	
	MATH	10036	Fundamentals of Math VI	1	
	US		Read. Strat. for Coll. Suc.	3	
	US	10006	Study Strat. for Coll. Suc.	3	
1.	US	10097	First Year Exp. FLASH Po	int 1	
		I IRFRAI	. EDUCATION REQUIREM	IENTS	
2.		sition (6	•		
	ENG	11011	College Writing I	3	
	ENG		College Writing II	3 3	
3.			ritical Reasoning (3-4 hours	;)	
		from the			
			Modeling Algebra (4)		
	MATH	11010	Algebra for Calculus(3)		
4.			Fine Arts (9 hours)		
			ourse from Humanities and	one co	urse trom
			ory required.	_	
			Art History II	3	
	PHIL	21001"	Introduction to Ethics	3	
5.	Social	Science (	'6 hours)		
٠.			e selected from <b>two</b> curricu	lar area	15
			Geography of US & Canad		
6.			(6-7 hours at least one labo	ratory o	course
		e selecte			
	GEOL	21062	Environmental Geology	3 .	
	CHEM	10030	Chemistry in Our World	3	
	CHEM	10031	Chemistry in Our World La	b 1	
7.	Additio	nal LER's	s (6 hours)		

#### **Total Liberal Education Requirement Hours 37-38**

COMM 15000 Intro. to Human Comm.

A minimum of 125 semester hours is required for graduation.

A cumulative grade point average of 2.00 is required for graduation.

\*Diversity Course Domestic GEOG 17064

\*Diversity Course Global PHIL 21001

†Writing Intensive course HORT 36025 (must be approved)
\*\*Must choose one concentration from AAS in Horticulture degree: Urban

Forestry, Landscape Design, Turfgrass Management.

\*\*\*Courses in one foreign language or American Sign Language (ASL) or equivalent in proficiency required. This requirement may be fulfilled by one of the following two conditions: 1) passing the first two semesters of any foreign language or ASL or 2) passing a course at the Elementary II Level or above.

8.	AAS in Horticulture(36 hours).
	Attach program requirement sheet

Date a	awarded	or 36	hours			
	[		!	Sem/	-	
	Course	i i	Credit	Υr.	Grd	Qlty
Dept.	Number	Title	Hours	Cmpl	0-4	Pts.
BSCI	16001	Horticultural Botany	3			
BSCI	26002	Ecolog. Princ. Pest Mgmt.	3			
BSCI	26003	Plant Ident. & Select. I	3	4		
BSCI	26004	Plant Ident. & Select. II	3			
GEOG	16001	Soil & Horticulture Mgmt.	3			
HORT	16001	Opportunities in Hort.	1			
HORT	26001	Occupat. Regs. & Safety	2			
HORT	26016	Irrigation Design & Mntce.	3			
HORT	26018	Landscape Construction	3			
Technic	al Conce	entration**	12			
	·		26			

9.	Additi	onal	Ma	or	Req	uir	em	ents	
		ì		1.		-			

		Intro. to Business	3	
COMT	11000	Intro. to Comp. System	3	
GEOG	31070	Pop. & The Environment	3	
GEOG	37010	Geography of Ohio	3	
GEOL	41073	Geology of Ohio	3	
Foreign	Languaç	jes***	4-8	
	<u> </u>		40.00	
			19-23	

#### 10. Upper Division Requirements

HORT	36092	Internship/Field Study	4	
HORT	36014	Plant Propagation	3	
HORT	36018	Landscape Contruct. II	3	
HORT	36046	Landscape Design II	3	
HORT	36025†	Prof. Practice in Hort.	3	
HORT	46092	Practicum	3	
HORT	46014	Garden Ctr. & Nursery	3	
			22	

#### 11. Upper Division Electives

			3	-		
			3			
Technic	cal Electi	5-6				
HORT	36034	Sport Turf Mgmt. (3)				
HORT		Individual Invest. (2-3)				
GEOG	31062	Fund. Of Meteorology (3)	1		-	
GEOG	31080	Geography of Wine (3)			- 1	
			11-12		<u>i</u>	

#### **TOTAL REQUIREMENTS**

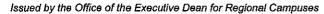
125-131	GPA.	

Student Signature Date

**Advisor Signature** 

Date





BSCI (HORT) 36

College Credit & Degrees

**Career Development** 

**Personal Enrichment** 

Home | my Tri-C space | Customer Service | Campus Visit

Home / Programs / Plant Science & Landscape Technology



Home

PLANT SCIENCE & LANDSCAPE TECHNOLOGY

Plant Science & Landscape -

Career & Job Outlook Accreditations & Partnerships FAQ's

Design/Build **Garden Center Operations** Certificate - Landscape Technician Certificate - Landscape Contracting

The Cuvahoga Community College Plant Science & Landscape Technology program combines traditional classroom learning with practical, hands-on learning experiences, thus producing potential employees with the unbeatable combination of education plus experience.

To download a brochure on Plant Science & Landscape Technology, please click here.

Area of Study: Plant Science & Landscape Technology

Degree/Certificate: Associate of Applied Science degree in Plant Science and Landscape Technology

Program Description

The Plant Science & Landscape Technology program prepares students for the field of landscape and ornamental horticulture. You will learn much more than how to plant trees and shrubs or, as they say in the field, "mow, blow and go." This field is one of the fastest growing industries in the country. Tri-C's program will provide you with a solid background to achieve your goals, whether they be to own your own landscaping business or to work in a botanical garden.

The Plant Science & Landscape Technology program offers both day and evening classes, which includes:

- summer field experience (paid internship) between the first and second years
- a balance of classroom, laboratory and practical educational experiences.

A full-time class schedule is not required and many students in this program take classes part-time and work part- or full-time.

Looking for non-credit classes? Current offerings can be found through the Personal Enrichment page.

This program is designed to prepare students to demonstrate the following program outcomes: Plant Science and Landscape Technology Degree Outcomes.pdf

Program Requirements

#### Suggested Semester Sequence

First Semester		Credits
ENG-1010	College Composition I	3
MATH-1060	Survey of Mathematics or higher (1)	3
PST-1300	Horticultural Botany	3
PST-1310	Landscape Plants I	3
PST-1410	Equipment Operations and Maintenance	3
HLTH-1230	Standard First Aid and Personal Safety	1
	Total	16

ntroduction to Microcomputer Applications Chemistry	3
Chemistry	3
	_
Chemistry Laboratory	1
andscape Plants II	3
andscape Practices	3
Basic Landscape Contracting	3
See Catalog for AAS Degree requirements (2)	2
3	andscape Plants II andscape Practices asic Landscape Contracting

search Site Search Course Search

Apply @ Tri-C Counseling & Advising **Financial Assistance** Transfer Center **Placement Testing** Scholarships & Grants Customer Service Ask Tri-C Course Offering Guide

Contact David Emmitt (216) 987-2235 David.Emmitt@tri-c.edu Cleveland, OH

News Channel 5 story regarding how to find a landscape contractor Information provided by the Ohio Landscaper's Association, who has a strong affiliation with Tri-C's Plant Sciene program.

#### EPC Agenda | 16 November 2009 | Attachment 5 | Page 7



	Total	18
Summer Semester		Credits
PST-2950	Field Experience	3
	Total	3

Third Semester		Credits
BADM-1300	Small Business Management	4
PST-2200	Advanced Landscape Contracting	3
PST-2330	Entomology	3
PST-2340	Plant Pathology	3
SPCH-1000	Fundamentals of Interpersonal Communication	3
	Total	16

Fourth Semester		Credits				
ECON-2610 OR ECON-2620	R OR					
PST-1600	Irrigation and Drainage	2				
PST-2310	2310 Soil Technology					
PST-2360	Landscape Design(C)	3				
PST-2xxx	Any 2000-level PST elective course	2				
Arts & Hum/Soc & Beh Sci.	See Catalog for AAS Degree requirements (2)	2				
	Total	16				

69	Program Total	Credits
		69

#### Notes

(1)MATH-1800-1819/2800-2819 & 1820/2820 may not be used to meet this requirement.

(2)Highly recommend SPAN-1010 Beginning Spanish I.

C = Capstone course

Would you like to receive additional news, events and class information? Sign Up Download a Brochure Campuses & Locations Connections Contact Us Did You Know? = Tri-C has programs and certificates for every interest. (800) 954-8742 Select One... Newsroom Tri-C offers high quality instruction at a low cost. Corporate College (866) 806-2677 Feedback [ Please select a location. ] Tri-C offers courses in over 15 locations. Phone Directory You can take 2 years at Tri-C and 2 years at any state college or university in Ohio at half the cost. Have Questions? ask TRI-C

©Copyright 1996-2009 Cuyahoga Community College | Administrative Departments | Employment | 700 Carnegie Avenue, Cleveland, Ohio

#### **TILLETT, THERESE**

From: LEE, JAY

**Sent:** Monday, October 05, 2009 11:05 AM

To: JONES, STANLEY; HOLM, DANIEL; HALEY, MARY ANN

Cc: TILLETT, THERESE; BLANK, JAMES; CARLSON, ROBERT; Nolte, Jeff

**Subject:** RE: Articulation agreement details for Horticulture program

Hi Stanley, Geography does not have problems with the proposed agreement. Jay Lee

From: JONES, STANLEY

**Sent:** Wednesday, September 30, 2009 12:48 PM **To:** LEE, JAY; HOLM, DANIEL; HALEY, MARY ANN

Cc: TILLETT, THERESE; BLANK, JAMES; CARLSON, ROBERT; Nolte, Jeff

**Subject:** Articulation agreement details for Horticulture program

#### Attn Department Heads, Dr. Lee and Dr. Holm

I am using a class or two that may or may not affect your program and would like to use an alternate class or equivalent class from another institution of higher learning. As such I need your permission to move forward with the articulation agreement and as shown on the requirement sheet attached. (Basically, PST 2310 Soil Technology for our GEOG 16001 Soil Technology and ESCI 1310 Physical Geography for GEOL 21062) Environmental Geology

An e-mail from you for your approval would make this possible.

Should you have any further questions, please contact me directly or contact Dr James Blank/BSCI department chair as needed.

Thank you for your support on this issue.

Sincerely
Stanley M. Jones
Academic Program Director-Horticulture
Associate & Bachelor Degree Options
Kent State University-Salem campus
330-337-4290

# ARTICULATION AGREEMENT BETWEEN KENT STATE UNIVERSITY AND EASTERN GATEWAY COMMUNITY COLLEGE

# MATRICULATION TO THE BACHELOR OF APPLIED HORTICULTURE AT KENT STATE UNIVERSITY AT SALEM

This collaborative effort is entered into on	 , by Kent State	University
and Eastern Gateway Community College.		

#### **PURPOSE**

Kent State University and Eastern Gateway 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 option of eventually earning in Associate of Applied Science degree in Horticulture Technology at Kent State University at Salem for students attending the Jefferson County Campus of Eastern Gateway Community College.

As currently designed, the Associate of Applied Science in Horticulture Technology requires 68 semester hours of coursework (see Program of Study). Students will complete the introductory coursework at Eastern Gateway Community College before enrolling at Kent State University at Salem. Kent State University reserves the right to deliver some selected courses through a distance-learning modality, although the majority of course sections will be offered with an on-site instructor. Students will have the option to register at any campus in the Kent State University eight-campus system to facilitate completion of degree requirements.

The Associate of Applied Science in Horticulture is a 2+2 program that articulates to Kent State's Bachelor of Applied Horticulture, also offered at the Salem Campus.

Admission: Application to the Horticulture Technology program may be initiated when the student is ready to take at least one Kent State University course. Students will be admitted to Kent State University as transfer students and will be required to complete the application, pay the application fee and provide an official Eastern Gateway Community College transcript. Admission to the Horticulture Technology program will be granted to students who have earned a minimum 2.0 cumulative grade point average from Eastern Gateway Community College and any other colleges or universities they have attended. Once admitted to Kent StateUniversity, students who elect to take course work at Eastern Gateway 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 Eastern Gateway Community College prior to their enrollment in Eastern Gateway Community College courses. This will facilitate registration for the correct courses and clearance for graduation.

<u>Academic Advising</u>: Academic advising will be provided at Eastern Gateway Community College, County Campus, and Kent State University at Salem by specific advisors identified for Horticulture Technology majors. These advisors will be trained by both institutions and will participate as needed in appropriate curricular update sessions.

<u>Financial Aid</u>: 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 full time at both institutions to combine their enrolled hours for financial aid purposes.

<u>Cross-Registration Tuition Waiver</u>: Students enrolled at Eastern Gateway Community College for 12 semester hours or more may enroll for one additional course at Kent StateUniversity at Salem at no cost, under the terms of the current Cross Registration Tuition Waiver agreement. Students in this associate degree program who have transferred from Eastern Gateway Community College to Kent State University and are enrolled in 12 or more hours at Kent State University may also use the tuition waiver to enroll at Eastern Gateway 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.

**<u>Fee Payment:</u>** 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.

<u>Graduation</u>: Students will apply for graduation through Kent State University at Salem and be approved by the Kent State University Board of Trustees. Students in this program will be required to comply with published graduation application deadlines.

#### REVIEW OF AGREEMENT

D.,,

This agreement will be reviewed on an annual basis and will remain in effect until modified by mutual consent or terminated by Eastern Gateway Community College or Kent State University. 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

D.,,

#### EASTERN GATEWAY COMMUNITY COLLEGE

Бу	
Laura M. Meeks President, Jefferson County Campus	James Baber Executive Vice President, Academic and Student Affairs
KENT STATE UNIVERSITY	
Ву:	Ву:
Robert G. Frank	Jeffrey L. Nolte
Provost and Senior Vice President, Academic Affairs	Dean, Salem Campus

#### **Transfer Guide 2009**

#### Eastern Gateway Community College, Jefferson County Campus

#### Associate of Applied Science in Horticulture Technology ~ Kent State University at Salem

#### Major courses taken at Eastern Gateway Community and their Kent State University equivalents:

Eastern Gateway Community College Courses	Credits	Kent State University Course Equivalent	Credits
BIO 206 Botany	4	BSCI 16001 Horticultural Botany (3) *	4
BUS 101 Introduction to Business	3	BMRT 11000 Introduction to Business	3
BUS 207 Salesmanship	3	BMRT 21052 Professional Selling Techniques	3
COM 101 Public Speaking	3	COMM 15000 Introduction to Human Communications	3
ENG 101 College Composition I	3	ENG 11011 College Writing I	3
ENG 102 College Composition II	3	ENG 21011 College Writing II	3
GSC 102 Science and the Environment	3	GEOL 21062 Environmental Geology	3
TOTAL	22	TOTAL	22

<sup>\*</sup> The credit hours earned at EGCC must be accepted at KSU.

#### Major courses to be taken at Kent State University:

BSCI 26002 Ecological Principles of Pest Management	3	Technical Concentration (select one):	12
BSCI 26003 Plant Identification and Selection I	3	Urban Forestry Concentration	
BSCI 26004 Plant Identification and Selection II	3	HORT 26010 Arboriculture (3)	
CHEM 10030 Chemistry in Our World	3	HORT 26011 Cooperative Work Experience in Tree Care	
CHEM 10031 Chemistry in Our World Laboratory	1	(3) taken twice	
COMT 11000 Introduction to Computer Systems	3	HORT 26012 Urban Forestry (3)	
GEOG 16001 Soil and Horticulture Management	3	Landscape Design Concentration	
HORT 16001 Opportunities in Horticulture	1	HORT 26020 Professional Landscape Management (3)	
HORT 26001 Occupational Regulations and Safety	2	HORT 26021 Cooperative Work Experience in Landscape	
HORT 26016 Irrigation Design and Maintenance	3	Management (3) taken twice	
HORT 26018 Landscape Construction	3	HORT 26046 Landscape Design I (3)	
US 10097 Destination Kent State: First Year Experience May be waived for transfer students with 25 credits	1	Turfgrass Management Concentration HORT 26030 Turfgrass Management (3)	
LER Elective	3	HORT 26031 Cooperative Work Experience in Turfgrass	
Technical Elective	3	Management (3) taken twice	
Mathematics competency at the MATH 11009 level	_	HORT 26032 Golf Course Management (3)	
		TOTAL	50

#### TOTAL CREDIT HOURS TO PROGRAM COMPLETION: 69

Issued by the office of the Executive Dean for Regional Campus



**Total Technical Course Hours** 

Program Requirement Sheet
Associate of Applied Science Degree
HORTICULTURE TECHNOLOGY

Student Name:	
Campus:	

							2009	9-2010				
		D	EVELOPMENTAL PRESCRI	PTION COL	JRSES					RELATED COURSES		
	D		d by Basic Skills Assessment			es)						
	Dept.	Crs No		(	Cr Hrs Sem		np		Course		Credit	Sem./Yr.
_	ENG	11001	Intro. to College Writing S (3	)			<b></b>	Dept.	Numbe	Title	Hours	Completed
_	ENG	11002	College Writing I – Stretch (3		6		_					
_	MATH	10021	Core Mathematics I	,	2		-	BMRT	11000	Introduction to Business	3	
	MATH	10022	Core Mathematics II				_	BMRT	21052	Professional Selling Techniques	3	
_	MATH	10023	Core Mathematics III		2		-	CHEM		Chemistry in our World	3	
	MATH	10024	Core Mathematics IV		2		-	CHEM		Chemistry in our World Lab	1	
_	MATH	10006	Core Mathematics I & II					COMT		Introduction to Computer Systems	3	
	MATH	10007	Core Mathematics III & IV					GEOL		Environmental Geology	3	
_	US	10003	Reading Strategies for Colle	ae Success	3		-			3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3		
<b>-</b>	US	10006	Study Strategies for College		3 _		-	Total Re	elated Co	ourse Hours	16	
			TECHNICAL COU	RSES						GENERAL STUDIES COURSE	S	
	Course			Credit	Sem./Yr.	Grd	Qlty.					
Dept.	Number	Title		<u>Hours</u>	Completed			COMM	15000	Introduction to Human Communication	n 3	
3SCI	16001		tural Botany	3	•			ENG	11011	College Writing I	3	
BSCI	26002		cal Principles of Pest Manage					ENG	20002	Introduction to Technical Writing	3	•
BSCI	26003		entification and Selection I	3				US	10097	Destination Kent State: First Year Exp		
BSCI	26004	Plant Id	entification and Selection II	3						·		
GEOG	16001	Soil and	Horticulture Management	3				Genera	<b>Studies</b>	Elective		
HORT	16001		ınities in Horticulture	1						lit hours from the Liberal Education Red	quirements	5
HORT	26001		tional Regulations and Safety									
HORT	26016		n Design and Maintenance	3				<u> </u>				
HORT	26018		ape Construction	3				Total G	eneral St	udies Course Hours	13	
	ical Elect											
				_ 3								
Techni	cal Conc	entration	n – Select one concentration	(12 credit	hours) from	the fol	lowina:	TOTAL	REQUIR	EMENTS	68	
3	Urban F			•			• 5					
		26010	Arboriculture (3)									
			Coop. in Tree Care (6)									
			Urban Forestry (3)									
7		ape Des						Student	Signatui	re.		Date
_			Prof. Landscape Mgmt. (3)					0.000				24.0
	HORT		Coop. in Landscape Mgmt.(6)	3)								
	HORT		Landscape Design I (3)					Advisor	Signatur	<u></u>		Date
_		ss Mana						71001	Oigilatai	•		Date
_			Turfgrass Management (3)					Notes				
	HORT	26031**	Coop. in Turfgras Mgmt. (6)					*Student	s planning	to enroll in 2+2 Bachelor of Applied Horticu	lture should	choose an
	HORT		Golf Course Management. (3	3)					vision elec			
	. 10111	_0002	Con Course Management. (	· —					repeatab			
								Core GP	'A = Techr	nical Quality Points / Technical Credit Hours		

Core GPA \_\_\_\_\_

Date: 26 October 2009

To: Stanley Jones, Director, Horticultural Technology
From: Dr. Tyre J. Proffer, Professor, BSCI, Kent-Salem
Subject: Equivalency for Eastern Gateway Community College

Botany (BIO 206) Course

#### Director Jones,

I have looked over the syllabus for the Eastern Gateway Community College Course in Botany (BIO 206) taught by Stephanie Vance and have found it to be equivalent to our BSCI 16001 Horticultural Botany course. I recommend you allow transfer students to substitute this course to meet the core course requirement in Horticultural Botany that is part of our 2-yr and 4-yr program.

If a new instructor takes charge of this class at EGCC we should revisit this recommendation.

Tyre



#### OFFICE OF THE PROVOST

TO: Educational Policies Council

FROM: Provost and Senior Vice President Robert G. Frank

SUBJECT: Agendas for Monday, 25 January 2010

EPC Undergraduate Council, 3:20 p.m., Kent Student Center, Room 204

EPC Graduate Council, 3:20 p.m., Kent Student Center, 3rd Floor Conference Suite

DATE: 19 January 2010

In the event that any of the action or information item 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 Therese E. Tillett, director of curriculum services, by Friday, 22 January, to ensure that the materials are available at the meeting for review.

#### **EPC UNDERGRADUATE COUNCIL**

#### **ACTION ITEMS**

 Approval of minutes of 16 November 2009. Attachment 1

#### Office of the Provost (presented by Provost Robert G. Frank)

2. Curricular restructure of the Regional College to all on with the original intention for the establishment All as locilite and packed or suggress, continuous time associated courses unique to the Regional Calleges will be housed in the Regional College.

Effective Spring 2010 Attachment 2 to come

College of the Arts (presented by Interim Dean John R. Crawford)

School of Music

3. Inactivation of the Center for the Study of World Musics.

Effective Fall 2010 Attachment 3

**College of Arts and Sciences** (presented by Dean Timothy S. Moerland)

Department of Chemistry

4. Revision of the name of the Department of Chemistry [CHEM] to the Department of Chemistry and Biochemistry [CHMB].

Effective Fall 2010

Attachment 4

#### Department of Modern and Classical Language Studies

5. Establishment of three concentrations in the Classics [CLSS] major within the Bachelor of Arts [BA] degree: Greek [GRE], Latin [LAT] and Classical Civilization [CLSC]. Minimum total credit hours for program completion are unchanged at 121 (35 for major).

**Effective Fall 2010** 

#### **ACTION ITEMS continued**

College of Communication and Information (presented by Dean Stanley T. Wearden)

School of Journalism and Mass Communication

6. Establishment of an Electronic Media Sports Production [ELMS] concentration in the Electronic Media [ELMD] major within the Bachelor of Science [BS] degree. Minimum total credit hours for program completion are 124.

Effective Fall 2010

Attachment 6

College of Education, Health and Human Services (presented by Associate Dean Joanne Arhar)

School of Foundations, Leadership and Administration

7. Establishment of a concentration, name change of another concentration and revision of the program requirements for the Recreation, Park and Tourism Management [RPTM] major within the Bachelor of Science [BS] degree. New concentration is Park Management [PMM]. Concentration Recreation and Park Management [RPM] changes name to Recreation Management [RMM]. Revisions are removing PEP 25068 and adjusting general elective credit; and removing PEB electives from the Tourism Management [TMM] concentration. Minimum total credit hours for program completion are unchanged at 121.

**Effective Fall 2010** 

Attachment 7

8. Establishment of a Park Management [PMM] minor. Minimum total credit hours for program completion are 18.

**Effective Fall 2010** 

Attachment 8

#### College of Technology (presented by Interim Dean Donald L. Bubenzer)

9. Revision of the name of the Industrial Technology [INDT] major, to Applied Engineering [AENG], within the Bachelor of Science [BS] degree. In addition, establishment of an Applied Engineering and Technology Management [AETM] concentration. Minimum total credit hours for program completion are 122 for the Applied Engineering and Technology Management concentration and unchanged at 122-128 (depending on concentration) for the existing three concentrations.

**Effective Fall 2010** 

Attachment 9: Major Name Revision | New Concentration

Regional College (presented by Executive Dean Wanda E. Thomas)

Division of Professional Studies

10. Inactivation of the Early Childhood Education Technology [ECET] major within the Associate of Applied Science [AAS] degree on the Ashtabula Campus. The degree program remains active on the Salem and Tuscarawas campuses.

Effective Fall 2010

Attachment 10

#### **Undergraduate Studies** (presented by Dean Gary M. Padak)

11. Establishment of 14 concentrations in the non-degree Exploratory [EXPL] major. They are: General [GENL]; Business [BUSN]; Health Care [HC]; Performing Arts [PA]; Sport and Recreation [SR]; Education and Teaching [ET]; Hospitality and Tourism [HT]; Design and Visual Arts [DVA]; Science and the Environment [SE]; Languages, Literature and Culture [LLC]; Law, Public Safety and Government [LPSG]; Human Services and Social Sciences [HSSS]; Communication, Journalism and Media [CJRM]; and Computers, Mathematics and Technology [CMT].

Effective Fall 2010

#### **DISCUSSION ITEM** (presented by Provost Robert G. Frank)

 The Regional College organizational structure; faculty governance; curriculum process; and faculty appointment, promotion, tenure and reappointment.
 Attachment 12

#### **INFORMATION ITEMS**

#### **University Requirements Curriculum Committee**

1. Boilerplate statements to be inserted into syllabi for courses designated as satisfying the Liberal Education Requirements, Diversity and/or Writing Intensive Requirements.

**Effective Fall 2010** 

Attachment 13

#### College of the Arts

School of Music

2. Temporary suspension of admissions—until fall 2011—for the Music Technology [C135] post-secondary certificate.

**Effective Fall 2010** 

Attachment 14

3. Temporary suspension of admissions—until fall 2011—for students with guitar as the primary instrument in the Music [MUS] major within the Bachelor of Arts [BA] degree and the Music Education [MUED] major within the Bachelor of Music [BM] degree.

**Effective Fall 2010** 

Attachment 15

#### School of Theatre and Dance

4. Inactivation of the Entertainment Arts and Technologies: Stage and Arena Rigging [C128] post-secondary certificate.

**Effective Fall 2010** 

Attachment 16

5. Inactivation of the Entertainment Arts and Technologies: Event-Based Video Production [C131] post-secondary certificate.

Effective Fall 2010

Attachment 17

#### **College of Arts and Sciences**

6. Temporary suspension of admissions—until fall 2013—for the American Studies [AMST], Latin American Studies [LAS] and Soviet and East European Studies [SEES] majors within the Bachelor of Arts [BA] degree.

**Effective Fall 2010** 

Attachment 18

#### Department of English

7. Revision of the program requirements for the Teaching English as a Foreign Language [C134] post-secondary certificate. ENG 41092 and 41192 are replaced with ENG 41292; and requirement ENG 31001 becomes an option with ENG 31008. Minimum total credit hours for program completion are unchanged at 18.

Effective Fall 2010

#### **INFORMATION ITEMS continued**

#### College of Arts and Sciences continued

Department of Political Science / Center for Applied Conflict Management

8. Establishment of an Applied Conflict Management [C144] post-secondary certificate. Minimum total credit hours for program completion are 16.

**Effective Fall 2010** 

Attachment 20

#### College of Education, Health and Human Services

School of Teaching, Learning and Curriculum Studies

9. Establishment of a Career-Technical Teacher Education [C205] post-secondary certificate Minimum total credit hours for program completion are 24.

Effective Fall 2010

Attachment 21

#### **LESSER ACTION ITEMS**

#### College of the Arts

School of Art

1. Revision of the name of the Studio Art [SART] minor to Fine Art [FNAR]. Minimum total credit hours for program completion are unchanged at 21.

Effective Fall 2010

Revision of the program requirements for the following programs: Crafts [CRFT] and Fine Arts [ARTS] majors within the Bachelor of Fine Arts [BFA] degree; and Art Education [ARTE], Art History [ARTH] and Crafts or Fine Arts [CFA] majors within the Bachelor of Arts [BA] degree. KBA 44080 and/or 45080 (depending on major) is added to art/crafts/fine arts electives; if the section represents the student's senior project discipline (e.g., painting), an exception must be processed. Minimum total credit hours for program completion are unchanged at 128 for Art Education, 123 for Art History and 125 for the remainder. Effective Fall 2010

School of Fashion Design and Merchandising

3. Revision of admission requirements for the Fashion Design [FD] major within the Bachelor of Arts [BA] degree. A skills assessment requirement for admissions is eliminated, and the statement about 90 students admitted each fall is removed from the catalog. Minimum total credit hours for program completion are unchanged at 126-127 (depending on concentration). Effective Fall 2010

#### School of Music

4. Revision of program requirements for the Music [MUS] major within the Bachelor of Arts [BA] degree. MUS 12211 and 12212 are replaced with MUS 22111 and 22121 (fulfill Kent Core); required MUS 37111 and 41181 are removed; option MUS 48512 is replaced with MUS 45131; options MUS 36912, 45311 and 46912 are removed; MUS 17111 and 17112 now do not count toward graduation for Music majors; and general electives increase by 1 credit. Minimum total credit hours for program completion decrease, from 128 to 121.

Effective Fall 2010

#### College of the Arts continued

School of Music continued

- Inactivation of the Theory [THRY] concentration and revision of program requirements for the Music [MUS] major within the Bachelor of Music [BM] degree. MUS 37111 and 41181 are removed; and MUS 12211 and 12212 are replaced with MUS 22111 and 22121 (fulfill Kent Core). In the Composition [COMP] concentration, MUS 31111 is removed; 3-4-credit MUS electives and option MUS 44111 or 44121 are added; and MUS 41299 is reduced by 1 credit. In the Instrumental [ISTM] concentration, MUS electives are increased by 2-3 credits. In the Piano Performance [PPER] concentration, MUS 41131 is added. In the Voice Performance [VPER] concentration, MUS 45131 (taken twice) and 1-2-credit MUS electives are added; and applied music/piano class electives are reduced by 2 credits. Minimum total credit hours for program completion decrease, from 129-130 (depending on concentration) to 125.
  Effective Fall 2010
- 6. Revision of program requirements for the Music Education [MUED] major within the Bachelor of Music [BM] degree. MUS 33214 is added; MUS 12211 and 12212 are replaced with MUS 22111 and 22121 (fulfill Kent Core); and MUS 37111, 41181 and option MUS 36053 or 41341 are removed. In the Choral–General [CHG] concentration, MUS 37113, 48241 and 48512 are added; and MUS 27111, 27112, 46111 and 47014 are removed. In the Instrumental [ISTM] concentration, MUS 37114 and 47311 are added; MUS 43241 reduces credits by 1; MUS 45222 becomes an option with MUS 47411; and options MUS 47411, 47511, 47611, 47711 are reduced by 1 credit. Minimum total credit hours for program completion decrease, from 138-139 (depending on concentration) to 132.

Effective Fall 2010

#### School of Theatre and Dance

7. Revision of the program requirements for the Theatre Studies [THEA] major within the Bachelor of Arts [BA] and the Bachelor of Fine Arts [BFA] degrees. New writing-intensive course THEA 41140 is added to prescribed electives. Minimum total credit hours for program completion for both degrees are unchanged at 129 for both degrees.

Effective Fall 2010

#### **College of Arts and Sciences**

Department of Chemistry

8. Revision of the name of two concentrations in the Chemistry [CHEM] major within the Bachelor of Science [BS] degree. Biological Chemistry [BIOC] becomes Biochemistry [BCHM], and Biological Chemistry—Pre-Medicine/Pre-Osteopathy/Pre-Dentistry [BIOP] becomes Biochemistry—Pre-Medicine/Pre-Osteopathy/Pre-Dentistry [BCHP]. Minimum total credit hours for program completion are unchanged at 121.

**Effective Fall 2010** 

#### Department of English

Revision of program requirements for the English [ENG] major within the Bachelor of Arts
[BA] degree. Required ENG 25001 becomes an option with ENG 25004; Option ENG 25003
is replaced with ENG 25005. ENG 30066 is added as an English writing/language studies
option; and ENG 33012, 33013, 33014, 33015 are added as genre/cultural/literary options.
Minimum total credit hours for program completion are unchanged at 121 (39 in major).
Effective Fall 2010

#### College of Arts and Sciences continued

Department of English continued

 Revision of program requirements for the English [ENG] minor. Option ENG 25003 is replaced with ENG 25005; and required ENG 25001 becomes an option with ENG 25004. Minimum total credit hours for program completion are unchanged at 21.
 Effective Fall 2010

Department of Mathematical Sciences

11. Revision of program requirements for the Applied Mathematics [AMTH] minor. MATH 11010 and 11022 are added as prerequisites to the program. Minimum total credit hours for program completion are unchanged at 25.

Effective Fall 2010

Department of Modern and Classical Language Studies

12. Revision of program requirements for the French Translation [FRTR] major within the Bachelor of Science [BS] degree. Two FR 30000-level literature courses are replaced with FR 33335, 33336 and 33337; TRST 20009 and 30330 are added; a computer requirement (CS 10001, 10061, MIS 24053 or 34070) is removed; and the subject area specialty is reduced from 39 to 30 credits. Minimum total credit hours for program completion are unchanged at 121 (82 for major).

Effective Fall 2010

- 13. Revision of program requirements for the German Translation [GRTR] major within the Bachelor of Science [BS] degree. MCLS 21417, TRST 20009, 30330 and an upper-division GER course are added; a computer requirement (CS 10001, 10061, MIS 24053 or 34070) is removed; and the subject area specialty is reduced from 39 to 30 credits. Minimum total credit hours for program completion are unchanged at 121 (82 for major).
  - **Effective Fall 2010**
- 14. Revision of program requirements for the Russian Translation [RUTR] major within the Bachelor of Science [BS] degree. TRST 20009, 30330 and an upper-division RUSS course are added; a computer requirement (CS 10001, 10061, MIS 24053 or 34070) is removed; and the subject area specialty is reduced from 39 to 33 credits. Minimum total credit hours for program completion are unchanged at 121 (82 for major).

Effective Fall 2010

15. Revision of program requirements for the Spanish Translation [SPTR] major within the Bachelor of Science [BS] degree. TRST 20009, 30330, 38303 and two upper-division SPAN courses are added; a computer requirement (CS 10001, 10061, MIS 24053 or 34070) is removed; and the subject area specialty is reduced from 39 to 27 credits. Minimum total credit hours for program completion are unchanged at 121 (82 for major).

Effective Fall 2010

#### **College of Communication and Information**

School of Journalism and Mass Communication

16. Revision of the program requirements for the News [NEWS] major within the Bachelor of Science [BS] degree. JMC 22000 is replaced with JMC 20006 in all concentrations; JMC 22002 is removed from the Magazine Journalism [MJRN] and Newspaper Journalism [NJRN] concentrations; and general electives are adjusted to maintain total credits. Minimum total credit hours for program completion are unchanged at 124.

Effective Fall 2010

#### College of Communication and Information continued

School of Journalism and Mass Communication continued

17. Revision of the program requirements for the Visual Journalism [VJNL] major within the Bachelor of Science [BS] degree. JMC 20006 is added to all concentrations and general electives are adjusted to maintain total credits. In the Information Design [INFD] concentration, JMC 22002 is removed. In the Photojournalism [PHOJ] concentration, JMC 32005 is added; JMC 26007 and 46054 are removed; option JMC 42008 is required; options JMC 40020, 40036 and 40095 are added; and options JMC 46000, 46001 and 46020 are listed once only. Minimum total credit hours for program completion are unchanged at 124. Effective Fall 2010

#### School of Visual Communication Design

- Revision of the program requirements for the Photo Illustration [PHO] major within the Bachelor of Science [BS] degree. VCD 49198 is removed; VCD 13000 increases by 1 credit hour; and VCD 45000 is designated as writing intensive. Minimum total credit hours for program completion decrease, from 128 to 127.
   Effective Fall 2010
- 19. Revision of the program requirements for the Visual Communication Design [VCD] major within the Bachelor of Arts [BA] and Bachelor of Fine Arts [BFA] degrees. VCD 13000 increases by 1 credit hour; VCD 45000 is designated as writing intensive; and VCD 49198 is removed in the BFA. Minimum total credit hours for program completion increase for the BA, from 129 to 130; hours decrease for the BFA, from 137 to 136.

  Effective Fall 2010

#### College of Education, Health and Human Services

20. Revision of the deadline to apply for student teaching, from the sixth Friday of the semester to the second Friday of the semester, one year before student teaching is anticipated.

Effective Fall 2010

School of Foundations, Leadership and Administration

 Revision of the name of the Recreation and Park Management [RPM] minor, to Recreation Management [RMM]. Minimum total credit hours for program completion are unchanged at 19.
 Effective Fall 2010

#### School of Health Sciences

- 22. Revision of program requirements for the Athletic Training [ATTR] major within the Bachelor of Science [BS] degree. ATTR 25038 is added; HED 11570 is removed; ATTR 25037 reduces by 1 credit; PEP 45091 is replaced with ATTR 45091; and general electives increase by 1 credit. Minimum total credit hours for program completion are unchanged at 123. **Effective Fall 2010**
- Revision of the program requirements for the Sports Medicine [SPMD] minor. ATTR 25038 is added; PEP 45091 is removed; ATTR 25037 reduces credits by 1; and PEP 25057, 25058, 35075, 45080 are replaced with ATTR 25057, 25058, EXSC 35075, 45080. Minimum total credit hours for program completion increase, from 33 to 34.
   Effective Fall 2010

#### College of Education, Health and Human Services continued

School of Teaching, Learning and Curriculum Studies

24. Revision of the admission and program requirements for the Earth Science [ESCI] major within the Bachelor of Science in Education [BSE] degree. PHY 13002, 13022 are added; COMM 15000, 26000, GEOG 41082, GEOL 34061, SOC 22778 are removed. In addition, the essay requirement for advanced study admission is eliminated. Minimum total credit hours for program completion decrease, from 141 to 133.

**Effective Fall 2010** 

- 25. Revision of the program requirements for the Education [EDUC] minor. Course requirements are adjusted for students in a foreign language or Teaching English as a Second Language major. Minimum total credit hours for program completion are unchanged at 42. **Effective Fall 2010**
- 26. Revision of the program requirements for the Integrated Family and Consumer Sciences Education [FCSE]] major within the Bachelor of Science in Education [BSE] degree. CTTE 36014, HM 13022 are added; CTTE 44618 is removed. Minimum total credit hours for program completion increase, from 121 to 122.

Effective Fall 2010

27. Inactivation of the three concentrations and revision of the program requirements for the Integrated Business Education [IBED] major within the Bachelor of Science in Education [BSE] degree. The inactivated concentrations are Business Training–Development [BTDV], Postsecondary [PSND] and Teaching, Secretarial–Office Administration [TSOA]. CTTE 44618 is replaced with CTTE 46017. Minimum total credit hours for program completion are unchanged at 133.

**Effective Fall 2010** 

28. Revision of the admission requirements for the Integrated Language Arts [INLA] major within the Bachelor of Science in Education [BSE] degree. The essay requirement for advanced study admission is eliminated. Minimum total credit hours for program completion are unchanged at 121.

Effective Fall 2010

29. Revision of the admission requirements for the Integrated Mathematics [IMTH] major within the Bachelor of Science in Education [BSE] degree. The essay requirement for advanced study admission is eliminated. Minimum total credit hours for program completion are unchanged at 121.

Effective Fall 2010

30. Revision of the admission and program requirements for the Integrated Science [ISCI] major within the Bachelor of Science in Education [BSE] degree. Removed are COMM 15000, 26000, PHY 11030, SOC 22778. Within the four concentrations: in Chemistry [CHEM], GEOL 21062 is removed; in Earth Science [ESCI], added are BSCI 30140, GEOG 41073, GEOL 21080, and removed are BSCI 30560, CHEM 30105, GEOG 41082, GEOL 34061; in Life Science [LFSC], GEOL 21062 is added, and removed are BSCI 30030, 40430, GEOL 34061; in Physics [PHY], CHEM 20481 is added, and PHY 32511 becomes an option with PHY 36002. In addition, the essay requirement for advanced study admission is eliminated. Minimum total credit hours for program completion decrease, from 156 to 144 for Chemistry, 156 to 142 for Earth Science, 158 to 144 for Life Science, and 159 to 147 for Physics. Effective Fall 2010

#### College of Education, Health and Human Services continued

School of Teaching, Learning and Curriculum Studies continued

31. Revision of the admission requirements for the Integrated Social Studies [INSS] major within the Bachelor of Science in Education [BSE] degree. The essay requirement for advanced study admission is eliminated. Minimum total credit hours for program completion are unchanged at 124.

Effective Fall 2010

32. Revision of the admission and program requirements for the Life Science [LFSC] major within the Bachelor of Science in Education [BSE] degree. Added are PHY 13022, 13022, GEOL 10042, 10043; removed are BSCI 30030, 40430, COMM 15000, 26000, GEOG 41073, GEOL 34061, PHY 11030, SOC 22778. In addition, the essay requirement for advanced study admission is eliminated. Minimum total credit hours for program completion decrease, from 147 to 132.

Effective Fall 2010

- 33. Revision of the admission and program requirements for the Life Science–Chemistry [LSCM] major within the Bachelor of Science in Education [BSE] degree. Added are CHEM 20481, GEOL 10040, 10041; removed are BSCI 30030, 40430, CHEM 30481, COMM 15000, 26000, GEOL 34061, SOC 22778. In addition, the essay requirement for advanced study admission is eliminated. Minimum total credit hours for program completion decrease, from 143 to 134. Effective Fall 2010
- 34. Revision of the program requirements for the Marketing Education [MKT] major within the Bachelor of Science in Education [BSE] degree. CTTE 44618 is replaced with CTTE 46017. Minimum total credit hours for program completion are unchanged at 121. **Effective Fall 2010**
- 35. Revision of the admission requirements for the Middle Childhood [MCED] major within the Bachelor of Science in Education [BSE] degree. Addition of completion of one-half of content area coursework in both concentrations with minimum C grade. Minimum total credit hours for program completion are unchanged at 128-141 (depending on concentration).

  Effective Fall 2010
- 36. Revision of the name and program requirements for the Teacher Certification [TCER] concentration and program requirements for the Health and Physical Education [HPE] concentration in the Physical Education [PEP] major within the Bachelor of Science [BS] degree. Teacher Certification changes to Physical Education Licensure [PEL], and PEP 10035 is removed. In both concentrations, removed are ATTR 35025, 15013, 15014, 15017, 15018, 15019, 35054; added are PEP 15011, 15020, 35084. Minimum total credit hours for program completion decrease; for Physical Education Licensure, from 125 to 124; for Health and Physical Education, from 164 to 162.

Effective Fall 2010

- 37. Revision of the admission and program requirements for the Physical Science [PHSC] major within the Bachelor of Science in Education [BSE] degree. PHY 32511 becomes an option with PHY 36002; removed are COMM 15000, 26000, GEOL 41025, PHY 11030, SOC 22778. In addition, the essay requirement for advanced study admission is eliminated. Minimum total credit hours for program completion decrease, from 144 to 131.

  Effective Fall 2010
- 38. Revision of the program requirements for Trade and Industrial Education [TIED] major within the Bachelor of Science in Education [BSE] degree. CTTE 44618, 46003 and 46029 are removed; and CTTE 46002 increases credits by 1. Minimum total credit hours for program completion decrease, from 130 to 124.

**Effective Fall 2010** 

#### College of Technology

- 39. Revision of the Construction Management [COMA] concentration in the Technology [TECH] major within the Bachelor of Science [BS] degree. PHY 13001, 13002, 13021 and 13022 (or PHY 12201 and 12202) are replaced with 8 credits of LER (Kent Core) Basic Sciences; technology electives decrease by 2 credits; and general electives increase by 4 credits. Minimum total credit hours for program completion are unchanged at 124. Effective Fall 2010
- 40. Revision of the Mechanical Engineering Technology [MERT] major within the Associate of Applied Science [AAS] degree. MATH 11010 is added as a requirement. Minimum total credit hours for program completion increase, from 64-68 to 67-71 (depending on concentration). **Effective Fall 2010**
- 40. Revision of the Electronic Technology [ELTN] minor. TECH 23200, 46330 are added; and TECH 23224, 33580 are removed. Minimum total credit hours for program completion decrease, from 21 to 19.

  Effective Fall 2010

#### **Regional College**

Division of Health Occupations

- 41. Revision of the program requirements for the Bachelor of Radiologic Imaging Sciences [BRIT] degree program, conferred on the Salem Campus. RIS 44000 is added to the Nuclear Medicine [NMFR] and Radiation Therapy [RTFE] concentrations (freshman-entry option); RIS 34040 is added to the Diagnostic Medical Sonography [FRAS, HATS, RTAS] concentrations; and RADT 14002 is removed from the of the Diagnostic Medical Sonography [RTAS] concentration (AAS Radiologic Technology option). Minimum total credit hours for program completion increase, from 121 to 123 for Nuclear Medicine and Radiation Therapy (freshmen-entry options); total credits are unchanged at 121 and increase from 121 to 124 and from 133 to 136 (depending on option) for the Diagnostic Sonography concentration. Effective Fall 2010
- 42. 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 20207 increases credits by 1. Minimum total credit hours for program completion increase, from 62 to 63.

  Effective Fall 2010
- 43. Revision of the progression requirements for the Radiologic Technology [RADT] major within the Associate of Applied Science [AAS] degree, conferred at the Ashtabula and Salem campuses. All RADT courses and BSCI 11010, 11020 must be earned with minimum C grade. Minimum total credit hours for program completion are unchanged at 70.

  Effective Fall 2010
- 44. Revision of the admission, progression and program requirements for the Veterinary Technology [VTEC] major within the Associate of Applied Science [AAS] degree, conferred on the Tuscarawas Campus. A minimum 2.5 GPA is required for admissions; minimum 2.0 cumulative GPA is required to progress; and minimum C grade is required for all courses (including VTEC, technical, general studies, electives and prescribed developmental courses). In addition, requirement HED 14020 is removed, and BSCI 20022 is added. Minimum total credit hours for program completion decrease, from 72 to 70. Effective Fall 2010

#### **EPC GRADUATE COUNCIL**

#### **ACTION ITEMS**

 Approval of minutes of 16 November 2009. Attachment 1

College of Arts and Sciences / Department of Mathematical Sciences

and (presented by Associate Dean John R. Stalvey)

Graduate School of Management / Department of Finance

(presented by Associate Dean Richard H. Kolbe)

2. Establishment of a concentration, Financial Engineering Quantitative [FEMQ], in the Financial Engineering [FEM] major within the Master of Science [MS] degree. The concentration is for students from Xiamen University in China as part of an articulation (1+1) agreement.

Minimum total credit hours for program completion are 32.

Effective Spring 2010 for enrollment of first cohort

Effective Fall 2010 catalog inclusion

Attachment 22

#### **Graduate School of Education, Health and Human Services**

(presented by Associate Dean Nancy E. Barbour)

School of Health Sciences

 Establishment of an Exercise Physiology [EXPH] major within the Master of Science [MS] degree. The program is currently a concentration in the Exercise, Leisure and Sport [ELS] major. Minimum total credit hours for program completion are 34.

Effective Fall 2010

Attachment 23: Proposal | Letters of Support | Catalog Copy and Courses | Faculty CV

4. Revision of the name of the Physical Education [PEP] major within the Doctor of Philosophy [PHD] degree. Name changes to Exercise Physiology [EXPH]. In addition, the sole concentration, Exercise Physiology [EXPH], is inactivated.

**Effective Fall 2010** 

Attachment 24: Proposal (see item 3, above, for letters of support, catalog, faculty CV)

School of Foundations, Leadership and Administration / School of Teaching, Learning and Curriculum Studies

 Move of the Physical Education Teacher Education [PETE] concentration from the Exercise, Leisure and Sport [ELS] major to the Curriculum and Instruction [CI] major within the Master of Arts [MA] degree. Minimum total credit hours for program completion are unchanged at 40.
 Effective Fall 2010

Attachment 25

6. Establishment of a non-degree, endorsement program, Lead Professional Educator (Grades PreK-12). Minimum total credit hours for program completion are 15.

Effective Fall 2010

#### **ACTION ITEMS continued**

#### Graduate School of Education, Health and Human Services continued

School of Lifespan Development and Educational Sciences

7. Establishment of an Instructional Technology [ITEC] concentration in the Educational Psychology [EPSY] major within the Doctor of Philosophy [PHD] degree. In addition, program requirements in the Educational Psychology major are revised to accommodate the new concentration. Minimum total credit hours for program completion are 75.

Effective Fall 2010

Attachment 27

8. Revision of the name, progression and graduation requirements of the Community Counseling [CCON] major within the Master of Arts [MA] and Master of Education [MED] degrees. Name changes to Clinical Mental Health Counseling [CMHC], and a pre-practicum examination and a comprehensive examination are required for progression and graduation. Minimum total credit hours for program completion are unchanged at 60.

Effective Fall 2010

Attachment 28

#### **INFORMATION ITEMS**

#### College of the Arts

School of Music

 Temporary suspension of admissions—until fall 2012—for the Music Education [MUED] and Musicology–Ethnomusicology [MUET] majors within the Doctor of Philosophy [PHD] degree.

**Effective Fall 2010** 

Attachment 29

#### **College of Arts and Sciences**

2. Program Development Plan to the Ohio Board of Regents to seek preliminary approval to propose establishment of a Master of Arts [MA] degree in Chemical Physics [CPHY]. Attachment 30

#### Department of English

3. Establishment of a Teaching English as a Second/Foreign Language [C623] post-baccalaureate and [C835] post-master's certificate. Minimum total credit hours for program completion are 18.

Effective Fall 2010

Attachment 31

Department of Political Science / Center for Applied Conflict Management

4. Establishment of an Applied Conflict Management [C624] post-baccalaureate certificate. Minimum total credit hours for program completion are 16.

**Effective Fall 2010** 

Attachment 32

#### **Graduate School of Education, Health and Human Services**

School of Teaching, Learning and Curriculum Studies

5. Establishment of a Career-Technical Teacher Education [C625] post-baccalaureate certificate. Minimum total credit hours for program completion are 24.

**Effective Fall 2010** 

#### **INFORMATION ITEMS continued**

#### **Graduate School of Management**

Department of Accounting

6. Temporary suspension of admissions—until fall 2011—for the Accounting [ACCT] major within the Doctor of Philosophy [PHD] degree.

**Effective Fall 2010** 

Attachment 34

#### LESSER ACTION ITEMS

#### College of the Arts

School of Art

 Establishment of an alternate delivery mechanism, partially web-based, for the Art Education [ARTE] major within the Master of Arts [MA] degree. Minimum total credit hours for program completion are unchanged at 33-35.

Effective Fall 2010 for catalog inclusion

Effective Summer 2011 for enrollment of first cohort

#### **College of Arts and Sciences**

2. Revision of program requirements for the Chemical Physics [CPHY] major within the Master of Science [MS] and Doctor of Philosophy [PHD] degrees. CPHY 6/72250 is removed; CPHY 6/72242 and 6/72245 increase credits; in the MS program, CHEM 6/70333 is replaced with CHEM 5/70478; in the PhD program, CPHY 72248 is added to the Optoelectronics [OELC] and Physical Properties of Liquid Crystals [PPLQ] concentrations; CPHY 72640 and 72643 increase credits, and the General Chemical Physics [GCP] concentration is reinstated (erroneously removed in a previous catalog). Minimum total credit hours for program completion are unchanged at 32 for the MS and 60 for the PhD.

**Effective Fall 2010** 

Department of Applied Social and Behavioral Research

3. Temporary suspension of admissions—until fall 2013—for the Applied Social and Behavioral Research [ASBR] major within the Master of Science [MS] degree.

Effective Fall 2010

Attachment 2

Department of Modern and Classical Language Studies

4. Revision of program requirements for five concentrations in the Translation [TRNS] major within the Master of Arts [MA] degree. One course in each concentration—FR 63298 in French, GER 61298 in German, JAPN 65298 in Japanese, RUSS 62298 in Russian, and SPAN 68298 in Spanish—is replaced with TRST 60298. Minimum total credit hours for program completion are unchanged at 36.

Effective Fall 2010

5. Revision of admissions and program requirements for the Translation Studies [TRST] major within the Doctor of Philosophy [PHD] degree. Accepted applicants may hold an MA in any other discipline with experience or training in translation (rather than relevant discipline if combined with significant experience or training in languages or linguistics), and must submit a 7-10-page sample of research essay covering any aspect of translation or language (or a proposal for a PhD dissertation topic on any aspect of translation). TRST 70006, 70007 and 70008 are added as required in the core. Minimum total credit hours for program completion are unchanged at 60.

Effective Fall 2010

#### Graduate School of Education, Health and Human Services

School of Foundations, Leadership and Administration

6. Revision of program requirements for the Educational Administration—K-12 Leadership [EAKL] major within the Master of Education [MED] and Educational Specialist [EDS] degrees. New courses EDAD 6/76529, 6/76531 and 6/76602 are added as electives; electives EDAD 6/76533, 6/7538 and 6/76544 are revised; and electives EDAD 6/76521, 6/76524, 67/6535, 6/76539, 6/7662 and 6/76668 are removed. Minimum total credit hours for program completion are unchanged at 33 for the MEd and 30 for the EdS. Effective Fall 2010

School of Lifespan Development and Educational Services

- 7. Revision of program requirements for the Family Studies [FS] major within the Master of Arts [MA] degree. HDFS 61018 is replaced with EDPF 65511. In the Human Development and Family Studies [HDFS] concentration, new courses HDFS 54027 and 54038 are added as options. Minimum total credit hours for program completion are unchanged at 32 for the HDFS concentration, and 33 for the Gerontology [GERO] concentration.

  Effective Fall 2010
- 8. Revision of the progression and graduation requirements for the School Counseling [SCON] major within the Master of Arts [MA] and Master of Education [MED] degrees. A prepracticum examination and a comprehensive examination are required for progression and graduation. Minimum total credit hours for program completion are unchanged at 49.

  Effective Fall 2010

#### **College of Technology**

Revision of admission requirements for the Master of Technology [MTEC] degree program.
 Submission of scores from the Graduate Record Examination (GRE) is eliminated. Minimum total credit hours for program completion are unchanged at 32.
 Effective Fall 2010

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

#### **COURSE CHANGES**

Key for course changes:

а	Title Abbreviation	d	Diversity	Н	Credit Hours	New	New	s	Schedule (activity)
С	Cross-List/Slash	Ε	Credit-by-Exam	Inact	Inactivate	Р	Prerequisite	Т	Title
С	Course Content	Fee	Fee	L	LER	R	Repeatable	W	Writing Intensive
D	Description	G	Grade Rule	N	Number	S	Subject		

#### **Course Changes Effective Fall 2010**

		Course Changes Effective Fall 2010	
ARTF	64096	Individual Investigation: Fine Art (2-10)	New
AS	43001	Legal Information Sources and Services (3)	New
AS	53001	Legal Information Sources and Services (3)	New
AS	73001	Legal Information Sources and Services (3)	New
ATTR	25037	Physical Assessment Techniques (4) to: Physical Assessment Techniques for the Lower Extremity and Spine (3-4)	TaHDO
ATTR	25038	Physical Assessment Techniques for the Upper Extremity, Head and Neck (3)	New
ATTR	35045	Emergency Medical Technician-Basic (5)	New
ATTR	35037	Advanced Physical Assessment Techniques (3)	PO
ATTR	45039	Therapeutic Rehabilitation (4)	PCO
ATTR	45040	Pathology and Pharmacology for Allied Health Care (3)	CcPO
ATTR	45091	Senior Seminar in Athletic Training (1)	New
ATTR	45292	Internship in Athletic Training (4)	PscO
ATTR	46095	Special Topics in Athletic Training (1-3)	New
ATTR	45096	Individual Investigation in Athletic Training (1-3)	New
ATTR	55039	Therapeutic Rehabilitation (4)	New
ATTR	55040	Pathology and Pharmacology for Allied Health Care (3)	CcPO
ATTR	63018	Ethics for Allied Health Professionals (3)	New
ATTR	63096	Individual Investigation in Athletic Training (1-3)	New
ATTR	63193	Variable Title Workshop in Athletic Training (1-3)	New
ATTR	63195	Special Topics in Athletic Training (1-3)	New
ATTR	65004	Biomechanics (3)	New
BSCI	30362	Introduction to the Biology of the Tropics (3)	New
BSCI	30520	Introduction to Neuroscience (3)	New
BSCI	40146	Developmental Mechanisms (3)	New
BSCI	40150	Molecular Mechanisms of Disease: Cancer (3)	New
BSCI	40162	Soil Biology (3)	New
BSCI	40360	Ichthyology (4)	New
BSCI	40376	Tropical Field Biology and Conservation (5)	New
BSCI	50146	Developmental Mechanisms (3)	New
BSCI	50162	Soil Biology (3)	New
BSCI	50360	Ichthyology (4)	New
BSCI	50376	Tropical Field Biology and Conservation (5)	New

BSCI	60462	Neurobiology: Systems and Behavior (3)	. New
BSCI	70146	Developmental Mechanisms (3)	. New
BSCI	70162	Soil Biology (3)	. New
BSCI	70360	Ichthyology (4)	. New
BSCI	70376	Tropical Field Biology and Conservation (5)	. New
BSCI	80462	Neurobiology: Systems and Behavior (3)	. New
CCI	60001	Introduction to Research in Communication and Information (3)	. New
CCI	80000	Foundations of Communication and Information Inquiry (3)	. New
CCI	80001	Introduction to Research in Communication and Information (3)	. New
CCI	80094	College Teaching in Communication and Information (3)	. New
CCI	80199	Dissertation I (15)	. New
CCI	80299	Dissertation II (1 or 15)	. New
CCI	85098	Research in Communication and Information (1-15)	. New
CHDS	67636	Practicum I: Community Counseling (3) to: Practicum I: Clinical Mental Health Counseling	. TaD
CHDS	67637	Practicum II: Community Counseling (3) to: Practicum II: Clinical Mental Health Counseling	.TaP
CHDS	67663	Community Counseling (3) to: Orientation to Clinical Mental Health Counseling	.TaD
CHDS	67664	Addictive Behavior and Treatment Issues (3) to: Theories and Practices in Addictions Counseling	.TaDc
CHDS	67665	Substance Abuse Counseling (3) to: Treatment Planning in Addictions Counseling	. TaPDc
CHDS	67695	Special Topics in Clinical Mental Health Counseling (1-3)	.Ta
CHDS	67698	Individual Research in Clinical Mental Health Counseling (1-3)	.Ta
CHDS	68126	Principles of Measurement and Appraisal (3)	. D
CHDS	68529	Couples Therapy: Theory and Techniques (3)	.PD
CHDS	68533	Family Therapy: Theory and Techniques (3)	. P
CHDS	68536	Practicum in Marriage and Family Therapy (3) to: Practicum in Couples and Family Therapy	.TaD
CHDS	77636	Practicum I: Community Counseling (3) to: Practicum I: Clinical Mental Health Counseling	.TaD
CHDS	77637	Practicum II: Community Counseling (3) to: Practicum II: Clinical Mental Health Counseling	.TaP
CHDS	77663	Community Counseling (3) to: Orientation to Clinical Mental Health Counseling	. TaD
CHDS	77664	Addictive Behavior and Treatment Issues (3) to: Theories and Practices in Addictions Counseling	. TaDc
CHDS	77665	Substance Abuse Counseling (3) to: Treatment Planning in Addictions Counseling	. TaPDc
CHDS	77692	Internship in Community Counseling (2-10)	. Inact
CHDS	77792	Internship I: Clinical Mental Health Counseling (3)	. New

CHDS	77892	Internship II: Clinical Mental Health Counseling (3)	New
CHDS	68126	Principles of Measurement and Appraisal (3)	D
CHDS	78092	Internship in School Counseling (2-6)	Inact
CHDS	78192	Internship I: School Counseling (3)	New
CHDS	78292	Internship II: School Counseling (3)	New
CHDS	78529	Couples Therapy: Theory and Techniques (3)	PD
CHDS	68533	Family Therapy: Theory and Techniques (3)	Р
CHDS	68536	Practicum in Marriage and Family Therapy (3) to: Practicum in Couples and Family Therapy	TaD
CI	67005	Intercultural Dimensions of Teaching and Learning (3)	New
CI	77005	Intercultural Dimensions of Teaching and Learning (3)	New
CLAS	41092	Field Experience in Classics (1-4)	New
CLAS	51092	Field Experience in Classics (1-4)	New
COMM	10000	Fundamentals of Speech (3)	Inact
COMM	35252	Theories of Rhetorical Discourse (3)	Inact
COMM	41000	Sports Communication (3)	New
COMM	42000	Media, War and Propaganda (3)	New
COMM	45780	Co-Curricular Speech Programs (3)	Inact
COMM	46091	Senior Seminar (3)	Dc
CPHY	62241	Soft Matter: Structures, Textures and Defects (3) to: Soft Matter	TDc
CPHY	62242	Physical Methods of Materials Characterization (2) to: Characterization of Soft Materials (4)	TaDHsc
CPHY	62245	Physical Properties of Liquid Crystals (3) to: Fundamentals of Liquid Crystal Science (4)	TaHPDo
CPHY	62250	Liquid Crystal Materials (3)	Inact
CPHY	72241	,	TDc
CPHY	72242	Physical Methods of Materials Characterization (2) to: Characterization of Soft Materials (4)	TaDHsc
CPHY	72245	Physical Properties of Liquid Crystals (3) to: Fundamentals of Liquid Crystal Science (4)	TaHPDo
CPHY	72250	Liquid Crystal Materials (3)	Inact
CPHY	72640	Liquid Crystal/Polymer Composites (3) to: Liquid Crystal, Polymer and Colloid Composites (4)	TaHPDso
CPHY	72643	Liquid Crystal Displays (3) to: Liquid Crystal Applications (4)	TaHPDc
CPHY	72650	Computational Materials Science (3)	New
CPHY	72651	Nanobiotechnology (3)	New
CS	43005	Introduction to Database System Design (3)	Р

CS	45201	Computer Communications Networks (3) to: Computer Communication Networks	TaPc
CS	48102	Game Development Practicum (3) to: (4)	Hsc
CS	49901	Capstone Project (4)	Pc
CS	53005	Introduction to Database System Design (3)	P
CS	55201	Computer Communications Networks (3) to: Computer Communication Networks	TaPc
CTTE	44618	Elements of Experience-Based Education (3)	Inact
CTTE	46002	In-Service Teaching (2) to: In-Service Teaching I (3)	TaHc
CTTE	46029	Training and Development (3)	Inact
CTTE	54618	Elements of Experienced-Based Education (3)	Inact
CTTE	56002	In-Service Teaching (2) to: In-Service Teaching I (3)	ТаНс
CTTE	56029	Training and Development (3)	Inact
ELS	56001	Principles and Methods of Community Inclusion (3)	P
ELS EXPH		Practicum in Research Fitness Programs for the Elderly (3) to:  Exercise Leadership for the Older Adult	STacO
ELS EXPH	55065 55065	Exercise Testing (3) to: Exercise Testing (3)	SPCsO
ELS EXPH	55070 55070	Electrocardiography for the Exercise Physiologist (3) to: Electrocardiography for the Exercise Physiologist (3)	SC
ELS EXPH	55080 55080	Physiology of Exercise (3) to: Physiology of Exercise (3)	SCsO
ELS EXPH	63050 63050	Research Process in Exercise, Leisure and Sport (3) to: Research Processes in Athletic Training and Exercise Physiology (3)	STa
ELS EXPH	63051 63051	Quantitative and Research Methods in Exercise, Leisure and Sport (3) to: Quantitative and Research Methods in Athletic Training and Exercise Physiology (3)	STaDPO
ELS EXPH	65080 65080	Physiological Basis of Exercise and Sport (3) to: Physiological Basis of Exercise and Sport (3)	SPCscO
ELS EXPH	65081 65081	Energy Metabolism and Body Composition (3) to: Energy Metabolism and Body Composition (3)	SPCcO
ELS EXPH	65082 65082	Cardio-Respiratory Function (3) to: Cardio-Respiratory Function (3)	SPCcO
ELS EXPH	75004 75004	Biomechanics (3) to: Biomechanics (3)	SCO
ELS EXPH	75075 75075	Muscle Function and Exercise (3) to: Muscle Function and Exercise (3)	SPDcO
ELS EXPH	75076 75076	Environmental Stress and Exercise (3) to: Environmental Stress and Exercise (3)	SPscO
ELS EXPH	75080 75080	Physiological Basis of Exercise and Sport (3) to: Physiological Basis of Exercise and Sport (3)	SPCscO

ELS EXPH	75081 75081	Energy Metabolism and Body Composition (3) to: Energy Metabolism and Body Composition (3)	SPCcO
ELS EXPH	75082 75082	Cardio-Respiratory Function (3) to: Cardio-Respiratory Function (3)	SPCcO
ELS	75083	Exercise Energy Metabolism (3)	
EXPH	75083	Exercise Energy Metabolism (3)	SPscO
ELS EXPH		Cardiovascular-Respiratory Dynamics During Exercise (3) to: Cardiovascular-Respiratory Dynamics During Exercise (3)	SPscO
ELS EXPH		Anthropometry and Body Composition in the Exercise Sciences (3) to: Anthropometry and Body Composition in the Exercise Sciences (3)	SPscO
ELS		scale change of course subject, from ELS to ATTR, for the following courses: 62010 62012 62014 62016 63095 63098 63199 63299 73095	
ELS	53093	scale change of course subject, from ELS to CI, for the following courses: 55015 55020 55051 55053 55058 55059 63193 65007 65044 65055 65392 65592 65692 75007 75043 75592	
ELS		scale change of course subject, from ELS to EXPH, for the following courses: 63095 63098 63199 63299 70610 73095 75086 83098 83199 83299	
ELS	53093 56060 65006 65041	scale change of course subject, from ELS to SRM, for the following courses: 55022 55023 55024 55026 56000 56001 56030 56040 56041 56070 56080 63018 63095 63096 63098 63195 63199 63299 65008 65021 65031 65033 65034 65036 65038 65039 65042 65045 65046 65047 65061 65062 65063 65064 65092 65292 63018 63095 65006 65008 65031 65034 65038 65061	
ENG	30001	English Studies (3) [WIC]	P
ENG	34011	World Literature in English (3) [add DIVG]	d
EPSY	49525	Relational Learning in Education (3)	New
EXPH	53093	Variable Title Workshop in Exercise Science and Exercise Physiology (1-3)	New
EXPH	63096	Individual Investigation in Exercise Physiology (1-3)	New
EXPH	63195	Special Topics in Exercise Physiology (1-3)	New
EXPH	65192	Internship in Exercise Physiology (1-6)	New
EXPH	63193	Variable Title Workshop in Exercise Physiology (1-3)	New
EXPH	73052	Advanced Research Design and Statistics in Exercise Physiology (3)	New
EXPH	75192	Internship in Exercise Physiology (1-6)	New
EXSC	43093	Variable Title Workshop in Exercise Science and Exercise Physiology (1-3)	New
EXSC	43098	Research in Exercise Science (1-3)	New
EXSC	45096	Individual Investigation in Exercise Science (1-3)	HO
EXSC	46095	Special Topics in Exercise Science (1-3)	New
FR	63298	Applied Translation Research (1-3)	Inact
GER	61298	Applied Translation Research (1-3)	Inact
HDFS	54037	Positive Youth Development (3)	New
HDFS	54038	Professional Child and Youth Work Practice (3)	New
HDFS	64023	Family Development (3) to: Family Theories and Processes	TaPDc

HED	11590	Community Health (3) to: Community Health Education	TaDcO
HED	21050	Health Behavior (3) to: Health Education Theories	TaDcO
HED	44544	Sexual Health Promotion Programs (3) to: Sexuality Education Programs	TacO
HED	44550	Drug Abuse and Violence Prevention (3) to: Drug Abuse and Violence Education Programs	TaDcO
HED	54544	Sexual Health Promotion Programs (3) to: Sexuality Education Programs	TacO
HED	54550	Drug Abuse and Violence Prevention (3) to: Drug Abuse and Violence Education Programs	TaDcO
IAKM	60691	Seminar in Information Architecture and Knowledge Management (1-3)	.DCO
IAKM	60692	Practicum in Information Architecture and Knowledge Management (2-3)	D
IAKM	60693	Variable Title Workshop Information Architecture, Information Use or Knowledge Management (1-3) to: Variable Title Workshop in Information Architecture and Knowledge Management	
IAKM	60792	Internship in Information Architecture, Information Use or Knowledge Management (1-3) to: Internship in Information Architecture and Knowledge Management	TD
IAKM	61095	Special Topics in Information Architecture and Knowledge Management (1-3)	TaNDC
IAKM	61096	Individual Investigation in Information Architecture, Information Use or Knowledge Management (1-3) to: Individual Investigation in Information Architecture and Knowledge Management (1-3)	TDC
IAKM	80001	Information Architecture and Knowledge Management in Context (3)	. New
IAKM	80002	Knowledge Organization Structures, Systems and Services (3)	. New
IAKM	80101	Information Architecture (3)	
IAKM	80102	Information and Visual Design (3)	. New
IAKM	80103	Researching the User Experience (3)	. New
IAKM	80104	Usability I (3)	. New
IAKM	80105	Information Technologies (3)	. New
IAKM	80110	Content Management Systems (3)	. New
IAKM	80111	Online Branding (3)	. New
IAKM	80112	Advanced Information Architecture (3)	. New
IAKM	80113	User and Task Analysis (3)	. New
IAKM	80114	Usability II (3)	. New
IAKM	80301	Foundational Principles of Knowledge Management (3)	. New
IAKM	80302	Document and Records Management (3)	. New
IAKM	80303	Knowledge Management in Organizations (3)	. New
IAKM	80304	Research Methods in Knowledge Management (3)	. New
IAKM	80310	Intellectual Capital Management (3)	. New

IAKM	80311	Business Process Management (3)	New
IAKM	80312	Business Process Management (3)	New
IAKM	80313	Strategic Knowledge Management-Virtual Communities (3)	New
IAKM	80401	Health Information Management (3)	New
IAKM	80402	Legal Issues in Health Information Management (3)	New
IAKM	80403	Health Information Systems (3)	New
IAKM	80410	Health Records Management (3)	New
IAKM	80691	Seminar in Information Architecture and Knowledge Management (1-3)	New
IAKM	80693	Variable Title Workshop in Information Architecture and Knowledge Management (1-3)	New
IAKM	81096	Individual Investigation in Information Architecture and Knowledge Management (1-3)	New
ILS	49993	Human Values in Medicine (1-5)	Inact
ITEC	67426	Networking Basics for Educators (3)	New
ITEC	67437	Authoring Systems (3) to: Web Development for Educators	TaDo
ITEC	67442	Designing Online Courses (3)	C
ITEC	77426	Networking Basics for Educators (3)	New
ITEC	77442	Designing Online Courses (3)	C
ITEC	77449	Research in Online Learning (3)	C
ITEC	77442	Designing Online Courses (3)	New
ITEC	77444	Teaching Online Courses (3)	New
ITEC	77449	Research in Online Learning (3)	New
JAPN	65298	Applied Translation Research (1-3)	Inact
JMC	20006	Multimedia Techniques (3)	New
JMC	23030	Basic Electronic Media Video Production (3)	Psc
JMC	23031	Basic Electronic Media Audio Production (3)	Psc
JMC	32005	Video for Still Photographers (3)	NEW
JMC	40016	Law of Advertising and Public Relations (3)	P
JMC	44042	Live Sports Production (3)	New
JMC	44043	Sports Field Production (3)	New
JMC	45000	Television Sports Graphics Production (3)	New
JMC	60004	Cybermedia Law (3)	New
JMC	60010	Qualitative Research in Journalism and Mass Communication: Data Collection (3)	New
JMC	80001	Theory of Mass Communication (3)	New
JMC	80004	Cybermedia Law (3)	New
JMC	80010	Qualitative Research in Journalism and Mass Communication:  Data Collection (3)	New

JUS	27095	Special Topics (2 or 3) to: Special Topics in Justice Studies	TaP
JUS	37095	Special Topics in Justice Studies (3)	New
JUS	37311	Minorities in Crime and Justice [DIVD] (3)	Pc
JUS	37411	Women in Crime and Justice [DIVD] (3)	P
LIS	60613	Information Uses and Services (3) to: Information Needs, Seeking and Use	TaPDCo
LIS	60619	Legal Information Sources and Services (3)	New
LIS	60652	Foundations and Administration of Archives (3)	DPCc
LIS	80001	Access to Information (3)	New
LIS	80002	Organization of Information (3)	New
LIS	80003	Information Technology for Library and Information Professionals (3)	New
LIS	80600	Foundations of Library and Information Science (3)	New
LIS	80601	Information Sources and Reference Services (3)	New
LIS	80602	Cataloging and Classification I (3)	New
LIS	80603	Cataloging and Classification II (3)	New
LIS	80604	Research Methods for Libraries and Information Centers (3)	New
LIS	80607	School Library Media Center (3)	New
LIS	80608	The Public Library (3)	New
LIS	80609	Marketing the Library (3)	New
LIS	80610	Management of Library and Information Centers (3)	New
LIS	80611	Government Information Sources and Services (3)	New
LIS	80612	Library Materials and Services for Adults (3)	New
LIS	80613	Information Needs, Seeking and Use (3)	New
LIS	80614	Selection and Acquisition of Library Materials (3)	New
LIS	80615	The Academic Library (3)	New
LIS	80616	The Special Library (3)	New
LIS	80619	Legal Information Sources and Services (3)	New
LIS	80620	Health Information Resources (3)	New
LIS	80621	Social Sciences Information Sources and Services (3)	New
LIS	80622	Science and Technology Information Sources and Services (3)	New
LIS	80623	Business and Finance Information Sources and Services (3)	New
LIS	80624	Cataloging for School Library Media Centers (3)	New
LIS	80625	Library Materials and Services for Very Young Children (3)	New
LIS	80626	Library Services to Young Adults (3)	New
LIS	80628	Humanities Information Sources and Services (3)	New
LIS	80629	Library Materials and Services for School-Age Children (3)	New
LIS	80630	Reference Sources and Services for Youth (3)	New
LIS	80631	Introduction to Digital Preservation (3)	New

LIS	80632	Technologies for Digital Preservation and Web Archiving (3)	New
LIS	80633	Digital Curation (3)	New
LIS	80637	Metadata Architecture and Implementation (3)	New
LIS	80638	Digital Libraries (3)	New
LIS	80639	Implementation of Digital Libraries (3)	New
LIS	80640	Library Automation (3)	New
LIS	80641	Information Storage and Retrieval Systems (3)	New
LIS	80642	Implementation of Information Storage and Retrieval Systems (3)	New
LIS	80643	Online Information Systems (3)	New
LIS	80644	Information Science (3)	New
LIS	80645	Database Systems (3)	New
LIS	80646	User Interfaces for Information Retrieval Systems (3)	New
LIS	80647	Network and Software Resources for Information Systems (3)	New
LIS	80648	Electronic Publishing on the Web (3)	New
LIS	80649	Indexing and Abstracting (3)	New
LIS	80650	Information Policy (3)	New
LIS	80651	Digital Image Processing and Collection Management (3)	New
LIS	80652	Foundations and Administration of Archives (3)	New
LIS	80654	Preservation Management (3)	New
LIS	80661	Technical Services (3)	New
LIS	80665	Rare Book Librarianship (3)	New
LIS	80666	Ethical Concerns of Library and Information Professionals (3)	New
LIS	80691	Seminar in Library Science (1-3)	New
LIS	80694	College Teaching of Library Science (2 or 3)	New
LIS	80695	Special Problems in Library Science (1-10)	New
LIS	81095	Selected Topics in Library Science (1-3)	New
LIS	81096	Individual Investigation (1-2)	New
MATH	10020	Pre-Core Mathematics (2)	New
MCLS TRST	30230 30230	Approaches to Translation (3) to: Approaches to Translation	S
MUS	33214	Music Technology for Music Educators (1)	New
MUS	37113	Piano Skills for the Choral General Music Educator (2)	New
MUS	37114	Piano Skills for the Instrumental Music Educator (2)	New
MUS	42271	Choral Literature (3) to: Choral Literature I	TaPDsc
MUS	42272	Choral Literature II (3)	New
MUS	52271	Choral Literature (3) to:	T-D
MUIO	F0070	Choral Literature II (2)	
MUS	522/2	Choral Literature II (3)	New

NRST	10003	Nursing Agency I (6)	.Р
NRST	20207	Psychosocial Self-Care Deficits (3) to: (4)	. HcDP
NRST	20208	Nursing Agency III (6)	. P
NRST	20209	Maternal/Newborn Development Self-Care (2)	. P
NRST	20210	Child and Family Development Self-Care (2)	. P
NRST	20206	Nursing Agency II (5)	. P
OCAT	10000	Introduction to Occupational Therapy (2) to: Foundations in Occupational Therapy	. TaD
OCAT	10001	Therapeutic Media I (3) to: Occupational Therapy Practice Skills II (3)	.TaD
OCAT	20001	Occupational Therapy Management Skills (2) to: Professional Issues in Occupational Therapy (3)	.TaD
OCAT	20003	Therapeutic Media III (3) to: Occupational Therapy Practice Skills III	.TaD
PEB	10413	Latin Social Dance (1)	. New
PEB	10515	Beginning Wallyball (1)	. New
PEB	11664	Pilates (1)	. New
PEB	12204	Beginning Broomball (1)	. New
PEP	15010	Introduction to Physical Education, Fitness and Sport (2) to: (3)	. DHc
PEP	15011	Development and Analysis of Invasion Games (3)	. New
PEP	15015	Development and Analysis of Game Performance I (2) to: Development and Analysis of Net Games (3)	. TaHDF
PEP	15016	Development and Analysis of Game Performance II (3) to: Development and Analysis of Target and Field Games (3)	. TaDP
PEP	15020	Fundamental Movement, Gymnastics and Dance (3)	. New
PEP ATTR EXSC	25057 25057 25057	Human Anatomy and Physiology I (3) to: Human Anatomy and Physiology I (3) <i>and</i> Human Anatomy and Physiology I (3)	.SCO
PEP ATTR EXSC		Human Anatomy and Physiology II (3) to: Human Anatomy and Physiology II (3) <i>and</i> Human Anatomy and Physiology II (3)	. SPCO
PEP EXSC		Exercise Leadership (3) to: Exercise Leadership (3)	. SPO
PEP ATTR EXSC	35054 35054 35054	Biomechanics (3) to: Biomechanics (3) and Biomechanics (3)	. SPCsC
PEP EXSC	35075 35075	Exercise Programming (3) to: Exercise Programming (3)	. SPO
PEP	35084	Motor Skill Analysis (3)	. New
PEP EXSC	40612 40612	Exercise Leadership for the Older Adult (3) to: Exercise Leadership for the Older Adult (3)	. SPscO
PEP EXSC	45065 45065	Exercise Testing (3) to: Exercise Testing (3)	. SPCsC

EXSC	45070 45070	Electrocardiography for the Exercise Physiologist (3) to:  Electrocardiography for the Exercise Physiologist (3)	.SP
PEP EXSC	45080 45080	Physiology of Exercise (3) to: Physiology of Exercise (3)	. SPsO
PEP EXSC	45492 45492	Internship in Physical Fitness and Cardiac Rehabilitation (2-8) to: Internship in Physical Fitness and Cardiac Rehabilitation (1-8)	.SHPO
PHIL	41048	Metaethics (3)	. New
PHIL	61085 51048	Metaethics (3) to: Metaethics	. NDCc
RIS	34040	Patient Management in Diagnostic Medical Sonography (3)	. New
RIS	44000	Introduction to Radiologic and Imaging Sciences (3)	. New
RPTM	36082	Interpretation of Natural and Cultural Resources (3)	. New
RPTM	36083	Environmental Education and Conservation (3)	. New
RUSS	62298	Applied Translation Research (1-3)	. Inact
SEED	62146	Instructional Strategies and Classroom Management (3)	.Р
SPA	64302	Language Assessment and Intervention in Early Childhood (3)	.PO
SPA	64500	Language Science (3)	.POc
SPA	74302	Language Assessment and Intervention in Early Childhood (3)	.PO
SPA	74500	Language Science (3)	.PO
SPAN	38231	Translation Practice: Spanish (1) to: (3)	. HPc
SPAN	68298	Applied Translation Research (1-3)	. Inact
TECH	32101	Polymers I (4) to (3)	. Hdc
THEA	21201	Introduction to American Musical Theatre (3)	. New
THEA	21700	Movement I (3)	.Dc
THEA	31701	Movement II (3)	.PDc
THEA	41140	American Musical Theatre History [WIC]	. New
TRST	20009	The Multilingual Information Lifecycle (3)	. New
TRST	30330	Cross-Language Mediation (3)	. New
TRST	38303	Medical Spanish Translation and Interpreting (3)	. New
TRST	60298	Applied Translation Research (1-3)	. New
TRST	70006	Empirical Methods for Translation Studies (3)	. New
TRST	70007	Corpora in Translation (3)	. New
TRST	70008	Translation and Cognition (3)	. New
TRST	80091	Seminar in Translation Studies (3)	.DG
TRST	80191	Seminar in Translation Informatics (3)	.DG
US	20201	Student Instructor Training (2) to: Destination Kent State Student Leader Training	.TaDc
US	20202	New Student Instructor Seminar (2)	. Inact
US	30202	Returning Student Instructor Seminar (2) to Destination Kent State Student Success Leader Seminar	. TaDPc

	Course Changes Effective Fall 2010 continued		
US	40201	University Orientation Intern (3) to: Destination Kent State Student Leader Training	
US	40202	University Orientation Trainer (3) to: Destination Kent State Intern SeminarTaPDc	
VCD	13000	Introduction to Visual Communication Design I (2) to: (3)Hc	
VCD	30008	Junior Portfolio Review-Photo Illustration (1)	
VCD	30009	Junior Portfolio Review-Graphic Design/Illustration (1)	
VCD	60094	College Teaching in Visual Communication Design (3)New	
VTEC	10204	Clinical Laboratory I (3)DEc	
VTEC	10205	Veterinary Nursing II (3)PDEc	
VTEC	20008	Clinical Laboratory II (3)PDEc	
VTEC	20212	Surgery and Anesthesia (3)PDEc	
		Course Changes Effective Fall 2011	
CTTE	46003	In-Service Teaching II (1)Inact	
CTTE	56003	In-Service Teaching II (1)Inact	
		Amendment	
The fol	lowing n	ew courses, approved to be effective for fall 2010, are now effective for <b>summer 2010</b> :	
PH	10001	Introduction to Public Health (3)	
PH	20005	Social and Behavioral Science Theories in Public Health	
PH	20006	Environmental Health Science (3)	
PH	44000	Health Disparities (3)	

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



# EDUCATIONAL POLICIES COUNCIL Minutes of the Meetings Monday, 16 November 2009

Minutes of the EPC Undergraduate Council Minutes of the EPC Graduate Council

Pages 1–3 Pages 4–6

#### **EPC UNDERGRADUATE COUNCIL**

**Ex-Officio Members present:** Senior Vice President and Provost Robert G. Frank; Faculty Senate Chair Thomas Janson; Deans John R. Crawford, Laura Cox Dzurec, Daniel F. Mahony, Wanda E. Thomas, Stanley T. Wearden, Donald R. Williams; Dean's representative Mary Ann Haley for Timothy S. Moerland

**Ex-Officio Members not present:** Deans James E. Dalton, Verna M. Fitzsimmons, Robert (Yank) Heisler Jr., Gary M. Padak, Mark W. Weber

**Faculty Senate-Appointed Representatives present:** Paul P. Abraham, Bruce J. Gunning, Min He, David A. Kessler, Linda L. Williams, Lowell S. Zurbuch

Faculty Senate-Appointed Representative not present: Erica B. Lilly

**Undergraduate Council Representatives present:** Paul J. Albanese, Pamela K. Evans, Diana L. Fleming, Todd Hawley, Sarah E. Rilling, Gretchen C. Rinnert, Roberto M. Uribe-Rendon, Stephen M. Zapytowski

**Undergraduate Council Representatives not present:** 

**Observers present:** 

Observers not present: Brianna D. Lawhorn (Undergraduate Student Government)

**Consultants and Guests present:** Sonia A. Alemagno, Stephane E. Booth, Harriett S. Bynum, Carol K. Drennan, Jocelyn R. Folk, David A. Goswick, Stanley M. Jones, Colin Morris (*Daily Kent Stater*), Jennifer Sandoval, Therese E. Tillett

Associate Provost Stephane E. Booth called to order the EPC Undergraduate Council at 3:24 p.m., on Monday, 16 November 2009, in room 204 of the Kent Student Center.

Action Item 1: Approval of minutes from 19 October 2009.

A motion to approve with no corrections was passed unanimously.

## Information Item 1: Establishment of policies and procedures for temporary admissions suspension of an academic program.

Curriculum Services Director Therese E. Tillett explained that Kent State currently does not have official procedures to suspend admissions into a program. Having no policy may mean that no one outside of the academic unit suspending the program is aware of the suspension; therefore, students apply and pay an admissions fee for a program that is not admitting. Under the policy, an academic unit may suspend admissions for no longer than three years; after that time, either the program starts admitting or is officially inactivated. In response to a member's question about current programs that have been suspended, Director Tillett said a more stream-lined process is in place until March 2010. Academic units should send her a list of all currently suspended programs, listing rationale, current enrollment and length of suspension. The Ohio Board of Regents will be notified of the suspensions.

### Information Item 2: Establishment of a post-secondary certificate in Public Health [C143]. Total credit hours to program completion are 18.

Associate Dean Sonia A. Alemagno emphasized that all the courses for the certificate were established and approved for the Bachelor of Science in Public Health. Several Regional Campuses and academic departments are interested in the certificate, as well as public health workers in the local communities who are seeking more education without having to enroll in a degree program.

EPC members asked about estimated enrollment, consultation with other academic units, possibility of a minor and registered sanitation opportunities. Associate Dean Alemagno replied that she cannot predict student enrollment for the certificate; however, four public health courses will be offered online this spring (under the EXPR subject) for students seeking a jump start into either the certificate or bachelor's program. All appropriate academic units were consulted about the courses when the bachelor's degree was being developed; the certificate program contains no new courses. A minor may be a future action; however, the certificate meets most needs now. The certificate could lead to eligibility for sanitation registry for some students in such disciplines as biology.

Information Item 3: Letter of intent to the Ohio Board of Regents to seek preliminary approval to propose establishment of a Bachelor of Science in Respiratory Therapy degree, to be offered and conferred at Kent State University at Ashtabula.

Academic Program Director David A. Goswick said one force propelling this proposal is a movement underway by the respiratory therapy accrediting agency to set the baccalaureate level as the first professional degree in the discipline. The program will be offered and conferred on the Ashtabula Campus. One member asked about the term "didactic" in the program—to which Academic Program Director Goswick defined as lecture—and suggested using another word as didactic means other things in other disciplines. In response to a query about the ambitiousness of a fall 2010 effective date, Academic Program Director Goswick stated that the goal is for the program to begin spring 2011.

Information Item 4: Establishment of an articulation agreement with Cuyahoga Community College, whereby students earning an Associate of Applied Science degree in Plant Science and Landscape Technology (Landscape Contracting concentration) at Tri-C will be able to matriculate into the Bachelor of Applied Horticulture [BAH] degree at Kent State University at Salem.

Academic Program Director Stanley M. Jones said the horticulture field is competitive for job opportunities. While associate degrees are very strong, with the influx of job seekers, there has been a shift toward employers wanting people with a baccalaureate. He described this articulation agreement as a win-win situation for both institutions.

Information Item 5: Establishment of an articulation agreement with Eastern Gateway Community College, Jefferson County Campus, whereby students at EGCC will be able to transfer coursework and complete the Horticulture Technology [HORT] major within the Associate of Applied Science [AAS] degree at Kent State University at Salem.

Academic Program Director Jones stated that the Jefferson County Campus (formerly Jefferson Community College) has so many biology students it has to turn them away. Many go elsewhere, and he wants to see them come to his program by taking courses that will easily transition them into the associate degree program and, eventually for some of them, into the baccalaureate program in horticulture.

In response for a request for discussion, Director Tillett notified members that in the past year, the U.S. Department of Education, Higher Learning Commission and Ohio Board of Regents have becoming more demanding in their approval process, requesting items such as course syllabi, faculty CVs, faculty and student handbooks never needed before.

She also asked members how Kent Campus colleges and Regional Campuses work together on agreeing to offer a full undergraduate or graduate program on the Regional Campuses—a Memorandum of Understanding, for example. She requested that units notify her and Associate Provost Booth (and Dean Mary Ann Stephens for graduate programs) on any new agreements.

Faculty Senate Chair Thomas Janson discussed the motivation for creating two bodies of the EPC, and said it was never the intention to distance the two groups by having them always meet separately (with the exception of once a semester as set in the policy). He encouraged the provost to not read strictly from the policy and allow the groups to meet together more often.

He also detailed the imposition of the semester-by-semester program roadmaps. If one course changes its time or day schedule, it may cause a scheduling conflict for other courses listed in the same semester. Provost Robert G. Frank replied that the future InfoSilem initiative (to schedule courses conflict free) will alleviate this issue.

With no other requests to discuss or elevate any of the lesser action items, the meeting was adjourned at 4:02 p.m.

Respectfully submitted,

Therese E. Tillett

**Director of Curriculum Services** 

Office of the Provost

#### **EPC GRADUATE COUNCIL**

**Ex-officio Members present:** Dean Mary Ann Stephens; Associate Deans Nancy E. Barbour, Jonathan P. Fleming, LuEtt J. Hanson, Ralph Lorenz, Isaac Richmond Nettey, Barbara F. Schloman, Frederick W. Schroath (representing Richard H. Kolbe); John R. Stalvey; Director Karen W. Budd

Ex-officio Members not present: Wanda E. Thomas (present at EPC Undergraduate Council)

**Faculty Senate-Appointed Representatives present:** Paul A. Farrell, Paul R. O'Keeffe, Susan J. Roxburgh, Fred T. Smith

**Faculty Senate-Appointed Representative not present:** 

**Graduate Council Representatives present:** Sloane R. Burgess, Raymond A. Craig, Nichole Egbert, Ann F. Jacobson, Yuko Kurahashi, John H. Thornton

Graduate Council Representatives not present: John C. Duncan, Gregory S. Stroh

**Observers present:** 

**Observers not present:** Aron Massey (Graduate Student Senate)

Consultants and Guests present: Lisa N.H. Delaney, Julie A. Gabella, Cindy L. Kovalik, Monica Teamer

Dean Mary Ann Stephens called to order the EPC Graduate Council at 3:21 p.m., on Monday, 16 November

2009, in the Kent Student Center Conference Suite.

Action Item 1: Approval of minutes from 19 October 2009.

Associate Dean John R. Stalvey moved for approval of the minutes, which was seconded by Associate Dean Nancy E. Barbour. With no corrections or comments, the motion passed unanimously.

Discussion Item 1: Current approval process for the Regional Campuses to offer the full curriculum of graduate degree programs.

Dean Mary Ann Stephens stated that GPS Executive Director Deborah L. Barber and Curriculum Services Director Therese E. Tillett are trying to collect all the program information about Kent State University as a whole, and are discovering things that we did not know about. She said that it was discovered that there are some master's programs being offered on the Regional Campuses. Associate Dean Stalvey said that the degree authorization lies with the Kent Campus, the question is if the Ohio Board of Regents knows that they are being offered on other campuses. He added that if OBR does not know, it will not be pleased that it was not informed. Dean Stephens added that there is going to be more encouragement for more master's degrees to be offered regionally. She asked the members what they believe the process by which these programs should be approved. Professor Fred T. Smith asked about the connection between the Regional Campuses and the Kent Campus, and if they were in touch with one another. Associate Dean Nancy E. Barbour replied that the campuses are connected and in touch with one another. She added that with her college, Education, Health and Human Services, the programs were desegregated and evaluated by the accrediting body; the regional campus offering was found to be acceptable. She said that the relationship is a good one, and that their faculty has been through the tenure and promotion process. Dean Stephens said that the Regional Campuses, in general, have an unusual relationship with the Kent Campus with respect to tenure and promotion and campus governance. Associate Dean Stalvey said that with regard to tenure and promotion, one of the recommendations with the Regional College proposal is to separate the two.

Associate Dean Frederick W. Schroath asked which campus actually grants the degrees; and does the curricular process move through the Regional Campuses the same way as the Kent Campus. Associate Dean Stalvey stated that in the case of baccalaureates, those unique to the Regional Campuses are housed there, but the rest are housed on the Kent Campus. Dean Stephens said that maybe this discussion is too premature, since the relationship is not yet clear. Associate Dean I. Richmond Nettey said that he thought it is better to clarify our position now rather than have it be reactionary. He advocated a constructive and proactive approach in a way that would be healthy for the university. Associate Dean Stalvey stated that the Regional Campuses degrees cannot be "boutique names" of the Kent Campus degrees. He said that maybe the council should be discussing what should be done if the Regional Campuses create a unique master's program.

Professor Paul A. Farrell said that it would seem anomalous to create degrees without solidifying graduate faculty status. He added that there is nothing in the Regional College proposal to grant graduate faculty status to Regional College faculty. He also said that he thought that faculty status would have a significant impact on accreditation.

Director Karen W. Budd said that if the Regional Campuses wanted to start a degree program that it would end up having to be approved by the Board of Trustees and the Ohio Board of Regents; they would have to go through the curricular process already in place. She said that if the current procedures are followed then this body would decide if the proposal has merit.

Associate Professor John H. Thornton said that if there is a home discipline, perhaps a new degree should be housed within it. Professor Smith agreed. Associate Dean Stalvey added that the he believed the Regional Campuses should not be able to house it on one of their campuses. Dean Stephens countered that if a Master of Horticulture were to be developed, there would be nowhere on the Kent Campus to house it. Associate Dean LuEtt J. Hanson asked if there would be an encroachment check. Professor Farrell added that the Regional College is only authorized to grant undergraduate degrees. Dean Stephens said that that is not the way the current administration sees it. Associate Dean Stalvey stated that the National Science Foundation's Science Master's Program has offered grant programs that could be very regionally specific, and the Regional Campuses could very well come up with something local. However, each institution is allowed to submit only one proposal and any regional campus would need to compete with other programs throughout the university for that one slot. Dean Stephens added that if that were the case, then it would have to come through this council; we need to be the scrutinizing body.

Dean Stephens said that she wanted to get feedback on a tangential subject. She relayed to the council that an individual received a bachelor's degree in business entirely online but only had 54 hours of graded coursework. The individual has been denied admittance to the Master of Business Administration program, and Dean Stephens wanted the council's thoughts on online coursework. Associate Dean Schroath provided background on the case to which Dean Stephens referred. He said that the student applied for the MBA and is making the argument that he has a degree from an accredited university and is being discriminated against based on his online status. He said that this issue is how to sort out accreditations. Associate Professor Susan J. Roxburgh asked Associate Dean Schroath if the program is obliged to accept everyone. Associate Dean Schroath replied in the negative, explaining that admission is based on undergraduate grade point average and Graduate Management Admission Test (GMAT) score; and now we are basing it on the institution and its accreditation. He added that the problem is that the conferring institution is not credible. He asked if there is a legitimate way to say what a credible institution is and what is not. Associate Dean Stalvey asked if there were a certain set of courses that the admissions panel considered. Associate Dean Schroath said that any possessing a bachelor's degree may apply, but the length of the program will depend on the student's prior courses. He gave an example that an art history major would have a longer program than a student who received a Bachelor of Business Administration from Wharton. Professor Farrell said that even if the Graduate School of Management did have a set of courses it looked for, who is to say the courses taken would meet the rigors. Associate Dean Schroath said that the school does not discriminate against lesser-known schools; the performance of the student is what is considered. He added that this is an issue of non-profit vs. for-profit institutions. Dean Stephens said that she suspects we will become as familiar with online programs as with "brick and mortar" institutions, and that this will become more of an issue as time goes on. Associate Dean Stalvey added that this incident argues for programs using as many different pieces of evidence as possible.

Lesser Action Item 1: Revision of the program requirements for the Instructional Technology [ITEC] major within the Master of Arts [MA] and Master of Education [MED] degrees. EDPF 65511 is removed as a requirement. Total credit hours to program completion decrease: from 37 to 34 for the ITEC General [ITCG] concentration, from 39 to 36 for the Computer/Technology [CMTC] concentration, and from 42 to 39 for the Library/Media [LIBM] concentration.

Associate Dean Barbour said that this item is a program revision because a course was removed from the program, which decreased the number of hours to completion for several concentrations. Assistant Professor Cindy L. Kovalik said that the course removed is "Research in Education," which is formerly a universal professional requirement in the college and, since restructuring, has been removed.

With no further discussion the meeting was adjourned at 4:06 p.m.

Respectfully submitted,

Liva MA Delaney

Lisa N.H. Delaney

Academic Program Coordinator, Curriculum Services

Office of the Provost

### KENT STATE UNIVERSITY EPC Agenda | 25 January 2010 | Attachment 3 | Page 1 **CERTIFICATION OF CURRICULUM PROPOSAL**

		Preparation Dat	e 3-Dec-09	Curriculum Bulletin
		Effective Date	Fall 2010	Approved by EPC
Department	Music			
College	CA - The Arts			
Degree				
Program Name	Progra	am Code		
Concentration(s)	Conce	entration(s) Code(s	;)	
Proposal	Inactivate Page	- L	•	
Description of propo	osal:			
The purpose of this	proposal is the inact	ivate the Center for	the Study of V	Vorld Musics.
Does proposed revi Current total credit I		m's total credit ho Proposed total c	<del></del>	i □ No
Describe impact on enrollment and staff none	other programs, po fing considerations;	olicies or procedure need; audience; p	es (e.g., encro rerequisites; t	achment and duplication issues; eacher education licensure):
Units consulted (oth N/A	er departments, pro	ograms or campus	es affected by	this proposal):
		REQUIRED EN	DORSEMENT	rs .
Marie	A Steer	hist		111.2110
Department Chair /	School Director / Ca	ampus Dean	<del>-</del>	1213109
				1 1
College Dean				<del></del>
				1 1
Dean of Graduate S	tudies (for graduate	proposals)		<del>'</del>
				1 1
Provost and Senior	Vice President for A	Academic Affairs		<del>'</del> '

# ONIVERSITY College of the Arts Dean's Administrative Office Room 204 Taylor Hall 330-672-2760

FAX: 330-672-4706

#### INTER-DEPARTMENTAL CORRESPONDENCE

TO: Therese Tillett, Director, Curriculum Services

FROM: Anne Reid, College of the Arts

DATE: November 25, 2009

RE: Proposal Submission

I am sending forward two proposals from the School of Music. One eliminates the Center for the Study of World Music, which was approved by the School of Music Faculty in October of 2009 and by the College Curriculum Committee at its November meeting.

The second proposal relates to two revised and two new courses which are being submitted through the Workflow process.

MUS 4/52271, Choral Literature, changes title to Choral Literature I, course description, course outline and prerequisite.

MUS 4/.52272, Choral Literature II, is new slashed course.

Both the changes to the first course and the new course were approved by the School of Music faculty committees in November of 2009 and by the COTA College Curriculum Committee at its November 20, 2009 meeting.

#### **Proposal Summary**

Title: Inactivation of The Center for the Study of World Musics

**Subject Specification:** The intent of this proposal is to inactivate The Center for the Study of World Musics within the Hugh A. Glauser School of Music

**Background Information:** [The Center for the Study of World Musics was founded in 1980 to oversee all ethnomusicalogical activities of the School of Music at Kent State University. Within the last five years, a senior faculty member in Ethnomusicology retired and has not been replaced, several World Music Ensembles no longer function, and admission into the Ph.D. program in Musicology-Ethnomusicology has been suspended. The Center exists in name only. Inactivation of the Center allows us to formalize the current reality and eliminate references to the Center from our recruitment and marketing materials. There is no effect on current programs, offerings, students, and staff. There is no fiscal impact of this action.

Alternatives and Consequences: To not take this action would continue to perpetuate a misreprentation of something that doesn't exist.

**Specific Recommendation and Justification:** Immediate inactivation of the Center for the Study of World Musics

**Timetable and Actions Required:** Upon approval of inactivation, all University references to the Center for the Study of World Musics will be eliminated from all marketing and recruitment materials. Such references have already been eliminated from the inhouse materials within the School of Music.



The Official Seal of Kent State University designates that this catalog is an official University document of record for academic information and policy.

College of the Arts



#### COLLEGE OF THE ARTS

#### John R. Crawford, Interim Dean

204 Taylor Hall 330-672-2760 jcrawfo1@kent.edu

#### Ralph Lorenz, Interim Associate Dean

204 Taylor Hall 330-672-2760 rlorenz@kent.edu

The College of The Arts consists of four diverse, independent schools dedicated to the understanding, practice, interpretation, and advancement of the arts. Faculty and students explore, expand, and express knowledge and experience through teaching and learning, through research. and through creative forms and activities. The college includes graduate programs in the schools of Art, Music, and Theatre and Dance.

#### Master's Degree Programs

Master's degree programs are available in three disciplines, including the Master of Arts, Master of Fine Arts, and Master of Music.

- Art (M.A.; M.F.A.)
- Music (M.A.; M.M.)
- . Theatre (M.A.; M.F.A.)

#### **Doctor of Philosophy**

The Doctor of Philosophy is offered in one discipline:

· Music (Ph.D.)

Information regarding individual graduate programs is provided on the following pages. Prospective students may obtain more information and admission applications by contacting the individual schools.

Application for admission is made online at https://admissions.rags.kent.edu. 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.

Persons seeking information on graduate non-degree status or graduate certificate programs should consult the Division of Research and Graduate Studies, Office of Graduate Program Services, 330-672-2661.

#### Advanced Study in the Arts

The schools of Art, Music, and Theatre and Dance in the College of the Arts offer nationally respected programs geared to advanced professional preparation. Graduate degree programs include the Master of Arts, Master of Fine Arts, Master of Music and Doctor of Philosophy. Related workshops and other special programs add focused opportunities for advanced study directed to specific career goals. (See College of the Arts )

The School of Art (http://dept.kent.edu/art/) maintains a high creative and scholarly profile. Student exhibition opportunities in the fine arts and crafts include the School of Art Gallery, as well as guidance in external competition and exhibition experiences. International study offerings include art history experiences in Florence, Paris and London, fine arts and crafts programs in New York and Chicago, and art education study in Mexico City and Finland, as well as field-based experiences in specialized institutional settings surrounding the campus. See also Kent/Blossom Art

The active performance environment of the Hugh A. Glauser School of Music (http://dept.kent.edu/music) regularly features graduate students in solo and chamber recitals, in major ensemble concerts and opera productions, as soloists and conductors with major university ensembles, and through presentations of the works of student composers. The graduate string quartet program offers established young quartets a two-year mentorship with the Miami String Quartet, professional artists in residence-Musicology and-\_ethnomusicology students study with faculty members in the \_\_\_\_ \_.Center-of World Musics: They explore research experiences in music education; and they explore contemporary issues in secondary and higher education. See also Kent/Blossom Music.

Graduate students in the School of Theatre and Dance (www. theatre.kent.edu) participate in mainstage productions offered in the 500-seat E. Turner Stump Theatre and the 200-seat Wright-Curtis Theatre. Performance and design/technical internships are completed in working professional theatres and related settings throughout the region. The Kent Theatre Ensemble provides touring performances in school and community settings. Graduate workshops explore such topics as stage movement and dance, vocal technique for actors, and acting for the camera. See also Porthouse Theatre.

Ρ

- · Pan African Culture, Center of
- Psychology Clinic
- · Public Administration and Public Policy, Center for

R

- · Reading & Writing Development Center
- Regional Corporate and Community Services
- · Research and Workplace Literacy, Center for
- Research Center for Educational Technology
- Research in Justice Issues
- Research and Evaluation Bureau

S

- · Senior Citizen Programs
- Scholastic Journalism, Center for
- Shannon Rodgers and Jerry Silverman School of Fashion Design and Merchandising
- Small Business Administration Resource Center, Trumbull Campus
- Small Business Development Center, East Liverpool Campus
- Social and Cultural Infomatics, Institute for (formerly the Institute for CyberInformation)
- Speech and Hearing Clinic
- Sport, Recreation and Tourism Development, Center for
- Study and Development of Minority Business, Center for the
- · Study of Librarianship, Center for the
- Study and Prevention of Violence, Institute for the
- Study of World Musics, Center for the
- Survey Research Laboratory

T

Technology Transfer and Economic Development, Office of

U

· Urban Design Center for Northeast Ohio

W

- Water Resources Research Institute
- Western Reserve Business Center for Women
- Wick Poetry Center
- Women's Resource Center
- Workforce Development and Continuing Studies Center, Trumbull Campus
- Workforce Development and Continuing Studies, Salem Campus

[ About KSU | For Media | Directions | Jobs | Just for Fun | Phone Directory | Support KSU | Text Version ]

The state of the s

in the first of the second of the first of the second of the property of the Made application of the

The second of th

Academics

News & Events

Research

Athletics

Campuses

About KSU

form of pMiner Profession Search and S In athun employees

Transport of the annual control

The agree of the antition of the agree of

Degree see start.

#### Center for the Study of World Musics (CSWM)

Student Life

The Center for the Study of World Musics, within the Hugh A. Glauser School of Music, coordinates activities related to the discipline of ethnomusicology and its study at Kent State University. The center emphasizes four principal areas: (1) basic scholarly research in the many musical systems of the world; (2) the study of various world musics through performance taught by master musicians; (3) the preparation of skilled teachers of world musics and ethnomusicology; and (4) the dissemination of information on world musics through books, articles, professional papers, public lectures and performances.

#### Services Provided:

Admissions

Lectures, concerts, consulting, and public school classroom presentations

#### Contact:

Dr. Kazadi wa Mukuna, D-107B Kent State University

PO Box 5190

Phone: 330-672-3041 Fax: 330-672-7837 Email: wcary@kent.edu

Kent, OH 44242-0001

[ About KSU | For Media | Directions | Jobs | Just for Fun | Phone Directory | Support KSU | Text Version ]

and the control of the control of the control of the desire of the state of the state of the control of the con

The Committee of the State of the American State of the S

ing control of the property of the control of the state o

from the production of the entire progressive progressive

### KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

		Preparatio	n Date 10	J-Nov-09	Curriculum Bulletin
		Effective D	)ate F	ali 2010	Approved by EPC
Department	CHEMISTRY				
•		Saianasa			
College	AS - Arts and	sciences			
Degree	_				
Program Name		gram Code			
Concentration(s	•	ncentration(s) C	. ,		
Proposal	REVISE DEPA	(RT MENT	NAM	E	
	•			TRY. THE	NEW NAME WILL BE "THE $\mathcal B$
Does proposed Current total cre	revision change pro edit hours:	gram's total cre Proposed			No No
					achment and duplication issues; eacher education licensure):
Units consulted BIOLOGICAL S	(other departments, SCIENCES	programs or ca	impuses :	affected by	this proposal):
		REQUIRE	D ENDO	RSEMENT	'S
Micha	ul Tuber	se-		· · · · · · · · · · · · · · · · ·	11,10,09
Department Ch	air / School Director	Campus Dear	t		
May College Deam	an Hal	ey	<del></del>	···	11125109
	n of Regional Campu	ses / Dean of G	iraduate (	Studies	
					/ /

Senior Vice President for Academic Affairs and Provost

EPC Agenda | 25 January 2010 | Attachment 4 | Page 2

To: Dr. Mary Ann Haley, Associate Dean, Arts and Sciences

From: Alex Seed, Curriculum Committee Chair, Dept. of Chemistry

Date: November 10, 2009

**Subject**: Proposed changes to the chemistry curriculum

The Chemistry Department's Undergraduate Curriculum Committee, Biochemistry Division, and the full Chemistry Faculty met numerous times in the fall of 2009 and have unanimously recommended the following changes to the Chemistry Curriculum.

Change of Departmental Name

The Department wishes to request a change of its name to more accurately reflect what we do in the Department both in terms of teaching and research. In addition, many potential students are searching on the internet for biochemistry programs and Kent State is currently not returning any hits (thus putting us at a serious disadvantage). We would like to request that the Department be re-named as the **Department of Chemistry and Biochemistry** to more accurately reflect our role and mission.

**Program Change** 

To more accurately portray the types of chemistry covered in the Biological Chemistry Concentration (BIOC) we would like to request that this concentration name be changed to the **Biochemistry Concentration**. This is also a change that complements the change in the Department's name.



#### Chemistry Department Correspondence

DATE:

October 9, 2009

TO:

Professor Timothy Moerland, Dean, College of Arts and Sciences

FROM:

Professor Michael Tubergen, Chair, Department of Chemistry

SUBJECT: Departmental Name Change

The Department of Chemistry seeks approval to change its name from "Department of Chemistry" to "Department of Chemistry and Biochemistry." This name change has been discussed internally in our department for the past year, was endorsed by the FAC (5-yes, 0-no on August 27, 2009), and recently endorsed by a vote of the faculty (22-yes, 2-no on October 3, 2009). I understand that both the chairperson and FAC of Biological Sciences support this name change.

Many universities in our peer group, identified as "high research activity" in the Delaware Study (including Auburn, New Mexico State, Northern Arizona, University of Montana, and UNC-Greensboro), have departments of "Chemistry and Biochemistry." Other large universities (e.g. The Ohio State University) have separate and distinct departments of Chemistry and of Biochemistry.

We have learned that prospective graduate students with an interest in biochemistry often search online databases, e.g. Peterson's Guide, for departments of "biochemistry." These searches will identify universities with departments of "Biochemistry" as well as those with departments of "Chemistry and Biochemistry." Departments identified only as "Chemistry" will not be identified in searches for "biochemistry." Prospective (new to KSU) undergraduate students with interests in medical professions often explore undergraduate offerings in biochemistry, and the new departmental name will enhance Kent State University's appeal to these students too. The motivation for the name change, therefore, is to provide greater visibility to prospective students with an interest in biochemistry. Students with interests in other sub-specialties, e.g. organic chemistry, are most likely to search for "chemistry" departments, and will still find us.

## Interdepartmental Correspondence Department of Biological Sciences Kent State University Kent, Ohio

To: Dr. T. Moerland, Dean, College of Arts and Sciences From: Dr. J. Blank, Chair, Department of Biological Sciences

Date: 10/20/09

The BSCI Faculty Advisory Committee met to consider the proposal for a name change of the Department of Chemistry to the Department of Chemistry and Biochemistry. It was the unanimous view of the committee that the proposed name more accurately reflected the disciplinary focus of the department and would enhance its ability to fulfill its academic mission.

Therefore, the Department of Biological Sciences supports the proposed change in departmental name.

## KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Dat	e 6-Nov-09	Curriculum Bulletin
		Effective Date	Fall 2010	Approved by EPC
Départment	Modern & Classic	al Language Stud	ies	
College	AS - Arts and Scie	ences		
Degree	BA - Bachelor of	Arts	·	
Program Name	Classics Progra	m Code LL5	5	
Concentration(s)		Cone	centration(s) C	Code(s)
Proposal	Revise Program	Creo	ite 3 New	concentrations:
Description of propo Revise BA/Classics and adding Classics	Major replacing Gr	eek and Latin Em	Latin (1 Classic phases with G	(GRE) (ARE)
Does proposed revi Current total credit l		m's total credit ho Proposed total o		
Describe impact on enrollment and staff None	other programs, po fing considerations;	licies or procedure need; audience; p	es (e.g., encro prerequisites; t	eachment and duplication issues; teacher education licensure):
Units consulted (oth None	ner departments, pr	ograms or campus	ses affected by	y this proposal):
	Λ	REQUIRED EN	DORSEMEN	
Olmas	dudars	201		11,24,09
Department Chair /	School Director / C	ampus Dean		<u> </u>
Mary an College Dean	n Haley			11,24,09 12,18,09
				/
Executive Dean of f	Regional Campuses	s / Dean of Gradua	ate Studies	
Senior Vice Preside	ent for Academic Af	airs and Provost		/

#### **Proposal Summary**

Title:

Revise Program

Subject Specification:

Revise BA/Classics Major, replacing Greek and Latin Emphases

with Greek and Latin Concentrations and adding a Classical

Civilization Concentration

Background Information:

The present structure of the BA major in Classics was developed several decades ago and is now out of date. In order to make the program more attractive for today, it is being restructured with a set of core requirements appropriate to each of the language-based concentrations (Greek and Latin). Furthermore, responding to a trend in Classics departments around the country, a third concentration focusing on Classical civilization is being proposed.

Alternatives and Consequences: The alternative of failing to approve the proposed revision would leave the Classics BA major in its present outdated form and consequently less attractive to potential students.

Specific Recommendation and Justification: It is recommended that the proposed revision be approved. This restructuring will not require any additional resources, and as indicated on the accompanying roadmap, all three proposed concentrations can be completed in four years.

Timetable and Actions Required: Review/action by Arts and Sciences Curriculum Committee (Fall 2009); review/action by EPC (Spring 2010) to take effect Fall 2010

#### **Curricular Changes in Classics**

#### Revisions to the current concentrations in the Classics major

We have decided to elevate the Greek Achievement, Roman Achievement and Greek Literature in Translation courses to the rank of core requirements for all tracks in the major.

The Achievement courses are broad introductions to the Greek and Roman worlds and so are useful background courses for students in the program. Greek Literature in Translation is a writing intensive course and so is usually taken by the majors in any case.

We have added the proposed new Field Experience course, the recently added Sport and Ancient Daily life course, and the Foreign Language and Culture course to the list of classes that fulfill the Classical Culture requirement in all of the concentrations in the major.

This is mostly to update the list to reflect recent and currently proposed changes to the curriculum.

#### Addition of a new Classics major concentration: the Classical Civilization concentration

There is a trend in Classics departments around the country to offer a major focusing on Classical civilization and culture as an alternative to the traditionally language-centered Classical language programs. The addition of such a major has generally been done in order to increase the number of majors and so boost student enrollment in Classics courses. Because of this fact, the addition of such a program has been popular in Classics departments working under a Responsibility Centered Management budgetary model. Some of our peer institutions that are currently offering such a program include Ohio Wesleyan, Miami University in Ohio, and Ohio State University. There has also been student interest in such a program for years as students frequently ask if we offer a program that focuses less on the ancient languages and more on the cultures of the ancient Mediterranean.

The Classics Major with a Classical Civilization Concentration would require a total of 36 hours of coursework. There will be four three-hour core requirements (The Greek and Roman Achievements, Greek Literature in Translation (writing intensive) and English Words from Classical Elements). Majors would then choose eight additional three-hour courses from Classical Culture course list (the same list as the one from which the Latin and Greek concentrations choose). Majors with a Classical Civilization concentration may also apply up to 12 hours of Latin or Greek courses at the 20000 level or above.

Logistically, adding a new major concentration will not require any additional resources as all of the courses required for the major are already currently in the rotation of course offerings. If anything, the addition of new majors will increase enrollments in the courses the Classics faculty are already offering (including smaller enrollment courses such as Greek Literature in Translation and the upper division colloquia). The new concentration may also attract students to the new Field Experience course that will give students the opportunity to earn college and program credit for faculty-directed travel to Italy, Greece, and participation in an archaeological excavation in Italy.

mcls 15

Program Descriptions for Undergraduate Catalog and GPS Roadmaps

Classics Major

#### **Greek Concentration**

The Bachelor of Arts in Classics with a Greek Concentration offers instruction in both Ancient Greek and Latin, Students learn to read original Greek texts by such authors as Plato and Homer in the original, and they take one year of Latin in order to enrich their knowledge of Classical languages. Students may select from a list of culture courses dealing with the art, archaeology, history, mythology, and literature of the Classical world. Colloquia are regularly offered covering such thematic topics as Violence, Gender and Sexuality, and Ancient Christianities. A Classics major provides an excellent foundation in the Western Humanities while sharpening a student's analytical skills and English vocabulary through the systematic study of the ancient languages.

#### **Latin Concentration**

The Bachelor of Arts in Classics with a Latin Concentration offers instruction in both Latin and Ancient Greek, Students learn to read original Latin texts by such authors as Cicero and Vergil in the original, and they take one year of Greek in order to enrich their knowledge of Classical languages. Students may select from a list of culture courses dealing with the art, archaeology, history, mythology, and literature of the Classical world. Colloquia are regularly offered covering such thematic topics as Violence, Gender and Sexuality, and Ancient Christianities. A Classics major provides an excellent foundation in the Western Humanities while sharpening a student's analytical skills and English vocabulary through the systematic study of the ancient languages.

#### **Classical Civilization Concentration**

The Bachelor of Arts in Classics with a Classical Civilization Concentration is designed for students with a broad interest in the classical world. The major offers a wide variety of diverse subjects, including the literature, art, archaeology, history, law, religion, sport, and mythology of the Classical world. Colloquia are regularly offered covering such thematic topics as Violence, Gender and Sexuality, and Ancient Christianities. The coursework for the major is all in English, but students may elect to substitute up to 12 hours of coursework in ancient Greek or Latin beyond the Elementary level. The program provides students with a strong, general liberal arts education appropriate to many pursuits after college, including law, medicine, business, writing, and publishing.

mcLS16

### Classics Major with a Greek Concentration

I. Core Requirements:9	
CLAS 21404 The Greek Achievement (3)	
CLAS 21405 The Roman Achievement (3)	
CLAS 41503 Greek Literature in Translation (3)	
II. Language Courses:17	
Prerequisite	
GRE 14202 Elementary Classical Greek II (4)	
or equivalent skills	
Concentration Requirements	
GRE 24201 Intermediate Classical Greek I: Readings3	
GRE 24202 Intermediate Classical Greek II: Readings3	
LAT 16201 Elementary Latin I4	
LAT 16202 Elementary Latin II4	
Choose from the following:3	
GRE 34370 Plato Apology and Phaedo (3)	
GRE 34371 Homer (3)	
III. Classical Culture Courses:9	١
	j
CLAS 21406 Sport and Ancient Daily Life (3)	\ \ \ \
CLAS 41006 Roman History (or HIST 41006) (3)	XO' CP'
CLAS 41092 Field Experience: Travel Study in Classics (1-4)	مر د ه
CLAS 41097 Colloquium in Classics (3)	Soux of Colo
CLAS 41301 Classical Mythology (3)	1,
CLAS 41401 Greek Archaeology and Art (3)	
CLAS 41402 Roman Archaeology and Art (3)	
HIST 41003 History of Ancient Greece (3)	
MCLS 40420 Foreign Languages and Culture Studies	
	•

**TOTAL 35** 

### Classics Major with a Latin Concentration

I. Core Requirements:9	
CLAS 21404 The Greek Achievement (3)	
CLAS 21405 The Roman Achievement (3)	
CLAS 41503 Greek Literature in Translation (3)	
II. Language Courses:17	
Prerequisite	
LAT 16202 Elementary Latin II (4)	
or equivalent skills.	
Concentration Requirements	
LAT 26201 Intermediate Latin I3	
LAT 26202 Intermediate Latin II3	
GRE 14201 Elementary Greek I4	
GRE 14202 Elementary Greek II4	
Choose from the following:3	
LAT 36170 Cicero (3)	
LAT 36171 Vergil (3)	
III. Classical Culture Courses:9	Porto core
Choose 9 hours from the following:	8 0/
CLAS 21406 Sport and Ancient Daily Life (3)	~ o` (2)"
CLAS 41006 Roman History (or HIST 41006) (3)	1 ~ ~ /
CLAS 41092 Field Experience: Travel Study in Classics (1-4)	Da. 20,
CLAS 41097 Colloquium in Classics (3)	1 100
CLAS 41301 Classical Mythology (3)	
CLAS 41401 Greek Archaeology and Art (3)	
CLAS 41402 Roman Archaeology and Art (3)	
HIST 41003 History of Ancient Greece (3)	
MCLS 40420 Foreign Languages and Culture Studies	
5 5 5	

**TOTAL 35** 

## Classics Major with a Classical Civilization Concentration

I. Core Requirements:
CLAS 21201 English Words from Classical Elements (3) Concentration (3)
CLAS 21405 The Roman Achievement (3)
CLAS 21405 The Roman Achievement (3) CLAS 41503 Greek Literature in Translation (3)  II. Classical Culture Courses:  Choose 24 hours from the following:  CLAS 21406 Sport and Ancient Daily Life (3)
II. Classical Culture Courses:
Choose 24 hours from the following:
CLAS 21406 Sport and Ancient Daily Life (3)
CLAS 41006 Roman History (or HIST 41006) (3)
CLAS 41092 Field Experience: Travel Study in Classics (1-4)
CLAS 41097 Colloquium in Classics (3)
CLAS 41301 Classical Mythology (3)
CLAS 41401 Greek Archaeology and Art (3)
CLAS 41402 Roman Archaeology and Art (3)
MCLS 40420 Foreign Languages and Culture Studies
CLAS 41401 Greek Archaeology and Art (3) CLAS 41402 Roman Archaeology and Art (3) MCLS 40420 Foreign Languages and Culture Studies HIST 41003 History of Ancient Greece (3) Up to 12 hours of the following language courses may be used:  Latin Course at the 20000, 30000 or 40000 level (3 hours each)
Up to 12 hours of the following language courses may be used:
Latin Course at the 20000, 30000 or 40000 level (3 hours each)
Greek Course at the 20000, 30000 or 40000 level (3 hours each)

KAPS:					
040   0440	ah.	 4 E		Δ.	

COLLEGE OF ARTS AND SCIENCES KENT STATE UNIVERSITY BACHELOR OF ARTS DEGREE MAJOR REQUIREMENT SHEET 2009-10 UNDERGRADUATE CATALOG

NAME:	 	_
D NUMBER:		
DATE:		

#### SUMMARY OF B.A. GENERAL GRADUATION REQUIREMENTS (see catalog for additional details)

- •Minimum of 121 total hours, 42 upper division hours College
- •Minimum of 2.00 cumulative GPA and 2.00 GPA in major(s)/minor(s)
- •Maximum of 12 pass/fail hours
- •Residency Requirement First 91 or last 30 hours must be completed at Kent State University
- •Writing-Intensive Requirement
- •Participation in outcomes assessment conducted by your major program

#### NO COURSEWORK IN YOUR MAJOR MAY BE TAKEN PASS/FAIL

See the back of this page for a BA General Requirement Sheet

General Requirements (includes Universit	ty LER's)
•English Composition	6 hours
•Mathematics/Logic	3-5 hours
•Foreign or American Sign Language	14-15 hours
•Humanities/Fine Arts	9 hours
Social Sciences	9 hours
Basic Sciences	9-10 hours
•Additional	6 hours
• Destination Kent: First Year Experie	nce 1 hour

Students wishing a major in Classics must choose a	program with an emphasis		
in either Greek or Latin.			
<u>LATIN EMPHASIS</u>			
Prerequisite: LAT 16202 Elementary II (4) or equiv	valent skills.		
GRE Elementary Greek I	14201 4		
GRE Elementary Greek II	14202 4		
LAT Intermediate Latin I	26201 3		
LAT Intermediate Latin II	26202 3		
Choose one of			
LAT Cicero	36170 3		
LAT Vergil	36171 3		
Total	17		
<u>Greek emphasis</u>			
Prerequisite: GRE 14202 Elementary II (4) or equ	ivalent skills.		
GRE Intermediate Classical Greek I: Readings	24201 3		
GRE Intermediate Classical Greek II: Readings 24202 3			
LAT Elementary Latin I 16201 4			
LAT Elementary Latin II	16202 4		
Choose one of			
GRE Plato Apology and Phaedo	34370 3		
GRE Homer	34371 3		
Total	17		
Both emphases:			
Select 18 hours from the following	18		
CLAS The Greek Achievement	21404 3		
CLAS The Roman Achievement	21405 3		
CLAS Colloquium in Classics	41097 3		
CLAS Classical Mythology	41301 3		
CLAS Greek Archaeology and Art	41401 3		

CLAS Roman Archaeology and Art	41402 3
CLAS Greek Literature in Translation	41503 3
HIST History of Ancient Greece	41003 3
CLAS/HIST Roman History	41006 3
TOTAL MAJOR HOURS	35
ELECTIVES FROM THE FOLLOWING COURSE	ES ARE STRONGLY
RECOMMENDED:	
ANTH Intro to Archaeology	18420 3
ANTH Archaeological Analysis	38480 3
ART Art History I	22006 3
ART Art History II	22007 3
HIST History of Civilization I	11050 3
HIST Hellenic Contributions to Western Civ	41004 3
PHIL Ancient Greek Philosophy	31001 3
Additional courses in Latin or Greek literatu	ire.
ALL MCLS MINORS AND MAJORS MI	UST
CONSULT AN MCLS ADVISOR EACH	SEMESTER.
ALL UPPER DIVISION COURSES ARE	RESTRICTED.
ALL STUDENTS REQUIRE A PERMIT	FROM AN MCLS
ADVISOR IN ORDER TO ENROLL IN S	SUCH COURSES.
TID TOOK IN ORDER TO ENRODE IN	
^	

mcls 20

DISTRIBUTION: ADVISOR \_\_\_\_\_STUDENT \_\_\_\_ [200980]

PROPOSED IFO Agenda 125 January 2010 AFRICHABA STASS 201980

COLLEGE OF ARTS AND SCIENCES
KENT STATE UNIVERSITY
BACHELOR OF ARTS DEGREE
MAJOR REQUIREMENT SHEET
2009-10 UNDERGRADUATE CATALOG

NAME:	 · · · · · · · · · · · · · · · · · · ·	
ID NUMBER:	 	
DATE:		

Core Requirements:	9 or additional detail	
CLAS 21404 The Greek Achievement (3)	equirements (includes	
CLAS 21405 The Roman Achievement (3)	Composition natics/Logic	6 hours
CLAS 41503 Greek Literature in Translation (3)	or American Sign La	3-5 hours anguage 14-15 hours
i i i i i i i i i i i i i i i i i i i	•Human ties/Fine Arts	9 hours
Greek Concentration	ial Sciences	9 hours
CLEEK CONCERSION	Solences	9-10 hours
	หล่า	6 hours
Language Courses:	17 ton Kent: First Yea	r Experience 1 hour
Prerequisite	**************************************	
GRE 14202 Elementary Classical Greek II (4)		
or equivalent skills	cology and Art	41402 3
Concentration Requirements	to in Translation	41503
GRE 24201 Intermediate Classical Greek I: Readings	3 ant Greece	
GRE 24202 Intermediate Classical Greek II: Reading		41003 3
LAT 16201 Elementary Latin I	S3 distory	41006 3
LAT 16202 Elementary Latin II	4 burs	35
Choose from the following:	4	
GRE 2/270 Ploto Analogy and Dig. 1. (2)	HE FOLLOWING CO	DRSES ARE STRONGLY
GRE 34370 Plato Apology and Phaedo (3)	· 1	
GRE 34371 Homer (3)	plogy	18420 3
Classical C. Iv.		38480 3
Classical Culture Courses:	9	<b>\</b>
Choose 9 hours from the following:		\
CLAS 21406 Sport and Ancient Daily Life (3)		22007 3
CLAS 41006 Roman History (or HIST 41006)	(3)	11050 3
CLAS 41092 Field Experience: Travel Study	n Classics (1-4)	41004 3
CLAS 41097 Colloquium in Classics (3)	ilosophy	310013
CLAS 41301 Classical Mythology (3)	Latin or Greek lite	erature.
CLAS 41401 Greek Archaeology and Art (3)		
CLAS 41402 Roman Archaeology and Art (3)	. <b>1</b>	
HIST 41003 History of Ancient Greece (3)		
MCI S 40420 Foreign I group gar and C 1	1: 12	Lauren
MCLS 40420 Foreign Languages and Culture		
	LS ADVISOR FA	CH SEMESTER.
	ALL UPPER DIVISION COURSES A	
Total	ALL STUDENTS REQUIRE A PERM	AIT FROM AN MCLS 7 /
		/
Both emphases:	ADVISOR IN ORDER TO ENROLL	IN SUCH COURSES.
Select 18 hours from the following18		
CLAS The Greek Achievement 21404 3		
CLAS The Roman Achievement 21405 3		
CLAS Colloquium in Classics 41097 3		
	mcls 21	
	The Case there and	
CLAS Greek Arghaeology and Art 41401 3		
	· · · · · · · · · · · · · · · · · · ·	

DISTRIBUTION: ADVISOR \_\_\_\_\_STUDENT

[200980]

MAJOR REQUIREMENT SHEET		
DATE:		
Latin Concentration	dditional details) irements (includes Universi mposition	6 hours
	cs/Logic	3-5 hours
Prerequisite	American Sign Language /Fine Arts	14-15 hours
LAT 16202 Elementary Latin II (4)	ences	9 hours 9 hours
or equivalent skills.	ces	9-10 hours
Concentration Requirements	1	6 hours
LAT 26201 Intermediate Latin I	n Kent: First Year Experie	ence 1 hour
LAT 26202 Intermediate Latin II		
GRE 14201 Elementary Greek I4		
GRE 14202 Elementary Greek II4	ogy and Art	41402 3
Choose from the following: '		41503 3
LAT 36170 Cicero (3)		41003 3
LAT 36171 Vergil (3)	H	41006 3
	JRS	
Classical Culture Courses:9	PRS	35
Choose 9 hours from the following:	n harraman a a a a a a a a a a a a a a a a a a	
CLAS 21406 Sport and Ancient Daily Life (3)	E FOLLOWING COURSES ARE	E STRONGLY
CLAS 41006 Roman History (or HIST 41006) (3)		
CLAS 41092 Field Experience: Travel Study in Classics (1-4)	ogy	18420 3
CLAS 41097 Colloquium in Classics (3)	nalysis	38480 3
CLAS 41301 Classical Mythology (3)		22006 3
CLAS 41401 Greek Archaeology and Art (3)		22007 3
CLAS 41402 Roman Archaeology and Art (3)	ion I	11050 3
HIST 41003 History of Ancient Greece (3)	ons to Western Civ	41004 3
MCLS 40420 Foreign Languages and Culture Studies (3)	o ophy :	31001 3
income to the following manages and culture studies ( )	n Lotin or Greek literature.	<del></del>
Classical Civilization Concentration CLAS 21201 English Words from Classical Elements (3)	JORS MUST	
Classical Culture Courses:	45 <b>1</b>	gomen.
Choose 23 hours from the following:	REACH SEMI	
CLAS 21406 Sport and Ancient Daily Life (3)	ES ARE REST	FRICTED.
CLAS 41006 Roman History (or HIST 41006) (3)	ERMIT FROM	M AN MCLS
CLAS 41092 Field Experience: Travel Study in Classics (1-4	) DLL IN SUCH	COURSES.
cLAS 41097 Colloquium in Classics (3)	<i>'</i>	
CLAS 41301 Classical Mythology (3)		
CLAS 41401 Greek Archaeology and Art (3)	1	
CLAS 41402 Roman Archaeology and Art (3)	1	
MCT S 40420 Foreign Languages and Culture Studies	1	a 12.
HIST 41003 History of Ancient Greece (3)	ſ	nclsaa
Up to 12 hours of the following language courses may be use		,
Latin Course at the 20000, 30000 or 40000 level (3 he		
Carl Course at the 20000, 50000 of 40000 level (5 like	Juis Caonj	

DISTRIBUTION: ADVISOR

\_\_\_\_ STUDENT \_

[200980]



6ruk

(oncutration

Roadmap: Classics - Bachelor of Arts

[AS-BA-CLSS]

College of Arts and Sciences
Department of Modern and Classical Languages

Catalog Year: 2009-2010

#### Critical requirements are boldface in shaded areas

Critical requirements are boldface in shaded areas	<del></del>	T		
Course Subject and Title	Credit Hours	Upper Division	Mln. Grade	Important Notes
Semester One: [17-19 Credit Hours]				
GRE 14201 Elementary/Greek I or LAT-16201 Elementary Eatin Is	4	Yeai	610	(Language:sequence/ch <del>esen based on)</del> emph <b>as<del>a:((anguage:c</del>eurse/seque<del>nceil)</del></b>
ENG 11011 College Writing I or LER Fine Arts	3			ENG 11011 based on placement tests; fulfills LER Composition. See note 2 on page 2 for LER Fine Arts recommendations
US 10097 Destination Kent State: FYE	1		· · · · · · · · · · · · · · · · · · ·	Not required for transfer students with 25 credits
LER Basic Sciences	3			Visit <u>www.kent.edu/catalog</u> and search "LER" and "diversity" for course lists
LER Humanities (LAS 21404 Achicum	3			See note 2 on page 2 lass of A lq vision
LER Mathematics/Critical Reasoning	3-5			Visit www.kent.edu/catalog and search "LER" for course list; math enrollment based on placement
Semester Two: [17 Credit Hours]	S behaviorished	lucina konsekala	Market Walder	THE DESIGNATION OF THE PROPERTY OF THE PROPERT
GRE 14202 Elementary Greek II.  on LAT 10202 Elementary Latin III  Classics culture resurse — ( A ) ROS T &	4 3			Continue language course sequence≱ See note.1.on-page 2
Classics Culture course (LA) // CS	a administration of the	mon esta		
LER Basic Sciences Laboratory	1			Visit <u>www.kent.edu/catalog</u> and search "LER" for course list
LER Fine Arts or ENG 11011 College Writing I	3 .			ENG 11011 based on placement tests; fulfills LER Composition. See note 2 on page 2 for LER Fine Arts recommendations
LER Social Sciences	3			Should fulfill diversity requirement; visit www.kent.edu/catalog and search "LER" and "diversity" for course lists
Semester Three: [17 Credit Hours]				
Students who plan to apply to graduate school need a study of their second language in the sophomore year GRE 24201 intermediate Greek!	minimum and take	of 3 years extra uppe	Laiin and r-division	1/2 of Greek of the reverse. They should begin courses beyond the major requirements. Continue language course seguence∳
GRE 114201: Elementary/Greek/I	4			Begin alternate language course sequenced
ENG 21011 College Writing II or LER Humanities or Fine Arts	3	Water Strategie	100.000.000	ENG 21011 fulfills LER Composition. For LER Humanities or Fine Arts see note 3 on page 2.
LER Basic Sciences	3		• •	Should fulfill diversity requirement; visit
LER Basic Sciences Laboratory	1			www.kent.edu/catalog and search "LER" for course list
LER Social Sciences	3			See note 2 on page 2
Semester Four: [16 Credit Hours]				
GRE:24202 Intermediate Greek (III) arz ⊵ <del>ATF26202 Intermediate E</del> attr#II	3			Continue language course sequence?
GRE:14202 Elementary Greek III or LAT 16202 Elementary Latin III	4			Continue language course sequenced <b>#</b>
Classics Culture Course LER Hum ALL HUS	3			See note 1 on page 2
LER Humanities or Fine Arts or ENG 21011 College Writing II	3			ENG 21011 fulfills LER Composition. For LER Humanities or Fine Arts see note 3 on page 2.
Recommended Elective	3	<b></b>		See note 4 on page 2
Semester Five: [15 Credit Hours]			·	
GRE 34370 Plato Apology and Phaedolog 34371 Homer or LATE36170 Cleero or 381741Veigilia	3			G <del>hoose sourse beselven omphasis</del>
Classics Culture Course	3			See note: I on page 2
LER Additional	3			If not yet fulfilled, should fulfill diversity requirement; visit <a href="www.kent.edu/catalog">www.kent.edu/catalog</a> and search "LER" for course list



Roadmap: Classics - Bachelor of Arts [AS-BA-CLSS]

College of Arts and Sciences

College of Arts and Sciences
Department of Modern and Classical Languages

Catalog Year: 2009-2010

Course Subject and Title	Credit Hours	Upper Division	Min. Grade	Important Notes
LER Social Sciences	3			See note 3
Recommended Elective	3			See note 4
Semester Six: [15 Credit Hours]				
Classics Culture Course CVA ( 4(503)	3		(	Seanote 1 / WSSICS CORE ALGAINA
LER Additional Greek Liting Tronslation	3			If not yet fulfilled, should fulfill diversity requirement; visit www.kent.edu/catalog and search "LER" for course list
Recommended Elective	3			See note 4
General Electives (upper-division)	6			
Semester Seven: [12 Credit Hours]				
Classics Culture Course	3			One of these courses must fulfill writing-
Recommended Elective	3		i de la companio	intensive course requirement, See notes 1 and 4
General Electives (upper- or lower-division)	6			1
Semester Eight: [12 Credit Hours]				
Classics Culture Course	3	<b>1</b> 7		See noted and was a second process of the second
General Electives (upper-division)	9			

**Graduation Requirements Summary** 

	. 10 9 0 11 0 11 10 110	- anning				
Total Hours	Upper-	Liberal Education	Diversity Course	Writing-	Minim	um
Total Floar	Division Hours	Requirements Hours	Global / Domestic	Intensive	Major GPA	Overall GPA
121	42	57	LERs and/or Electives	Culture course or Elective	2.0	2.0

. ( 812.5

Note 1: Classics culture courses include the following:		MCLS 40420 Foreign Language	and
GLAS-21404 The Greek Achievement	3	CLAS 41401 Greek Archaeology and Art	3 4
CLAS-21405 The Roman Achievement	3	CLAS 41402 Roman Archaeology and Art	3
CLAS 41006 Roman History	3	GLAS 41503 Greek Literature in Translation W	3
CLAS 41097 Colloquium in Classics	3	HIST 41003 History of Ancient Greece	3
CLAS 41301 Classical Mythology	3	LLAS 21406 Sports and Auciout Doing	rlife

Note 2: Any course from LER Category IV qualifies but the fo	llowing	g courses are recommended:	1-4
ARTH 22006 Art History I: Ancient and Medieval Art	3	HIST 11050 History of Civilization IG	3
ARTH 22007 Art History II: Renaissance to Modern Art	3	PHIL 11001 Introduction to Philosophy G	3

	Note 3: Any course from LER Category V qu	ualifies but the following	courses are recommended:	
1	ANTH 18420 Introduction to Archaeology G	3	GEOG 17063 World Geography	3 3

Note 4: Some recommended electives include:

ANTH 38480 Archaeological Analysis <sup>w</sup>	3	PHIL 31001 Ancient Greek Philosophy W	3
HIST 41004 Hellenic Contributions to Western Civilization	3	Additional courses in Greek and Latin Literature are encouraged	П
<sup>q</sup> Course fulfills global diversity	requir	ement Course fulfills writing-intensive course requireme	ent

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.

mcls 24

#### Roadmap: Classics - Bachelor of Arts (Changes)

**Greek Concentration** 

Semester One: [17-19 Credit Hours]

REMOVE: LAT 16201

CHANGE: description to Begin Greek language sequence Rationale: split of the Greek and Latin concentration road maps

REMOVE: LER Humanities: move to Semester Four (replacing the Classics Culture Course)

ADD: CLAS 21404 The Greek Achievement 3 Hours Classics Core Requirement

Rationale: take the Greek Achievement core requirement early in the sequence

Semester Two: [17 Credit Hours]

REMOVE: LAT 16202

CHANGE: description to Continue Greek language sequence Rationale: split of the Greek and Latin concentration road maps

CHANGE: Classics Culture Course to:

CLAS 21405 The Roman Achievement 3 Hours Classics Core Requirement

Rationale: take the Roman Achievement core requirement early in the sequence

Semester Three: [17 Credit Hours]

REMOVE: LAT 26201

CHANGE: description to Continue Greek language sequence

REMOVE: GRE 14201

CHANGE: Begin Latin language course sequence

Rationale: split of the Greek and Latin concentration road maps

Semester Four: [16 Credit Hours]

REMOVE: LAT 26202

CHANGE: description to Continue Greek language sequence

REMOVE: GRE 14202

CHANGE: description to Continue Latin language course sequence Rationale: split of the Greek and Latin concentration road maps

REMOVE: Classics Culture Course

ADD: LER Humanities 3 Hours See note 2 on page 2 Rationale: moved from semester one to make room for the Greek Achievement in first semester

Semester Five [16 Credit Hours] REMOVE: LAT 36170 and 36171

CHANGE: description to 3rd Year Greek Course

Rationale: split of the Greek and Latin concentration road maps

Semester Six [15 Credit Hours]

REMOVE: Classics Culture Course

ADD: CLAS 41503 Greek Literature in Translation 3 Hours Classics Core Requirement;

Writing Intensive

Rationale: Greek Literature in Translation will be a core requirement for the major; the course is typically offered in alternating Spring semesters; Semester six would be a Spring semester but Semester seven would be a Fall semester.

Semester Seven [12 Credit Hours]

CHANGE: Note for Classics Culture Course to See Note 1 CHANGE: Note for Recommended Elective to See Note 4

Rationale: all majors will be required to take Greek Literature in Translation and so will receive their Writing Intensive credit in that way.

### Roadmap: Classics - Bachelor of Arts (Changes) Greek Concentration (Continued)

#### Note 1

REMOVE: remove the following courses from the list of Classics Culture Courses:

- CLAS 21404 The Greek Achievement
- CLAS 21405 The Roman Achievement
- CLAS 41503 Greek Literature in Translation

Rationale: these three courses will not be required core major requirements and appear on the roadmap as such

ADD: add the following courses to the Classics Culture Courses:

- CLAS 21406 Sport and Ancient Daily Life
- 3 Hours
- CLAS 41092 Field Experience: Travel Study in Classics 1-4 Hours
  - MCLS 40420 Foreign Language and Culture Studies 3 Hours

Rationale: the two CLAS courses are newly added courses and can be used toward the major; the MCLS course reflects a departmental initiative to make this course a part of all majors within the department.



# College of Arts and Sciences Department of Modern and Classical Languages Catalog Year: 2009–2010

Catalog Year: 2009-2010

Critical requirements are boldface in shaded areas	T - 1 . 1 . 4	100 100 00		
Course Subject and Title	Credit Hours	Upper Division	Min. Grade	Important Notes
Semester One: [17-19 Credit Hours]				
GRE 1/201-Elementary Greek*1 or LAT 16201 Elementary Latin I	.4	7-5-11-12-1	gegit be	(!tanguage:sequence:chosen_based:on emphasis:(language:seutse:sequence.);
ENG 11011 College Writing I or LER Fine Arts	3			ENG 11011 based on placement tests; fulfills LER Composition. See note 2 on page 2 for LER Fine Arts recommendations
US 10097 Destination Kent State: FYE	1			Not required for transfer students with 25 credits
LER Basic Sciences	3			Visit www.kent.edu/catalog and search "LER" and "diversity" for course lists
LER Humanities (CLAS 214 Of The burns	3			See note 2 on page 2 Clossics Core Key
LER Mathematics/Critical Reasoning	3-5			Visit www.kent.edu/catalog and search "LER" for course list; math enrollment based on placement
Semester Two: [17 Credit Hours]	I construction and the			
QRE 14202 Elementary Grook II Or LAT 16202 Elementary Latin II	4			Continue language course sequences
or LAT 16202 Elementary Latin II Glassics culture course - (LAS 21405 Th LER Basic Sciences Rown Achi	3	4.1		See note 1 on page 2 (USS) 25 (OV) No
LER Basic Sciences Rown Achi	Lynn 3			Visit www.kent.edu/catalog and search "LER"
LER Basic Sciences Laboratory	1	-		for course list
LER Fine Arts or ENG 11011 College Writing I	3			ENG 11011 based on placement tests; fulfills LER Composition. See note 2 on page 2 for LER Fine Arts recommendations
LER Social Sciences	3			Should fulfill diversity requirement; visit www.kent.edu/catalog and search "LER" and "diversity" for course lists
Semester Three: [17 Credit Hours]				
Students who plan to apply to graduate school need a r study of their second language in the sophomore year a	minimum and take i	of 3 years extra uppe	Latin and r-division	12 of Greek or the reverse. They should begin courses beyond the major requirements.
GRE 24201 Intermediate Greek I o/: LAT 26201 Intermediate Latin I	3			Continue language course sequence ≰
GRE 14201 Elementary Greek I	4			Begin alterhate language:course sequence
or+LAT-16201 Elementary Latin III				ENG 21011 fulfills LER Composition. For LER
or LER Humanities or Fine Arts	3		<u> </u>	Humanities or Fine Arts see note 3 on page 2.  Should fulfill diversity requirement; visit
LER Basic Sciences LER Basic Sciences Laboratory	3 1			www.kent.edu/catalog and search
LER Social Sciences	3	ļ		"LER" for course list See note 2 on page 2
Semester Four: [16 Credit Hours]			l	200 1100 Z VII P089 Z
GRE 24202:Intermediate Greekill	3	200	5 4 ft	Gontinue language course sequence∳
or LAT-26202 Intermediate Latin II GRE:14202 Elementary Greek II	4			CY YERContinue language course sequence.
OF LATE 16202 Elementary Latin 11				
Gleesics Culture Course.— LER Humanities or Fine Arts	3			See note 1 on page 2 ENG 21011 fulfills LER Composition. For LER
or ENG 21011 College Writing II	3			Humanities or Fine Arts see note 3 on page 2.
Recommended Elective	3	■		See note 4 on page 2
Semester Five: [15 Credit Hours]	10.7	100000	A comme	- 3rd Year Forth Could
34 <del>37/11/10mei-9/</del> 1/24	3 6			Choose course based on emphasis:
LAT: 36170 Cicero or 36171 Vergil Classics Culture Course	3			See note 1 on page 2
LER Additional	3			If not yet fulfilled, should fulfill diversity requirement; visit www.kent.edu/catalog and search "LER" for course list



Roadmap: Classics - Bachelor of Arts [AS-BA-CLSS]

College of Arts and Sciences Department of Modern and Classical Languages

Catalog Year: 2009–2010

Course Subject and Title	Credit Hours	Upper Division	Min. Grade	Important Notes	
LER Social Sciences	3			See note 3	
Recommended Elective	3			See note 4	
Semester Six: [15 Credit Hours]					İ
Classics-Culture Course CLAS 41503	- 3			See note 1 1 (455165 Core lege	iu
LER Additional Great Lit in Trous 16	rè13			If not yet fulfilled, should fulfill diversity - wr i; requirement; visit <u>www.kent.edu/catalog</u> and search "LER" for course list	tin, ate
Recommended Elective	3			See note 4	
General Electives (upper-division)	6	. =			
Semester Seven: [12 Credit Hours]					İ
Glassics Culture Course	3	i i		One of these courses must fulfill writing ( < < A	01
Recommended Elective	3 ***	ilen 🍟 takis	inn je	Metisiva course requirement. see Holes I and	
General Electives (upper- or lower-division)	6		•		1
Semester Eight: [12 Credit Hours]					ĺ
Classics Culture Course	3.			See note:1	
General Electives (upper-division)	9	-			

Graduation Requirements Summary

- CI GGGGGGG	toquii ottioi ito	- Carriniary					
Total Hours	Upper- Division Hours	Liberal Education Requirements Hours	Diversity Course Global / Domestic	Writing- Intensive	Minimo Major GPA	um Overall GPA	
121	42	57	LERs and/or Electives	Culture course or Elective	2.0	2.0	

Note 1: Classics culture courses include the following:		MCLS 40420 Foreign Longuege	art	Cal.
CLAS 21404 The Greek Achievement	3	CLAS 41401 Greek Archaeology and Art	3	Stag
CLAS 21405 The Roman Achievement	3	CLAS 41402 Roman Archaeology and Art	3	2
CLAS 41006 Roman History	3	CLAS-41503 Greek Literature in Translation W	3	ر. ا
CLAS 41097 Colloquium in Classics	3	HIST 41003 History of Ancient Greece	3	2
CLAS 41301 Classical Mythology	3	(1A1 21406 LOUGE and Account	De	12

Note 2: Any course from LER Category IV qualifies but the following courses are recommended:

ARTH 22006 Art History I: Ancient and Medieval Art

ARTH 22007 Art History II: Renaissance to Modern Art

3 HIST 11050 History of Civilization IG

3 ARTH 22007 Art History II: Renaissance to Modern Art

3 PHIL 11001 Introduction to Philosophy G

3

ARTH 22007 Art History II: Renaissance to Modern Art

3 PHIL 11001 Introduction to Philosophy 
3
3

Note 3: Any course from LER Category V qualifies but the following courses are recommended:

ANTH 18420 Introduction to Archaeology 3 GEOG 17063 World Geography 3 3

Note 4: Some recommended electives include:

ANTH 38480 Archaeological Analysis W	3	PHIL 31001 Ancient Greek Philosophy W 3
HIST 41004 Hellenic Contributions to Western Civilization	3	Additional courses in Greek and Latin Literature are encouraged
<sup>G</sup> Course fulfills global diversity	ement Course fulfills writing-intensive course requirement	

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.

mcls 28

Roadmap: Classics - Bachelor of Arts (Changes)

**Latin Concentration** 

Semester One: [17-19 Credit Hours]

REMOVE: GRE 14201

CHANGE: description to Begin Latin language sequence Rationale: split of the Greek and Latin concentration road maps

REMOVE: LER Humanities: move to Semester Four (replacing the Classics Culture Course)

ADD: CLAS 21404 The Greek Achievement 3 Hours Classics Core Requirement

Rationale: take the Greek Achievement core requirement early in the sequence

Semester Two: [17 Credit Hours]

REMOVE: GRE 14202

CHANGE: description to Continue Latin language sequence Rationale: split of the Greek and Latin concentration road maps

CHANGE: Classics Culture Course to:

CLAS 21405 The Roman Achievement 3 Hours

Classics Core Requirement

Rationale: take the Roman Achievement core requirement early in the sequence

Semester Three: [17 Credit Hours]

REMOVE: GRE 24201

CHANGE: description to Continue Latin language sequence

REMOVE: LAT 16201

CHANGE: Begin Greek language course sequence

Rationale: split of the Greek and Latin concentration road maps

Semester Four: [16 Credit Hours]

REMOVE: GRE 24202

CHANGE: description to Continue Latin language sequence

REMOVE: LAT 14202

CHANGE: description to Continue Greek language course sequence Rationale: split of the Greek and Latin concentration road maps

REMOVE: Classics Culture Course

ADD: LER Humanities

3 Hours

See note 2 on page 2

Rationale: moved from semester one to make room for the Greek Achievement in first semester

Semester Five [16 Credit Hours]

REMOVE: GRE 34370 and 34371 CHANGE: description to 3<sup>rd</sup> Year Latin Course

Rationale: split of the Greek and Latin concentration road maps

Semester Six [15 Credit Hours]

REMOVE: Classics Culture Course

ADD: CLAS 41503 Greek Literature in Translation

3 Hours

Classics Core Requirement;

Writing Intensive

Rationale: Greek Literature in Translation will be a core requirement for the major; the course is typically offered in alternating Spring semesters; Semester six would be a Spring semester but Semester seven would be a Fall semester.

Semester Seven [12 Credit Hours]

CHANGE: Note for Classics Culture Course to See Note 1 CHANGE: Note for Recommended Elective to See Note 4

Rationale: all majors will be required to take Greek Literature in Translation and so will receive their Writing Intensive credit in that way.

mcls 29

Roadmap: Classics - Bachelor of Arts (Changes)
Latin Concentration
(Continued)

#### Note 1

REMOVE; remove the following courses from the list of Classics Culture Courses:

- CLAS 21404 The Greek Achievement
- CLAS 21405 The Roman Achievement
- CLAS 41503 Greek Literature in Translation

Rationale: these three courses will not be required core major requirements and appear on the roadmap as such

ADD: add the following courses to the Classics Culture Courses:

- CLAS 21406 Sport and Ancient Daily Life
- 3 Hours
- CLAS 41092 Field Experience: Travel Study in Classics 1-4 Hours
- MCLS 40420 Foreign Language and Culture Studies 3 Hours

Rationale: the two CLAS courses are newly added courses and can be used toward the major; the MCLS course reflects a departmental initiative to make this course a part of all majors within the department.



# (USS, Cal Civilization Roadmap: Classics - Bachelor of Arts [AS-BA-CLSS] College of Arts and Sciences Department of Modern and Classical Languages

Catalog Year: 2009-2010

ritical requirements are boldface in shaded areas	Credit	Henor	Min	
Course Subject and Title	Hours	Upper Division	Min. Grade	Important Notes
emester One: [17-19 Credit Hours]				
RE 14201 Elementary Greek I (	7 4			Language sequence chosen based on collections (language course sequence I).
	2		<u> </u>	ENG 11011 based on placement tests; fulfills
NG 11011 College Writing   Promoted Company	3			LER Composition. See note 2 on page 2 for
				LER Fine Arts recommendations
S 10097 Destination Kent State: FYE	1			Not required for transfer students with 25 credits
ER Basic Sciences	3			Visit <u>www.kent.edu/catalog</u> and search "LER" and "diversity" for course lists
ER Humanities   CLAS 21404 Grad	3			See note 2 on page 2 ( lus sils for le
Achieum	1			Visit www.kent.edu/catalog and search "LER"
ER Mathematics/Critical Reasoning	3-5			for course list; math enrollment based on placement
emester Two: [17 Credit Hours]	ı			placement
	卫4	Town Art of a left of the first of the stronger of the stronge		
EDIT 10202 LIGHTCHROLY LOUIS	4. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1.			Continue language course sequence I College
assice culture course CLAS>1405 Rom	3			See note 1 on page 2
R Basic Sciences Attro-	3			Visit www.kent.edu/catalog and search "LER"
ER Basic Sciences Laboratory	1			for course list
ER Fine Arts	3			ENG 11011 based on placement tests; fulfills
* ENG 11011 College Writing I	٦			LER Composition. See note 2 on page 2 for LER Fine Arts recommendations
	_			Should fulfill diversity requirement; visit
·P Social Sciences /	3			www.kent.edu/catalog and search
( $\wp$ emester Three: [17 Credit Hours]	-	12 <b>M</b> 10 0 0 0 0 0 0 0 0		"LER" and "diversity" for course lists
emester Three: [17 Credit Hours]  udents who plan to apply to graduate school need a r  udy of their second language in the sophomore year a	ninimum	of 3 years	Latin and	"LER" and "diversity" for course lists  12 of Greek or the reverse. They should begin
emester Three: [17 Credit Hours] udents who plan to apply to graduate school need a redy of their second language in the sophomore year a RE 24201 Intermediate Greek I	ninimum ind take	sxtra up)se	Latin and	"LER" and "diversity" for course lists  12 of Greek or the reverse. They should begin courses beyond the major requirements.
emester Three: [17 Credit Hours]  udents who plan to apply to graduate scheel need a rudy of their second language in the sophomore year a  RE 24201 Intermediate Greek   [n+amdiate]  LAT 26201 Intermediate Latin   1 [cas was recorded]  RE 14201 Elementary Greek   (cas was recorded)	ninimum ind take	sxtra up)se	Latin and ⊶division	"LER" and "diversity" for course lists  12 of Greek or the reverse. They should begin courses beyond the major requirements.  Continue language course sequence
emester Three: [17 Oredit Hours] udents who plan to apply to graduate scheel need a rudy of their second language in the sophomore year a RE 24201 Intermediate Creek   https://doi.org/10.1001/j.com/	ninimum ind take 3 2 1 2 01 A 3	of 3 years skira uppe word J	Latin and	"LER" and "diversity" for course lists  12 of Greek or the reverse. They should begin courses beyond the major requirements.  Continue language course sequence   Course seque
emester Three: [17 Credit Hours] udents who plan to apply to graduate scheel need a redy of their second language in the sophomore year at RE 24201 Intermediate Latin   1   1   1   1   1   1   1   1   1	ninimum ind take	sxtra up)se	Latin and ⊶division	"LER" and "diversity" for course lists  12 of Greek or the reverse. They should begin courses beyond the major requirements.  Continue language course sequence   Course seque
emester Three: [17 Credit Hours]  udents who plan to apply to graduate scheel need a rady of their second language in the sophomore year at 24201 Intermediate Greek	ninimum ind take 3 2 1 2 01 A 3	sxtra up)se	Latin and ⊶elt∕ision	"LER" and "diversity" for course lists  12 of Greek or the reverse. They should begin courses beyond the major requirements.  Continue language course sequence local alternate language course sequence local ENG 21011 fulfills LER Composition. For LER Humanities or Fine Arts see note 3 on page 2. Should fulfill diversity requirement; visit
emester Three: [17 Credit Hours] udents who plan to apply to graduate scheel need a ridy of their second-language in the sophomore year at 24201 Intermediate Greek I Intermediate Latin I I I I I I I I I I I I I I I I I I I	alnimum and take 3 2 1 2 01 A 3	sxtra up)se	Latin and ⊶dtvision	"LER" and "diversity" for course lists  12 of Greek or the reverse. They should begin courses beyond the major requirements.  Continue language course sequence local segments and the major requirements.  Begin alternate language course sequence local segments and the major requirement and the major requ
emester Three: [17 Credit Hours] udents who plan to apply to graduate scheel need a redy of their second language in the sophomore year at RE 24201 Intermediate Latin   1	algimum and take 3 27201 7 3 3	sxtra up)se	Latin and	"LER" and "diversity" for course lists  12 of Greek or the reverse. They should begin courses beyond the major requirements.  Continue language course sequence local form.  Begin alternate language course sequence local form.  ENG 21011 fulfills LER Composition. For LER Humanities or Fine Arts see note 3 on page 2.  Should fulfill diversity requirement; visit www.kent.edu/catalog and search "LER" for course list
emester Three: [17 Credit Hours] udents who plan to apply to graduate scheel need a ridy of their second language in the sophomore year at E 24201 Intermediate Greek   [1] and core LAT 26201 Intermediate Latin   [1] [2] [2] [2] [2] [2] [3] [4201-Elementary-Greek   [4] [4] [4] [4] [4] [4] [4] [4] [4] [4]	algimum motake 3 2 1 2 3 3 3 3	sxtra up)se	Latin and ⊶elivision	"LER" and "diversity" for course lists  12 of Greek or the reverse. They should begin courses beyond the major requirements.  Continue language course sequence L  Begin alternate language course sequence I  ENG 21011 fulfills LER Composition. For LER Humanities or Fine Arts see note 3 on page 2.  Should fulfill diversity requirement; visit www.kent.edu/catalog and search
emester Three: [17 Credit Hours] udents who plan to apply to graduate scheel need a redy of their second-language in the sophomore year at the second-language in the sophomore year at the second-language in the sophomore year at the second-language in the sophomore year at the second language in the sophomore year at the second langua	3 3 3 3 3 1 3	sxtra up)se	Latin and	"LER" and "diversity" for course lists  12 of Greek or the reverse. They should begin courses beyond the major requirements.  Continue language course sequence   College   Coll
emester Three: [17 Credit Hours] udents who plan to apply to graduate scheel need a lidy of their second-language in the sophomore year at 24201 Intermediate Greek I Intermediate Latin I Intermediate Latin I Intermediate Latin I Intermediate Latin I Intermediate Latin I Intermediate Latin I Intermediate Latin I Intermediate Latin I Intermediate Latin I Intermediate I	algimum motake 3 2 1 2 3 3 3 3	sxtra up)se	Latin and	"LER" and "diversity" for course lists  12 of Greek or the reverse. They should begin courses beyond the major requirements.  Continue language course sequence   College   Coll
emester Three: [17 Credit Hours] udents who plan to apply to graduate scheel need a lidy of their second-language in the sophomore year at 24201 Intermediate Greek I Intermediate Latin I I I I I I I I I I I I I I I I I I I	3 3 3 3 3 1 3	sxtra up)se	Latin and	"LER" and "diversity" for course lists  12 of Greek or the reverse. They should begin courses beyond the major requirements.  Continue language course sequence
emester Three: [17 Credit Hours] udents who plan to apply to graduate scheel need a ridy of their second-language in the sophomore year at 24201 Intermediate Greek I Intermediate Latin I I Intermediate Latin I I I I I I I I I I I I I I I I I I I	3 21101 3 3 3 3 1 3	sxtra up)se	Latin and ⊶division	"LER" and "diversity" for course lists  12 of Greek or the reverse. They should begin courses beyond the major requirements.  Continue language course sequence
emester Three: [17 Credit Hours] udents who plan to apply to graduate school need a ridy of their second-language in the sophomore year at 24201 Intermediate Greek I Intermediate Latin I I Intermediate Latin I I Intermediate Latin I I Intermediate Latin I I Intermediate Latin I I Intermediate Latin I I Intermediate Latin I I Intermediate Latin I I Intermediate I I Intermediate I	3 3 1 3 3 4 3 3 3 3 3 3 4 3 4 3 3 4 3 4	sxtra up)se	Latin and	"LER" and "diversity" for course lists  12 of Greek or the reverse. They should begin courses beyond the major requirements.  Continue language course sequence
emester Three: [17 Credit Hours] udents who plan to apply to graduate scheel need a ridy of their second-language in the sophomore year at RE 24201 Intermediate Catin I Intermediate Latin I Intermediate Latin I I Intermediate Latin I I Intermediate Latin I I Intermediate Latin I I Intermediate Latin I I Intermediate Latin I I Intermediate Latin I I Intermediate Latin I I LER Humanities or Fine Arts  RE Basic Sciences  RE Basic Sciences Laboratory  RE Social Sciences Laboratory  RE Social Sciences I Semester Four: [16 Credit Hours]  RE 24202 Intermediate Greek II Intermediate Latin II Intermediate Course  RE Humanities or Fine Arts  ENG 21011 College Writing II	3 21101 3 3 3 3 1 3	sxtra up)se	Latin and	"LER" and "diversity" for course lists  12 of Greek or the reverse. They should begin courses beyond the major requirements.  Continue language course sequence   Course sequence   Course sequence   Course sequence   Course sequence   Course   Course sequence   Course   Cou
emester Three: [17 Credit Hours] udents who plan to apply to graduate scheel need a pidy of their second-language is the sophomore year at a RE 24201 Intermediate Creek   Intermediate Latin   Intermediate Creek   LAT 16201 Elementary Latin   LER Humanities or Fine Arts  RE Basic Sciences  RE Basic Sciences Laboratory  RE Social Sciences   Semester Four: [16 Credit Hours]  RE 24202 Intermediate Greek   Intermediate Latin   Intermediate Course   Intermediate Latin   Intermediate Course	3 3 1 3 3 4 3 3 3 3 3 3 4 3 4 3 3 4 3 4	sxtra up)se	Latin and	"LER" and "diversity" for course lists  12 of Greek or the reverse. They should begin courses beyond the major requirements.  Continue language course sequence
emester Three: [17 Credit Hours]  udents who plan to apply to graduate scheel need a redy of their second language in the cophomore year at RE 24201 Intermediate Latin	3 3 3 3 1 3 3 3	skira uppe	Latin and	"LER" and "diversity" for course lists  12 of Greek or the reverse. They should begin courses beyond the major requirements.  Continue language course sequence
emester Three: [17 Credit Hours] udents who plan to apply to graduate scheel need a redy of their second-language in the sophomore year at RE 24201 Intermediate Latin   1	3 3 3 3 1 3 3 3 3 3	skira uppe	Latin and	"LER" and "diversity" for course lists  12 of Greek or the reverse. They should begin courses beyond the major requirements.  Continue language course sequence
emester Three: [17 Credit Hours] udents who plan to apply to graduate scheel need a redy of their second-language in the sophomore year at RE 24201 Intermediate Latin   1	3 3 3 3 1 3 3 3	skira uppe	Latin and	"LER" and "diversity" for course lists  12 of Greek or the reverse. They should begin courses beyond the major requirements.  Continue language course sequence
emester Three: [17 Credit Hours] udents who plan to apply to graduate scheel need a rudy of their second language in the sophomore year at RE 24201 Intermediate Latin   Three Contents of the LAT 26201 Intermediate Latin   Three Contents of the LAT 16201 Elementary Greek   LAT 16201 Elementary Latin   LER Humanities or Fine Arts ER Basic Sciences ER Basic Sciences Laboratory ER Social Sciences   Semester Four: [16 Credit Hours] RE 24202 Intermediate Greek   LAT 26202 Intermediate Latin   Three Contents of the LAT 16202 Elementary Latin   LAT 16202 Elementary Latin   LAT 16202 Elementary Latin   LAT 16202 Elementary Latin   LAT 16202 Elementary Latin   LAT 16202 Elementary Latin   LAT 16202 Elementary Latin   LAT 16203 Elementary Latin   LAT 16204 Elementary Latin   LAT 16205 Elementary Latin   LAT 16206 Elective   LAT	3 3 3 3 1 3 3 3 3 3	skira uppe	Latin and	"LER" and "diversity" for course lists  12 of Greek or the reverse. They should begin courses beyond the major requirements.  Continue language course sequence
emester Three: [17 Credit Hours]  Indepts who plan to apply to graduate school need a red of their second-language in the sophomore year at the sophomore	3 3 3 3 3 1 3 3 3 3 3	skira upse	Latin and	"LER" and "diversity" for course lists  12 of Greek or the reverse. They should begin courses beyond the major requirements.  Continue language course sequence I Begin alternate language course sequence II SENG 21011 fulfills LER Composition. For LER Humanities or Fine Arts see note 3 on page 2. Should fulfill diversity requirement; visit www.kent.edu/catalog and search "LER" for course list  See note 2 on page 2  Continue language course sequence I See note 1 on page 2  ENG 21011 fulfills LER Composition. For LER Humanities or Fine Arts see note 3 on page 2.  See note 1 on page 2  ENG 21011 fulfills LER Composition. For LER Humanities or Fine Arts see note 3 on page 2.  See note 4 on page 2



#### Roadmap: Classics - Bachelor of Arts

[AS-BA-CLSS]

College of Arts and Sciences
Department of Modern and Classical Languages

Catalog Year: 2009-2010

Course Subje	ct and Title		1 7	Credit Hours	Upper Division	Min. Grade	Important Notes			
LER Social S	Sciences		$\neg$	3			See note 3		· .	
Recommend	led Elective			3			See note 4			
Semester S	Six: [15 Credit F	lours]								
		CLAS 41505		3			See note 1 100/	011 140	is based	wiri
LER Addition		Greek hit is	3			If not yet fulfilled, should fulfill diversity requirement; visit <a href="https://www.kent.edu/catalog">www.kent.edu/catalog</a> and search "LER" for course list			nd	
Recommend	led Elective C	(05 sirs lee 1	teri	3	(4)		See note 4 2			
General Elec	tives (upper-divi	ision)	<del>,                                      </del>	6	4					
Semester S	Seven: [12 Cred	dit Hours]					•			
Classics Cul	Carlos of the company of the company			3			One-of-these cou	rses must fulfill	Writing- &	-c 110
Recommend	ed Elective	(655i(5 lu	Fue	3	de da samente de la companya de la c		intensiv <del>e courso</del>	requirement. Se	e notes 1	and _
	tives (upper- or		2.757	6	<u>n nartt yar.</u>	August Bruss C		eli nere i i nere dell'eriode 🕨 💯 🗷		11 4
	ight: [12 Credit					!				
Classics Cul	CONTROL CONTROL CONTROL CONTROL			3			See note 1			
General Elec	tives (upper-divi	sion)	1 1 48	16		10 M. 50 T. 192		<u>ang piliping ng Pakilang Pesit.</u>	opport state of	Beilvat z
		ore vouse		3			se work	· > -		
	Requirements	Summary						<u>-</u>		·
Total Hours	Upper- Division Hours	Liberal Education Requirements Hours			sity Course I / Domestic		Writing- Intensive	Mini Major GPA	mum Overall	GPA
121	42	57	LE		d/or Electi		Culture course or Elective	2.0	2.0	
·-·										·
	oo gulturo gaurna	o Include the fellowin			000	11	VAULA			
Note 1: Classi	cs culture course	es include the following	g:	3	//~C	<i>L</i> ζ (1401 Gr	UO UZO	nd Art	• • • • • • • • • • • • • • • • • • • •	<b>3</b>
Note 1: Classi CLAS 21404 J CLAS 21405 T	he Greek Achle he Roman Achl	vement	g:	3 3	CLAS 4	11401 Gr 11402 Ro	eek Archaeology a man Archaeology	and Art		3 3
Note 1: Classi GLAS 21404 I CLAS 21405 T CLAS 41006 F	The Greek Achle The Roman Achl Roman History	vement evernent	g:	3	CLAS 4 CLAS 4	11401 Gr 11402 Ro 1 <del>1503 G</del> r	eek Archaeology a man Archaeology <del>eek Literat</del> ure in Ti	and Art ranslation <sup>w</sup>		3
Note 1: Classi GLAS-21404 I CLAS-214057 CLAS-41006 F CLAS-41097 (	The Greek Achle The Roman Achl Roman History Colloquium in Cla	vement evement essics	g:	3 3 3	CLAS 4 CLAS 4 CLAS 4	11401 Gr 11402 Ro <del>I1503 Gr</del> 1003 His	eek Archaeology a man Archaeology eek Literature in Ti tory of Ancient Gre	and Art ranslation <sup>w</sup> ece		3 3 3
Note 1: Classi GLAS-21404 I CLAS-214057 CLAS-41006 F CLAS-41097 ( CLAS-41301 (	The Greek Achle The Roman Achl Roman History Colloquium in Cla Classical Mytholo	vement evement assics agy		3 3 3 3	CLAS A CLAS A CLAS A HIST 4	11401 Gr 11402 Ro 1 <del>1503 Gr</del> 1003 His 4-6	eek Archaeology a man Archaeology eek Literature in Ti tory of Ancient Gre	and Art ranslation weece	lours	3 3 3
Note 1: Classi GLAS-21404 I CLAS-214057 CLAS-41006 F CLAS-41097 ( CLAS-41301 (	The Greek Achle The Roman Achl Roman History Colloquium in Cla Classical Mytholo	vement evement assics agy		3 3 3 3	CLAS A CLAS A CLAS A HIST 4	11401 Gr 11402 Ro 1 <del>1503 Gr</del> 1003 His 4-6	eek Archaeology a man Archaeology eek Literature in Ti tory of Ancient Gre	and Art ranslation weece	luers	3 3 3
Note 1: Classi GLAS-21404 I CLAS-21405 T CLAS-41006 F CLAS-41097 ( CLAS-41301 ( Note 2: Any co ARTH-22006 A	The Greek Achie The Roman Achie Roman History Colloquium in Cla Classical Mytholo burse from LER ( Art History I: Anc	vement everneht assics 19y Category IV qualifies b lent and Medieval Art	out the f	3 3 3 3	CLAS 4 CLAS 4 CLAS 4 HIST 4 CLAS 4	11401 Gro 11402 Ro 11503 Gr 1003 Hist 14 C	eek Archaeology a man Archaeology eek Literature in Ti tory of Ancient Gre	and Art ranslation <sup>w</sup> lece Lofin 6 <b>14</b> 6	loors	3 3 3
Note 1: Classi GLAS-21404 I CLAS-21405 T CLAS-41006 F CLAS-41097 ( CLAS-41301 ( Note 2: Any co ARTH-22006 A	The Greek Achie The Roman Achie Roman History Colloquium in Cla Classical Mytholo burse from LER ( Art History I: Anc	vement everneht assics 19y Category IV qualifies b	out the f	3 3 3 3	CLAS 4 CLAS 4 HIST 4 C 4 G courses HIST 1	11401 Gri 11402 Ro 11503 Gr 1003 Hist 1003 Hist 114 Griff 10050 Hist	eek Archaeology a man Archaeology sek Literature in Ti tory of Ancient Gre しせひん ( 0 年 ) mmended:	and Art ranslation w ece Lofin 6 746	loors Loun	3 3 3 2000 70 00
Note 1: Classi GLAS-21404 I CLAS-21405 T CLAS-41006 F CLAS-41097 ( CLAS-41301 ( Note 2: Any co ARTH 22007 / Note 3: Any co	The Greek Achie The Roman Achie Roman History Colloquium in Cla Classical Mytholo Durse from LER C Art History I: Anc Art History II: Reports Course from LER C	vement evement assics asy Category IV qualifies belient and Medieval Art naissance to Modern A	out the f	3 3 3 3 5 60100wli 3 3	CLAS A CLAS A HIST 4  CLAS A HIST 1  PHIL 1	11401 Gro 11402 Ro 11503 Gro 1003 Hist 1003 Hist 1000 Hist 1001 Intro	eek Archaeology a man Archaeology sek Literature in Ti tory of Ancient Gre ( 4 4 6 ( 0 4 ) mmended: tory of Civilization oduction to Philoso	and Art ranslation w ece Lofin 6 746	loors Loun	3 3 3 2000 7000
Note 1: Classi GLAS-21404 I CLAS-21405 T CLAS-41006 F CLAS-41097 ( CLAS-41301 ( Note 2: Any co ARTH 22007 / Note 3: Any co	The Greek Achie The Roman Achie Roman History Colloquium in Cla Classical Mytholo burse from LER ( Art History I: Anc Art History II: Rei	vement evement assics asy Category IV qualifies belient and Medieval Art naissance to Modern A	out the f	3   3   3   3   3	CLAS 4 CLAS 4 HIST 4 CLAS 6 G courses HIST 1 PHIL 1	11401 Gr 11402 Ro 11503 Gr 1003 Hist 1003 Hist 1050 Hist 1001 Intro	eek Archaeology a man Archaeology sek Literature in Ti tory of Ancient Gre ( 4 4 6 ( 0 4 ) mmended: tory of Civilization oduction to Philoso	and Art ranslation w ece Lofin 6 746	loors Loug	3 3 3 2000 7000
Note 1: Classi GLAS-21404 I CLAS-21405 T CLAS-41006 F CLAS-41097 ( CLAS-41301 ( Note 2: Any co ARTH 22007 / Note 3: Any co ANTH 18420 I	The Greek Achie The Roman Achie Roman History Colloquium in Cla Classical Mytholo ourse from LER ( Art History I: Anc Art History II: Rei ourse from LER ( ourse from LER ( ourse from LER ( ourse from LER ( ourse from LER ( ourse from LER (	vement everneht assics asy Category IV qualifies belient and Medieval Art naissance to Modern A Category V qualifies bechaeology	out the f	3   3   3   3   3	CLAS 4 CLAS 4 HIST 4 CLAS 6 G courses HIST 1 PHIL 1	11401 Gr 11402 Ro 11503 Gr 1003 Hist 1003 Hist 1050 Hist 1001 Intro	eek Archaeology a man Archaeology sek Literature in Ti tory of Ancient Gre (	and Art ranslation w ece Lofin 6 746	loors Loun	3 3 3 2000 7000 3 3
Note 1: Classi GLAS-21404 I CLAS-21405 T CLAS-41006 F CLAS-41097 ( CLAS-41301 ( Note 2: Any co ARTH 22007 / Note 3: Any co ANTH 18420 I Note 4: Some	The Greek Achie The Roman Achie Roman History Colloquium in Cla Classical Mytholo Durse from LER C Art History I: Anc Art History II: Reports Course from LER C	vement everneht assics asy Category IV qualifies belent and Medieval Art naissance to Modern A Category V qualifies belentaeology	out the f	3   3   3   3   3	CLAS A CLAS A CLAS A HIST 4 CLAS G courses HIST 1 PHIL 1 g courses GEOG	11401 Gr 11402 Ro 11503 Gr 1003 Hist 1050 Hist 1050 Hist 1001 Intro 17063 W	eek Archaeology a man Archaeology sek Literature in Ti tory of Ancient Gre (	and Art ranslation w ece Lofin 6 fee	loors Loug	3 3 3 2000 7000 3 3

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.

MCLS 32

#### 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.

Page 2 of 2 | Last Updated: 26-May-09/LNHD

NOTE 5: Classics mosors with a classical (ivilization converted ton

Note 5: Classics mosors with a classical (ivilization converted ton

Not take up to 12 hours of Latin or Gorek course at the

Not take up to 12 hours of Latin or Greek course at the

Roadmap: Classics - Bachelor of Arts (Changes)

Classical Civilization Concentration

Changes are those to be made to the existing Classis Major Roadmap

Semester One: [17-19 Credit Hours]

CHANGE: GRE 14201/LAT 16201 to Elementary I Language (Recommend GRE 14201 Elementary

Greek I or LAT 16201 Elementary Latin I) 4 Hours College Language Requirement

Rationale: the new concentration does not require language. Students are recommended to take Latin or Greek but they can take a different language if they choose

REMOVE: LER Humanities: move to Semester Four (replacing the Classics Culture Course)

ADD: CLAS 21404 The Greek Achievement 3 Hours Classics Culture Course,

Rationale: take the Greek Achievement core requirement early in the sequence.

Semester Two: [17 Credit Hours]

CHANGE: GRE 14202/LAT 16202 to Elementary II Language (Recommend GRE 14202 Elementary

Greek II or LAT 16202 Elementary Latin II ) 4 Hours College Language Requirement

Rationale: language requirement changed as in semester one

CHANGE: Classics Culture Course to:

CLAS 21405 The Roman Achievement 3 Hours Classics Core Requirement

Rationale: take the Roman Achievement core requirement early in the sequence

Semester Three: [16 Credit Hours]

CHANGE: Number of credit hours reduced from 17 to 16

Rationale: removal of the 4 credit hour elementary language course

REMOVE: Explanatory line at the beginning of Semester Three ("Students who plan to apply..."

Rationale: this is not a concentration that will prepare them for graduate schools in Classics

CHANGE: GRE 24201/LAT 26201 to Intermediate I Language (Recommend GRE 24201 Elementary

Greek I or LAT 26201 Intermediate Latin I) 3 Hours College Language Requirement;

See Note 5

Rationale: language requirement changed as in semester one; students can take Intermediate language

to fulfill credit toward the major (as explained in note 5)

REMOVE: GRE 14201/LAT 16201

Rationale: second language not required in this concentration

ADD: CLAS 21201 English Words from Classical Elements 3 Hours Classics Core

Requirement

Rationale: Adding a Core requirement course

Semester Four: [15 Credit Hours]

CHANGE: Number of credit hours reduced from 16 to 15

Rationale: removal of the 4 credit hour elementary language course

CHANGE: GRE 24202/LAT 26202 to Intermediate II Language (Recommend GRE 24202 Elementary Greek II *or* LAT 26202 Intermediate Latin II) 3 Hours College Language Requirement;

See Note 5

Rationale: language requirement changed as in semester one; students can take Intermediate language

to fulfill credit toward the major (as explained in note 5)

REMOVE: Classics Culture Course

ADD: LER Humanities

3 Hours See note 2 on page 2

Rationale: moved from semester one to make room for the Greek Achievement in first semester

Semester Five [15 Credit Hours]

REMOVE: GRE 34370...

ADD: Classics Culture Course 3 Hours UD See note 2 on page 2

Rationale: Students taking the major are required to take more culture courses and so culture courses will replace many of the language courses. The course should remain an upper division course to keep the total number of upper division courses the same.

Semester Six [15 Credit Hours]

**REMOVE: Classics Culture Course** 

ADD: CLAS 41503 Greek Literature in Translation

3 Hours

UD

Classics Core Requirement:

Writing Intensive

Rationale: Greek Literature in Translation will be a core requirement for the major; the course is typically offered in alternating Spring semesters; Semester six would be a Spring semester but Semester seven would be a Fall semester.

REMOVE: Recommended Elective

ADD: Classics Culture Course

3 Hours

See note 1

Rationale: Without taking the language option, students will need additional culture courses. The course should remain upper division

Semester Seven [12 Credit Hours]

CHANGE: Note for Classics Culture Course to See Note 1

Rationale: all majors will be required to take Greek Literature in Translation and so will receive their Writing Intensive credit in that way.

REMOVE: Recommended Elective

ADD: Classics Culture Course

3 Hours

UD See note 1

Rationale: Without taking the language option, students will need additional culture courses. The course should remain upper division

Semester Eight [12 Credit Hours]

CHANGE: General Electives (upper-division)

9 hours to 6 hours

ADD: Classics Culture Course

3 Hours

UD See note 2

Rationale: Without taking the language option, students will need additional culture courses. The course should remain upper division

REMOVE: remove the following courses from the list of Classics Culture Courses:

- CLAS 21404 The Greek Achievement
- CLAS 21405 The Roman Achievement
- CLAS 41503 Greek Literature in Translation

Rationale: these three courses will not be required core major requirements and appear on the roadmap as such

ADD: add the following courses to the Classics Culture Courses:

CLAS 21406 Sport and Ancient Daily Life

3 Hours

- CLAS 41092 Field Experience: Travel Study in Classics 1-4 Hours
- MCLS 40420 Foreign Language and Culture Studies

3 Hours

PHIL 31001 Classical Greek Philosophy

3 Hours

Any LAT course at the 20000, 30000 or 40000 level

3 Hours each (see note 5)

Any GRE course at the 20000, 30000 or 40000 level

3 Hours each (see note 5)

Rationale: the two CLAS courses are newly added courses and can be used toward the major; the MCLS course reflects a departmental initiative to make this course a part of all majors within the department.

#### Note 5

#### **NEW NOTE**

ADD: Classics majors with a Classical Civilization concentration may count toward their major up to 12 hours of Latin or Greek courses at the 20000 level or above.

mcls 3

		Preparation Date	9-Oct-09	Curriculum Bulletin					
		Effective Date	Fall 2010	Approved by EPC					
Department	School of Journalis	sm and Mass Com	munication						
College	CI - Communication and Information								
Degree									
Program Name	Electronic Media	BS - Bachelor of Science  Electronic Media Program Code ELMD							
Concentration(s)	Electronic Media S								
Proposal	Establish Program	•		He) Cone(2) Erivio					
Тороза	Latabilar i Togram	- Concentia	7, (						
produce live sportin the Electonic Media this concentration the events. The concentration proposed reviously. Does proposed reviously current total credit has a sporting to the concentration of the	ia Sports Production g events such as ba Degree, which will reat include both stud tration will also inclusion change programours: 124	sketball and footb now have three co io and field course de Sports Adminis n's total credit hou Proposed total cr	all. This will be neentrations. es that teach stration (SPA urs?   Yes edit hours 12	s □ No					
enrollment and staff	other programs, por fing considerations; r dministration as EML	need; audience; p	rerequisites; t	teacher education licensure):					
Units consulted (oth Sports Administration	er departments, pro on	grams or campuse	es affected by	/ this proposal):					
A and a second s	to 4 to 1,4 th Malaka an ananarana may mag consequence at trape to be a la	REQUIRED END	ORSEMENT	TS					
Men	Stace			12 11 109					
Department Chair	School Director / Ca า	mpus Dean							
- Huser t	trans			12/11/09					
College Dean									
Executive Dean of F	Regional Campuses	/ Dean of Graduat	e Studies	//					
Senior Vice Preside	nt for Academic Affa	irs and Provost	<del> </del>	/					
	ivi Avadelijo Alia	ma dila Linanai							



#### School of Journalism and Mass Communication

#### **Proposal Summary**

Title: Electronic Media Sports Production Concentration

**Subject Specification:** Create a new Electronic Media Sports Production Concentration (ELMS) in the Electronic Media major.

#### **Background Information:**

- (1) Description of Action: This action will create a new Electronic Media Sports Production Concentration in the Electronic media major that will serve students interested in focusing on producing sporting events for the electronic media.
  - The Electronic Media Sports Production Concentration with have three new courses: JMC 44042, Live Sports Production, JMC 44043, Sports Field Production and JMC 45000, Television Sports Graphics Production.
- (2) Conformity of Action: This action fits well with the other two concentrations in the Electronic Media major production and management. This lets students have another choice on which to focus in the broad field of television, radio and Internet production.
- (3) Rationale for Action: Students have been asking for a stronger focus on sports production for years and many incoming students show a strong desire to focus on sports. This will allow students to get in-depth training
- (4) Effect on current programs, offerings, students, staff: There is no effect on current programs or offerings. Depending on the demand, there may be some effect on faculty. This will not be determined for three to four semesters. Current faculty can handle it presently.
- (5) Scope of action: Electronic Media students who want to focus on sports production.
- (6) Fiscal and staffing impact: No fiscal or staffing impact at this time.
- (7) Evidence of need and sustainability: Many JMC students have said they want to focus on sports journalism and Electronic Media Production. Current MAC game production is in high demand.

**Alternatives and Consequences:** If not approved students will see it as a lack of support for sports production and it will most likely have an effect on enrollment.

**Specific Recommendations and Justification:** Approve the creation of Electronic Media Sports Production to serve students who want to focus on sports productions.

Timetable and Actions Required: Approval of CCI Curriculum Committee – 12/09

Approval of EPC – 1/2010 Inclusion in fall 2010 catalog

### Electronic Media Sports Production Concentration Assessment Plan

#### a. Student-learning goals

Learn skills to produce sports programs including video, sound and graphics. Learn the intricacies of producing sports production as opposed to other types of production. Students will also learn writing and critical thinking skills as well as the ethical and legal issues in broadcasting.

#### b. Measurable student-learning objectives

Skill in producing video sporting events with sound and graphics Knowledge of the ethical and legal issues in sports broadcasting. The ability to make sound judgments in a professional setting.

#### c. Describe appropriate methods used to assess how students are meeting objectives.

Submission of several video packages including sound and graphics in both studio and field applications will demonstrate quality of production skills.

Several classes will assess good writing skills on a variety of different genres

Classes in both ethics and law will assess a student's knowledge base in both these areas

#### d. Timeline for assessment

The timeline for the assessment plan will begin in 2011 when the first students in this concentration are taking the upper division classes. Updates will be at the end of spring semester after students complete the two main skills classes.

----- Forwarded Message

From: "LYBERGER, MARK" < mlyberge@kent.edu>

**Date:** Fri, 20 Nov 2009 09:10:59 -0500 **To:** "BLASE, GREGORY" <<u>gblase@kent.edu</u>>

Subject: RE: Memo of support

#### Greg

Sorry for the delayed response, it in no way should be interpreted as a negative expression. As we previously discussed, the Sport Administration program is in support of collaborating with School of Journalism and Mass Communication regarding the Electronic Media Sport Production Concentration. The courses that you have identified do not infringe on our program therefore, we look forward to the exchange of dialog and are willing to assist your program in the development of these offerings. Thank you.

Best regards,
Mark R. Lyberger
Sport Administration Coordinator

#### HANSON, LUETT

From:

LEBLANC, ANNMARIE

Sent:

Monday, December 07, 2009 2:56 PM HANSON, LUETT; BLASE, GREGORY

To: Cc:

SIMMONS, SHAWN K.

Subject:

JMC 45000

Attachments:

SKMBT\_C45109120715370.pdf

#### Dear Professor Blase:

Thank you for the opportunity to review the contents of the proposed course TV Sports Graphic Production, JMC 45000. On Friday, December 4, the School of Visual Communication Design Undergraduate Curriculum Committee met to discuss the proposal.

As outlined in the attachment, there are no issues of encroachment concerning this course.

Best of luck with your new program and courses.

Sincerely,

AnnMarie LeBlanc Director and Professor School of Visual Communication Design Kent State University 330.672.7856

#### Catalog Copy revision to add Electronic Media Sports Production Concentration

#### Areas of study

Advertising [ADV]- major and minor

Communication Studies [COMM]- major and minor

Applied Communication [APCO]- concentration

Interpersonal Communication [IPCM]- concentration

Organizational Communication [ORCM]- concentration

Public Communication [PCMM]- concentration

Design [DSGN]- minor

Electronic Media [ELMD]- major and minor

Electronic Media Management [ELMM]- concentration

Electronic Media Production [ELMP]- concentration

Electronic Media Sports Production [ELMS] - concentration

Media Literacy [MELT]- minor

New Media [C112]- certificate

News [NEWS]- major

Broadcast Journalism [BJRN]- concentration

Magazine Journalism [MJRN]- concentration

Newspaper Journalism [NJRN]- concentration

Photo Illustration [PHOI]- major and minor

Photojournalism [PHOJ]-minor

Public Relations [PR]- major and minor

Visual Communication Design [VCD]- major

2D Graphic Design [2DGD]- concentration (BFA and BS)

3D Graphic Design [3DGD]- concentration (BFA and BS)

Illustration [ILLS]- concentration (BFA and BS)

Visual Journalism [VJNL]- major and minor

Information Design [INFD]- concentration

Photojournalism [PHOJ]- concentration

Web Design and Programming [WDP]- minor

### **Undergraduate Catalog**

School of Journalism and Mass Communication \( \) College of Communication and Information \( \) 204 Franklin Hall \( \) E-mail: \( \) imc@kent.edu \( \) Tel: 330-672-2572 \( \) Fax: 330-672-4064 \( \) Web: \( \) http://www.jmc.kent.edu

#### **Electronic Media Major**

## Electronic Media Management Concentration—2009-2010 Roadmap [Degree Requirements]

Electronic media management majors study all aspects of program planning for electronic media, including understanding audiences' attitudes/motives and what types of programs attract different audiences. Graduates generally find employment in program scheduling, broadcast station management and sales fields.

## Electronic Media Production Concentration—2009-2010 Roadmap [Degree Requirements]

Electronic media production majors learn how to create audio and video programs. Students may assist in the production aspects of both Black Squirrel Radio and TV2. Graduates generally secure entry-level positions in production departments for broadcast operations or production work in studios.

#### **Electronic Media Sports Production Concentration**

Electronic media sports production majors learn how to shoot, edit, produce and create graphics for a variety of sporting events including basketball and football. Students will work both remotely in the field with a satellite truck and in the TV 2 studio to produce the games. They'll also learn about sports marketing and sports and the media.

#### **Electronic Media Sports Production Concentration**

JMC	20003	Intro to Mass Comm.	3
	20004	Media Writing	3
	20008	Audience Analysis & Research	3
	22002	Videography Basics	1
		Videography Basics II	1
		Basic Electronic Media Audio Production	3
	23030	Basic Electronic Media Video Production	3
	30004	Writing for Electronic Media	2
	44042	Live Sports Production	3∕⁻
	44043	Sports Field Production	3
	45000	Television Sports Graphics Production	3
	40006	Law of Mass Comm	3
	40010	Ethics and Issues in Mass Comm.	3
	40013	Television Sports Production	3
	40192	Radio/Television Internship	1
		Mariana Mariana Mariana	LI.
Choose	TWO o	of the following:	
JMC	33036	Basic Media Engineering	3
	40036	Non-Linear Video Editing	Ź
	40095	ST: Lighting for Video	3
	40095	ST: Motion Graphics	3
	44045	Promotions for Electronic Media	3
	44050	Audio for Video	3
	46054	Broadcast Documentary	3
	49021	Corporate Video	3
	40095	Editing with AVID	3
ي مارين مارين	ATT iti itlat	The second secon	
Additio	Andread to the second	gree Requirements 18-19	
SPAD	762 22 4	Sport in Society	3
		of the following:	
SPAD		Sport Marketing	3
		Sport in Global Perspective	3
		Sport and the Media	3
		Public Relations and Promotion in Sport	3
Choose	one of	the following:	
MATH	11009	Modeling Algebra	4
	11010	Algebra for Calculus	3
Choose		the following:	
ENG	30064	Argumentative Prose Writing	3
	30065	Expository Prose Writing	3



#### Roadmap: Electronic Media - Electronic Media Sports Production -**Bachelor of Science**

[CI-BS-ELMD-ELMS]
College of Communication and Information School of Journalism and Mass Communication Catalog Year: 2010-2011

Critical requirements are boldface in shaded areas

Course Subject and Title	Credit Hours	Upper Division	Min. Grade	Important Notes
Semester One: [16 Credit Hours]				1
MC 20003 Introduction to Mass Communication	3		C-	
NG 11011 College Writing I	3			Fulfills LER Composition
HIST 12070 History of the United States: The Formative Period	3			Fulfills LER Humanities and domestic diversit course requirement
JS 10097 Destination Kent State: FYE	1			Not required of transfer students with 25 cred
ER Basic Sciences	3			Visit www.kent.edu/catalog and search "LER"
ER Social Sciences	3			for course list
Semester Two: [14-15 Credit Hours] tequirements: successfully complete Grammar, Usage	and Pur	etuation T	est with	mkilmum 70 percent score
MC 20004 Media Writing	3		₿-	
IIST 12071 History of the United States: The Modern Period	3			Fulfills LER Humanities and domestic diversit course requirement
MC 22002 Videography Basics I	1		C-	
MC 22003 Videography Basics II	1		C-	
MATH 11009 Modeling Algebra MATH 11010 Algebra for Calculus	3-4			Enrollment based on placement tests; fulfills LER Mathematics/Critical Reasoning
ER Fine Arts	3			Should fulfill global diversity requirement; visi www.kent.edu/catalog and search "LER" and "diversity" for course lists
Semester Three: [15-16 Credit Hours]				
MC 23030 Basic Electronic Media Video Production	3		C-	
MC 23031 Basic Electronic Media Audio Production	3		C-	
NG 21011 College Writing II	3			Fulfills LER Composition
ER Basic Sciences	2-3			Should fulfill diversity requirement if not satisfied earlier; visit www.kent.edu/catalog a
ER Basic Sciences Laboratory	1			search "LER" and "diversity" for course lists
SPAD 25059 Sport in Society	3			See JMC advisor
Semester Four: [17 Credit Hours]				
MC 30004 Writing for Electronic Media	2		C-	
ER Additional	6			Should fulfill diversity requirement if not
ER Social Sciences	3			satisfied earlier; visit <a href="www.kent.edu/catalog">www.kent.edu/catalog</a> as search "LER" and "diversity" for course lists
PAD Additional degree requirement	6	-		See note 1
Semester Five: [15 Credit Hours]				
NG 30064 Argumentative Prose	3			
PrENG 30065 Expository Prose Writing MC 20008 Audience Analysis and Research	3		C-	
MC 44042 Live Sports Production	3		C-	
MC 45000 Television Sports Graphics Production	3	<del></del>	C-	
SPAD Additional Degree Requirement	3		<del>                                     </del>	See note 1
Semester Six: [15 Credit Hours]				Occinote
	3		C-	
MC 44043 Sports Field Production		-		
MC 44043 Sports Field Production MC Elective I	3		C-	See note 2

M-major C-concentration U-university requirement

MIFW

Course Subject and Title	Credit Hours	Upper Division	Min. Grade	Important Notes
Summer III: [1 Credit Hours]				
JMC 40192 Internship in Radio/Television	1		C-	
Semester Seven: [15 Credit Hours]				
JMC 40006 Law of Mass Communication	3	•	C-	
JMC 40013 Television Sports Production	3	•	C-	
Liberal Studies Electives	9			See JMC advisor for approved list of courses
Semester Eight: [15 Credit Hours]				
JMC 40010 Ethics and Issues in Mass Communication	3		С	Fulfills writing-intensive course requirement
JMC Elective I	3	} =	C-	See note 2 below
Non-JMC Upper-division General Electives	9			Number of credits required depends on meeting minimum 124 credit hours and 39 upperdivision hours

Graduation Requirements Summary

							_
Total Hours	Upper-Division	Liberal Education	Diversity Course	Writing-Intensive	Minii	mum	ı
Total Hours	Hours	Requirements Hours	Global / Domestic	whiting-intensive	Major GPA	Overall GPA	ĺ
124	39	36	LER or Elective / HIST 12070	JMC 40010	2.75	2.75	

Note 1: SPAD Additional Degree Requirement (9 credit hours), choose from the following:

SPAD 45023 Sport Marketing	3	SPAD 45026 Sport and the Media	3
SPAD 45024 Sport in Global Perspective	3	SPAD 45027 Public Relations & Promotion in Sport	3

Note 2: JMC elective I (6 credit hours), choose from the following:

JMC 40035 Television Graphics	3	JMC 40036 Non-Linear Video Editing	3
JMC 33036 Basic Media Engineering	3	JMC 46054 Broadcast Documentary	3
JMC 34050 Promotions for Electronic Media	3	JMC 40095 Special Topics: Editing with Avid	3
JMC 44050 Audio for Video	3	JMC 49021 Corporate Video	3_
JMC 40095 Special Topics: Lighting for Video	3		

#### Notes for Electronic Media Major:

- Only general elective courses may be taken as pass/fail, of which maximum 12 credit hours may be taken as pass/fail.
- Minimum 80 credit hours must be taken outside the School of Journalism and Mass Communication, with 65 of those hours in liberal studies courses.
- Students must meet the requirements in the catalog to declare a journalism and mass communication major.

#### 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.

#### GPS Cursor rollover descriptive paragraph

Students in the Bachelor of Science in Electronic Media – Electronic Media Sports Production learn how to produce live television sporting events. This includes both audio and video production as well as remote production using a satellite truck. Graduates generally secure entry-level positions in various aspects of television sports production such as basketball and football games.

#### **Key Words for Electronic Media Sports Production Concentration**

Television

Sports

Football

Basketball

TV Production

**Sporting Events** 

Control Room

Satellite Truck

Director

Producer

Camera operator

Sound person

Play-by-play

Announcer

College sports

		Preparation Dat			um Bulletin
Department College	Life Education, Tit	calli allu Hulliali	OCI VICES		, Leadership Administration
Degree	BA - Bachelor of A	$_{ m orts}$ - Minor $_{oldsymbol{\mathcal{B}}}$ :	5- Backelor	224a -	ience
Program Name	Recreation, Parks				n Code RPTM
Concentration(s) RPM; TM <b>M</b>	Recreation &Park	Management; To	urism Manager	ment	Concentration(s) Code(s)
Proposal	Revise Program	- Major			
a. Drop Pl b. Add RP  Does proposed revi: Current total credit It  Describe impact on enrollment and staff Course content in P thus dropping this ci Currently, RPTM 26 Tourism Manageme RPTM 26081 to the important to their ca could better prepare Dropping the PEP c year enrolled in thes reduces the need to	PTM Major Course P 25068 – Measure TM 26081 Outdoor  sion change program nours: 121  other programs, poling considerations; refund ourse from the Majo 081 is required in boont students; moving Major Course Work reer preparation and them for diverse ca	ement and Evaluate Recreation  n's total credit horeoposed total credit in three other of the Recretion of the Recretion of the the Recretion of the the Recretion of the the Recretion of the the Recretion of the the Recretion of the the Recretion of the the Recretion of the the Recretion of the the Recretion of the the Recretion of the the Recretion of the the Recretion of the the they also have each the the Recretion of the Recretion of the Recretion of the the they also have a superior of the the the the the the the the the the	eurs? Yes credit hours 121 es (e.g., encroa prerequisites; te RPTM courses equirements elir and Park Manapurse Work will RPTM major strave the ability to ettings. Foximately 20-30 in.	No Inchment a eacher eding currently minates diagement so reduce the udents are conroll in eacher state on the left to the le	nd duplication issues; ucation licensure): required of students, uplication of content. students and the his redundancy. Moving e enrolling in a course lective course work that udents per academic Major requirements
	School Director / Ca	REQUIRED EN	DORSEMENTS	S	1,4,10
Sunege Dean					
Executive Dean of R	egional Campuses .	/ Dean of Gradua	ite Studies	·	

Senior Vice President for Academic Affairs and Provost

	Preparation Date 3-Nov-09	Curriculum Bulletin					
	Effective Date Fall 2010	Approved by EPC					
Department College	Recreation, Park & Tourism Management Foundations, Leadership EH - Education, Health and Human Services  and Administration						
Degree	BA Bachelor of Arts Miner Bachelor .	f Science					
Program Name	Recreation, Parks & Tourism Management	Program Code RPTM					
Concentration(s)	Recreation and Park Management Concentration	•					
Proposal	Revise Program - concentration RPM	(4)					
a. Drop RF b. Add 3 c c. Change	ng Recreation and Park Management concentration of the PTM 26801 Outdoor Recreation redit hours of general electives the title to Recreation Management CRMM 7	•					
Current total credit h	sion change program's total credit hours?						
enrollment and staffi RPTM 26081 is propoffer it in the Recrea allows for students in of elective course we Changing the title of career preparation o	other programs, policies or procedures (e.g., encroing considerations; need; audience; prerequisites; bosed to be moved to the RPTM Major Course Woltion Management concentration. Moving RPTM 26 in the Recreation (and Park) Management concentrork that could better prepare them for diverse care the Recreation and Park Management Concentral f students interested in the recreation vs. park setter departments, programs or campuses affected by	teacher education licensure): rk, thus eliminating the need to 6081 to the Major Course Work also ration(s) to enroll in 3 credit hours ers in leisure settings. cion is needed to distinguish the ings.					
None needed.							
Shi	REQUIRED ENDORSEMENT	rs					
Department Chair / S	School Director / Campus Dean	<del></del> -					
Jeanne	) Julan	114110					
College/Dean							
Executive Dean of R	egional Campuses / Dean of Graduate Studies	/					
Senior Vice Presider	nt for Academic Affairs and Provost						

	Preparation Date 3-Nov-09 Currie	culum Bulletin
	Effective Date Fall 2010 Appro	oved by EPC
Department College Degree	Recreation, Park & Tourism Management. Foundation and EH - Education, Health and Human Services  BA - Bachelor of Arts - Minor Bachelor of Sciences	
Program Name		ram Code RPTM
Concentration(s)	Tourism Management Concentration(s) Code(s)	TMM
Proposal	Revise Program - concentration TMM	
a. Drop RF b. Add 6 ci	ng Tourism concentration PTM 26801 Outdoor Recreation redit hours of general electives - 1 credit hour Physical Education-Basic (PEB) activity clas	·
Does proposed revis Current total credit h	sion change program's total credit hours?	0
enrollment and stafficurrently, RPTM 260 Tourism Managemer moving the RPTM 260 in 3 credit hours of esettings. Dropping that couses more appliesure settings. Curriprograms and have to for students enrolled hospitality courses radically courses ra	other programs, policies or procedures (e.g., encroachmening considerations; need; audience; prerequisites; teacher of the students; moving it to the Major Course Work will reduce 3081 requirement to the Major Course Work offers students; elective course work that could better prepare them for divents and credit hour PEB courses from the Tourism concentration, thus better preparing them for ently, students have no ability to enroll in electives or take them contribute to their concentration. Thus, a more appropriant this concentration is to have the ability and flexibility to eather than physical education courses. The course requirement will result in approximate and these courses from the RPTM major.	education licensure): Int students and the ethis redundancy. Also, is the opportunity to enroll rse careers in leisure ation will allow students to or careers in diverse couses in study abroad oriate use of 3 credit hours enroll in tourism and  ly 20-30 fewer students
Shu	REQUIRED ENDORSEMENTS	1,4,10
Department Chair / S	School <del>Director / Campus</del> Dean  ) Author	114116
College Dean		
Executive Dean of R	egional Campuses / Dean of Graduate Studies	//

Senior Vice President for Academic Affairs and Provost

Curriculum Bullotin

### **KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL**

Drangration Data 2 New 00

	Preparation Date 3-Nov-09 Curriculum Busietin
	Effective Date Fall 2010 Approved by EPC
Department	Recreation, Park & Tourism Foundations, Leadership and Haministration
College	EH - Education, Health and Human Services
Degree	BA Bachelor of Arts Minor & BS-Bachelor of Science
Program Name	Recreation, Parks & Tourism Program Code RPTM
Concentration(s)	Park Management Concentration(s) Code(s) PM
Proposal	Revise Program - New Concentration
Description of prop	osal:
•	terdisciplinary concentration for the RPTM major called "Park Management." courses for the proposed Park Management concentration: i. Interpretation of Natural

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

through the proper online "workflow" channel).

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

and Cultural Resources, ii. Environmental Education (BDS's for both have been created and submitted

NEED: The proposed Park Management concentration will better prepare students for a career in natural resource related fields, particularly the management of parks and other protected areas. The concentration is interdisciplinary and adds coursework from the Biology Department and the Geography Department related to ecology and also geographic information systems. This is a knowledge base that area park managers have expressed an interest in during informal conversations with RPTM faculty. In addition, the two new courses being developed by RPTM will provide students with important knowledge and skills they will most certainly and regularly use as professionals in this field.

The proposed concentration will position KSU alongside Ohio State University as the only schools in Ohio to offer a four year degree combining the natural resource dimensions and the human dimensions of park management. As such, the proposed concentration will attract more students to the major, both from inside Ohio and from out of state. Furthermore, with several successful park systems nearby (Summit County metro Parks, Cleveland Metro Parks and Cuyahoga Valley National Park) there is a local demand for this expertise.

ENROLLLMENT: The propsed changes will allow us to better meet the needs of our students and recruit new students to the major. Therefore, we expect it will increase our enrollment.

ENCROACMENT & DUPLICATION: RPTM developed the new concentration in consultation with Biology and Geography and Geology. Internal memos are attached. In addition, the proposed coursework does not duplicate existing coursework in EHHS or elsewhere on campus (see intenal memos).

STAFFING: The two new courses proposed for the park management concentration will be taught once a year by professionals working in area park districts (Cuyahoga Valley National Park, Cleveland Metro Parks, Stark/Summit County Metro Parks). This will be an advantageous partnership for our students and have no effect on existing faculty loads.

Units consulted (other departments, programs or campuses affected by this proposal): **Biological Sciences** Geography

Geology

REQUIRED ENDORSEMENTS	1,4,10
Department Chair / School Director / Campus Dean	
goarne achai	114110
College Dean	
	/ /
Executive Dean of Regional Campuses / Dean of Graduate Studies	<del></del>
Senior Vice President for Academic Affairs and Provost	<del></del>

#### Transmittal Memo

#### Summary of Proposed Action:

- 1) Rename the existing Recreation & Park Management concentration "Recreation Management"
- 2) Create a new interdisciplinary 40 credit hour concentration titled "Park Management".
- 3) Create two new courses for the Park Management concentration: i. Interpretation of Park Resources, ii. Environmental Education
- 4) Remove PEP 25068 Measurement and Evaluation in Fitness and Sport from Major Course Work requirements
- 5) Remove RPTM 26081 Outdoor Recreation from the Recreation and Park Management and Tourism Management concentrations
- 6) Add RPTM 26081 Outdoor Recreation to Major Course Work
- 7) Add three credits of guided electives to the Recreation Management and Tourism Management concentrations
- 8) Remove the 3 PEB electives from the Tourism Management concentration.
- 9) Add three credits of guided electives to the Tourism Management concentration to replace the PEBs for a total of 6 credit hours of guided electives (see # 7 above)
- 10) Rename the existing Recreation and Park Management minor "Recreation Management"
- 11) Create a new 18 credit minor called "Park Management"

Curricular/Consultative Approval

FLA curriculum committee: 12/2/09

#### **Proposal Summary**

**Title**: Revision of Recreation, Parks, and Tourism Management (RPTM) core and existing concentrations

Subject Specification: The intent of this proposal is to:

- 1. Revise the RPTM Major Course Work
  - a. Drop PEP 25068 Measurement and Evaluation in Fitness and Sport
  - b. Add RPTM 26081 Outdoor Recreation
- 2. Revise existing Recreation and Park Management concentration
  - a. Drop RPTM 26081 Outdoor Recreation from Concentration as it is proposed to be added to the RPTM Major Course Work
  - b. Add 3 credit hours of guided electives
  - c. Change the title to Recreation Management
- 3. Revise existing Recreation and Park Management Minor
  - a. Change the title to Recreation Management Minor
- 4. Revise existing Tourism concentration
  - a. Drop RPTM 26081 Outdoor Recreation
  - b. Add 6 credit hours of guided electives
  - c. Drop 3-1 credit hour Physical Education-Basic (PEB) activity class requirement
- 5. Create a new Park Management Concentration
- 6. Create new Park Management Minor

#### **Background Information:**

(1)Description of Action and rational for action: The purpose of this proposal is to update the RPTM curriculum, create a new concentration, and minor. Overall, the propsed changes will allow us to better meet the needs of our students and recruit new students to the major.

Course content in PEP 25068 is redundant in three other RPTM courses currently required of students, thus dropping this course from the Major Course Work requirements eliminates duplication of content. Currently, RPTM 26081 is required in both RPTM Concentrations; moving it to the Major Course Work eliminates that redundancy. It also allows all students to enroll in 3 credit hours of elective course work that could better prepare them for diverse careers in leisure settings. Changing the title of the Recreation and Park Management Concentration to Recreation Management is needed to distinguish the career preparation of students interested in the recreation vs. park settings. Dropping the 3-1 credit hour PEB courses from the Tourism concentration will allow students to take courses more applicable to this concentration, thus better preparing them for careers in diverse leisure settings. Currently, students have no ability to enroll in electives or take

courses in study abroad programs and have them contribute to their concentration. Thus, a more appropriate use of 3 credit hours for students enrolled in this concentration is to have the ability and flexibility to enroll in tourism and hospitality courses rather than physical education courses.

Creating a Park Mangement Concentration and minor would better prepare students interested in seeking careers in natural environments. Currently, students with a recreation focus, seeking careers in the public, non-profit, and for profit recreation industry are sharing a curriculum with students interested in the management of natural parks and protected areas. These are two distinct groups of students, with two different career paths, and their needs can be better met with separate concentrations. The existing RPM concentration better meets the needs of students seeking careers in recreation management while the park management students are missing important content related to ecology, resource interpretation, and environmental education. Additionally, academic curriculua preparing students to work in the natural environment are absent in Northern Ohio with the only such curriculum in the state at Ohio State University. The program at Ohio State University is predominantly focused on forestry aspects of the industry; this concentration and minor will differ in that the curriculum will consist of studying the natural aspects of parks as well as the human aspects of park usage and leisure engagement.

(2) Conformity of action with mission of sponsoring unit

All proposed changes reflect an up-date in the curriculum, consistent with our mission to prepare students for successful careers in diverse leisure settings and our goal to continually evaluate our program and curricula.

#### (3) Effect on current programs, offerings, students, staff

The current program will be more effective as it will offer concentrations that are in line with mission and goals of the program, reduce redundancy, offer curricula that will address student interests and needs of the field, and will meet unmet needs in the State university system. There is no effect on current students as changes will impact students new to the major in Fall 2010. Dropping the PEP and PEB course requirements will result in approximately 20-30 fewer students per academic year enrolled in these courses from the RPTM major.

#### (4) Scope of action

Changes will impact students new to the major in 2010. Dropping the PEP and PEB course requirements will result in approximately 20-30 fewer students per academic year enrolled in these courses from the RPTM major.

#### (5) Fiscal and staffing impact of action

The two new courses proposed for the Park Management Concentration will be taught once a year by professionals working in area park districts (Cuyahoga Valley National Park, Cleveland Metro Parks, Stark/Summit County Metro Parks). This will be an advantageous partnership for our students and have no effect on existing faculty loads.

(6) Evidence of need and sustainability: Minor curriculum changes are needed to adequately prepare students for careers in diverse leisure settings and improve the sustainability by reducing redundancy. The new Park Management Concentration and minor will preparing students to

work in the natural environment; opportunities to do so are absent in Northern Ohio with the only such curriculum at Ohio State University. This will not only meet a significant need of the industry, but meet the needs of students interested in pursuing a career in the natural environments, but having no options from which to gain preparedness. Approximately 30% of current RPTM majors are interested in working in the natural environments.

Alternatives and Consequences: The major will not be up-dated, thus we will not be fulfilling the mission of our program, meet program goals, or address the needs of students and the field. Consequence to PEP 25068 is approximately 30 less students in that course each academic year from the RPTM major. Consequence to the PEB program is approximately 20 less students enrolled in PEB courses each academic year from the RPTM major. The consequence of not offering a Park Management Concentration and minor are unmet needs of students and the industry.

Specific Recommendation and Justification: The changes to the Major Course Work requirements (dropping PEP 25068, moving RPTM 26081) are proposed to up-date the curriculum, meet program mission and goals. Removing PEP 25068 and moving RPTM 26081 to the Major Course Work allows for the addition of 3 credit hours of guided electives to be added to the Recreation and Park Management and Tourism Management Concentrations. The change in the name of the Recreation and Park Management concentration to Recreation Management, the addition of the Park Management concentration and minor are in response to student needs and interests as well as the needs and interests of the field. Currently, the Recreation and Parks Management concentration better prepares students to work in the recreation industry, but is not as effective in preparing students to work in the natural environments. It is proposed that the 3-1 credit hour PEB courses be dropped from the Tourism concentration as it will allow students to take courses more applicable to this concentration, thus better preparing them for careers in diverse leisure settings. Currently, students have no ability to enroll in electives or take courses in study abroad programs and have them contribute to their concentration. Thus, a more appropriate use of 3 credit hours for students enrolled in this concentration is to have the ability and flexibility to enroll in tourism and hospitality courses rather than physical education courses.

**Timetable and Actions Required:** Approval by the RPTM faculty 10/21/09 Approval by the FLA Curriculum Committee 12/2/09 Approval by the EHHS Curriculum Committee 12/18/09

#### **RPTM Park Management Concentration**

#### GPS Website Program Description

The park management concentration is designed for students with an interest in outdoor recreation, parks and other protected natural areas, historic sites and cultural attractions. The concentration offers students an interdisciplinary education with two primary focus areas. The first is the human dimension of park management, in other words, coursework provides students with an understanding of the complex relationship between people and parks. The second is the ecological dimension of park management which is fundamental to protecting and interpreting the resources within a park. Students will conclude their study with a semester long internship in the park of their choice.

#### Keywords

park management, natural resource management, environment, environmental education, conservation, outdoor recreation, parks, park ranger

### Recreation, Park and Tourism Management – B.S.

JS	10097	Destination Kent State: First Year Experience	1
	irements (4	43 credits) Courses count in major GPA:  - Measurement and Evaluation in Fitness and Sport	<del>3-</del> e
P <del>EP</del> RPTM	200 <del>0-</del> 16000	Foundations of Recreation and Leisure	3
XL 11A1		Recreation Group Leadership	3
		Maintenance and operation of Areas and Facilities	3
DIV	D 36040	Inclusion of People with Disabilities in Leisure Services	3
		Program Design and Evaluation	3
WiC		Dynamics of Leisure Behavior	3 3 3 3 3
	46060	Administration of Leisure services	3
		Park Planning	3
	46080	Legal Issues in Sport and Recreation	
		Seminar in Internship Preparation	1
	46092	Internship in Recreation	12 -3
	2608	Internship in Recreation  1 Principles of Outdoor Recreation	٠,
dditional	Kequireme	nts (36-37 credits).	2
		Principles of Microeconomics	3
		Principles of Macroeconomics	3 3
SYC LSS	11/62	General Psychology	3
		LER Additional	6-7
		LER Basic Sciences	6 6
		LER Composition LER Humanities and Fine Arts	
		LER Mathematics and Critical Reasoning	9 3
		LEN Mathematics and Ontion Reasoning	<del>85-42-</del> <sup>-</sup>
oncentration	on	Total:	<del>25-42-</del> 121-122
	9	- 41	
Recreation	and Park	Management Concentration (35-42 credits)	
CCT	23020	Introduction to Financial Accounting	3
IDFS	41093	Workshop: Human Development and Family Studies	3
AIS	24053	Introduction to Computer Applications	3
RPTM		Community Development in Recreation	3
		Principles of Outdoor Recreation	3
		Recreation, Leisure and Aging	3 3
		Adventure Education	3
		Leisure and Culture	3
	36192	Practicum in Leisure Services Management	1
		Physical Education Basic electives	214 16
		General electives	۱4 - ۲
ourism Ma	anagement	Concentration (39-41 credits)	
HM.		Introduction to Hospitality Management	2
RPTM		Introduction to Global Tourism	3
		Principles of Outdoor Recreation	3
		Commercial Recreation and Tourism	3 1
	36192	Practicum in Leisure Services Management	
DAD.	45000	Tourism Development and Recreational Travel Event Planning and Production	3 3
SPAD	45022	Physical Education Basic electives	_ <del></del>
		General electives	2-2-8
	linor	General electron	18
Rusinass M	11111		
		Introduction to Financial Accounting (3)	
	23020		
B <i>usiness M</i> ACCT FIN	23020 23021	Introduction to Managerial Accounting (3)	
ACCT FIN	23020 23021 36053	Introduction to Managerial Accounting (3) Business Finance (3)	
ACCT FIN MKTG	23020 23021 36053 25010	Introduction to Managerial Accounting (3) Business Finance (3) Marketing (3)	
ACCT FIN MKTG MIS	23020 23021 36053 25010	Introduction to Managerial Accounting (3) Business Finance (3) Marketing (3) Principles of Management (3)	
ACCT FIN MKTG MIS	23020 23021 36053 25010 24163 the follow 10061	Introduction to Managerial Accounting (3) Business Finance (3) Marketing (3) Principles of Management (3) ring (3): Introduction to Computer Programming	
ACCT FIN MKTG MIS Choose from	23020 23021 36053 25010 24163 n the follow 10061	Introduction to Managerial Accounting (3) Business Finance (3) Marketing (3) Principles of Management (3) ring (3):	

#### **CATALOG COPY**

### New

#### **Park Management Concentration**

The park management concentration focuses on providing opportunities for outdoor recreation and protecting the resources on which those opportunities depend.

	Concentration Requirements		21
3608Z	RPTM 36090 Interp. of Nat. & Cult. Resources	3	
36083	RPTM 3 <del>6091</del> Environmental Education	3	
	RPTM 36192 Practicum in Leisore Serices My	f 1	
	BSCI 10110 Biological Diversity	4	
	BSCI 30360 General Ecology	4	
	GEOG 49070 Geographic Information Science	3	
	HFDS 44032 Nonprofit grant writing	3	
	RPTM guided electives		4.5
	RPTM guided electives	• • • • • • • • • •	
	Chasse from the following list		10
	Choose from the following list	4	10
	BSCI 30560 Invertebrate Zoology	4	
	BSCI 30580 Entomology	4	
	BSCI 30582 Ornithology	4	
	BSCI 30274 Forestry Special Topics:	2	
40376	BSCI 40195 Tropical Biology & Conservation	Ā5	•
40360	BSCI 40365 Ichthyology Field	4	
	BSCI 40368 Wetland Ecology & Mgt.	4	
	BSCI 40374 Conservation Biology	4	
	BSCI 40525 Wildlife Resources	3	
	BSCI 40556 Vertebrate Zoology	34	
	GEOL 23063 Mineralogy	34	
	GEOL 32066 Geomorphology the	4	
	GEOL 41077 Geology of National Parks	3	
	GEOG <del>37040-</del> Geography of Ohio	3	
	GEOG 41073 Conservation of Natural Resources	3	
	GEOG 41074 Resource Geography	3	
_			



Conc. Name Changes

Roadmap: Recreation, Park and Tourism Management Recreation And Factor Management - Bachelor of Science
[EH-BS-RPTM-RPM]
College of Education, Health and Human Services

College of Education, Health and Human Services School of Foundations, Leadership and Administration 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: [14-16 Credit Hours]			4.445	
RPIM 16000 Foundations of Recreation and Leisure	3	Cartis (etchele		
ENG 11011 College Writing	3	131 966AV	14 - G FACTOR STATES (2007)	Fulfills LER Composition
US 10097 Destination Kent State: FYE	1			Not required of transfer students with 25 credits
LER Humanities or Fine Arts	3			Visit www.kent.edu/catalog and search "LER" for course lists
LER Mathematics and Critical Reasoning	3-5			Enrollment based on placement tests
PE8 Elective	1			
Semester Two: [15-16 Credit Hours]				
ACCT 23020 Introduction to Financial Accounting	3		L	
PSYC 11762 General Psychology	3			Fulfills LER Social Sciences
RPTM 26010 Community Development in Recreation	3	_		
LER Basic Sciences	2-3			Visit www.kent.edu/catalog and search
LER Basic Sciences Laboratory	1			"LER" for course lists
LER Humanities	3			Should fulfill global diversity requirement; visit www.kent.edu/catalog and search "LER" and "diversity" for course lists
Semester Three: [16 Credit Hours]				
ECON 22960 Principles of Microeconomics	3.	10.	<b>网络林州东州</b>	Fulfille LER Social Sciences
RRTM 26030 Recreation Group Leadership	3			THE REPORT OF THE PARTY OF THE
ENG 21011 College Writing II	3		С	Fulfills LER Composition
PEP 25068 Measurement and Evaluation in Fitness and Sport GENERAL BLECTIVE	3			
LER Additional	3			Should fulfill global diversity requirement if not satisfied earlier; visit <a href="https://www.kent.edu/catalog">www.kent.edu/catalog</a> and search "LER" and "diversity" for course lists
PEB Elective	1	-		
Semester Four: [16 Credit Hours]				
ECON 22061 Principles of Macroeconomics	3			Fulfills LER Additional
MIS 24053 Introduction to Computer Applications	3			
RPTM 26071 Maintenance and Operation of Areas and Facilities	3			
RPTM 26081 Principles of Outdoor Recreation	3	Add	40 N	agas gousewet
PEB Elective	1			
Semester Five: [16 Credit Hours]				
RPTM 36040 Inclusion of People with Disabilities in Leisure Services	3			Fulfills domestic diversity course requirement
RPTM 36075 Program Design and Evaluation	3			
RPTM 36081 Adventure Education	3	=		
RPTM 36085 Leisure and Culture	3	=		
RPTM 36192 Practicum in Leisure Services Management	1			
LER Fine Arts	3			Visit <u>www.kent.edu/catalog</u> and search "LER" and "diversity" for course lists



# EPC Agenda | 25 January 2010 | Attachment 7 | Page 14 Roadmap: Recreation, Park and Tourism Management - Tourism Management - Bachelor of Science

[EH-BS-RPTM-TMM]
College of Education, Health and Human Services School of Foundations, Leadership and Administration

**Business Minor [BUS]** 

College of Business Administration Catalog Year: 2009-2010

Critical requirements are boldface in shaded areas

Critical requirements are boldface in shaded area	-			·				
Course Subject and Title	Credit Hours	Upper Division	Min. Grade	Important Notes				
Semester One: [13-15 Credit Hours]								
RPTM 16000 Foundations of Recreation and Leisure	3	Size Size		Page 1 w when the page 1 we will see you play to be a self of the page 1 we will be a self of the page 1 we will be a self of the page 1 we will be a self of the page 1 will be a self of the				
ENG 11011 College Writing I	3			Fulfills LER Composition				
US 10097 Destination Kent State: FYE	1			Not required of transfer students with 25 credits				
LER Humanities or Fine Arts	3			Visit www.kent.edu/catalog and search "LER" for course lists				
LER Mathematics and Critical Reasoning	3-5			Enrollment based on placement tests				
Semester Two: [15-16 Credit Hours]								
RPTM 26030 Recreation Group Leadership	3	E						
PSYC 11762 General Psychology	3			Fulfills LER Social Sciences				
LER Additional	3	_		Should fulfill global diversity requirement; visit				
LER Humanities	3			www.kent.edu/catalog and search "LER" and "diversity" for course lists				
LER Basic Sciences	2-3			Visit www.kent.edu/catalog and search				
LER Basic Sciences Laboratory	1			"LER" for course lists				
Semester Three: [14 Credit Hours]	Semester Three: [14 Credit Hours]							
Requirements: 2.50 overall GPA and acceptance into	me busine	ISS MINUL		Fulfills LER Social Sciences				
ACCT 23020 Introduction to Financial Accounting	3			runing (LET) Social Sciences				
	3		С	Fulfills LER Composition				
ENG 21011 College Writing II HM 13024 Introduction to Hospitality Management	2			runnis LER Composition				
Guided Elective	3							
	3							
Semester Four: [16 Credit Hours]  RPTM 26060 Introduction to Global Tourism	<b>3</b> 3	<u>.</u>						
ACCT 23021 Introduction to Managerial Accounting	3							
ECON Principles of Macroeconomics	3			Fulfills LER Additional				
RPTM 26081 Principles of Outdoor Recreation	3-			- remove				
RPTM 26071 Maintenance and Operation of Areas and Facilities	3							
RPTM 36192 Practicum in Leisure Services Management	1.4							
Semester Five: [18 Credit Hours]								
RPTM 36060 Commercial Recreation and Tourism	3 .			Final State of State				
MKTG 25010 Marketing	3							
RPTM 36040 Inclusion of People with Disabilities in Leisure Services	3			Fulfills domestic diversity course requirement				
RPTM 36075 Program Design and Evaluation	3	<b>=</b>						
LER Fine Arts	3			Should fulfill global diversity requirement if not satisfied earlier; visit <a href="www.kent.edu/catalog">www.kent.edu/catalog</a> and search "LER" and "diversity" for course lists				
Guided Elective	3			-				
Semester Six: [16 Credit Hours]								
RPTM 46091 Seminar In Internship Preparation CS10061 Introduction to Computer Programming	3		id					
Co root introduction to computer mogramiting								

Page 1 of 2 | Last Updated: 24-May-09/TET



## EPC Agenda | 25 January 2010 | Attachment 7 | Page 15 Roadmap: Recreation, Park and Tourism Management - Tourism Management - Bachelor of Science

[EH-BS-RPTM-TMM]

College of Education, Health and Human Services School of Foundations, Leadership and Administration

**Business Minor [BUS]** 

College of Business Administration Catalog Year: 2009-2010

Course Subject and Title	Credit Hours	Upper Division	Min. Grade	Important Notes
or MIS 24053 Introduction to Computer Applications				
MIS 24163 Principles of Management	3			
RPTM 46000 Tourism Development and Recreational Travel	3			
RPTM 46060 Administration of Leisure Services	3	-		
RPTM 46070 Park Planning	3	•		
Semester Seven: [15-17 Credit Hours]				
FIN 36053 Business Finance	3	•		
RPTM 46030 Dynamics of Leisure Behavior	3	<b>=</b>	С	Fulfills writing-intensive course requirement
RPTM 46080 Legal Issues in Sport and Recreation	3			
LER Basic Sciences	3			Visit www.kent.edu/catalog and search "LER" for course lists
SPAD 45022 Event Planning and Production	3	-		
General Electives (lower or upper division)	0-2			Number of credits required depends on meeting minimum 121 credit hours
Semester Eight: [12 Credit Hours]				
RPTM 46092 Internship in Recreation	12	::,2; <b>■</b> :	C	B Bak & And by Assara No be seen a Assara & Assara

**Graduation Requirements Summary** 

- [	Total Hours	Upper-Division	Liberal Education	Diversity Course	Writing-Intensive	Mini	mum
	Total Hours	Hours	Requirements Hours	Global / Domestic	vviitiiig-iiikerisive	Major GPA	Overall GPA
	121	39	26	LER or General Elective /	RPTM 46030	2.25	2.00
	121	39	36	RPTM 36040	RP 1101 40030	2.50 in minor	2.50 in minor

#### 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.



EPC Agenda 25-Janua 12016 Fatta finent 7 Page 16
Roadmap: Major Name - Concentration Name (if one) - Degree Name
[Banner code (e.g. CT-BS-AERN-ATC)]
College Name
Department or school name (if one)
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: [13-15 Credit Hours]	- 4		ļ	
				filiu <mark>kal</mark> kurungan kal
RPTM 16000 Foundations of Recreation	3			A STATE OF THE STA
ENG 11011 College Writing I	3			Fulfills LER composition
LER (Math)	3-5			Enrollment based on placement tests
LER (Basic Science)	3			
US 10097 Destination Kent State: FYE	1			Not required of transfer students with 25 credits
Semester Two: [16 Credit Hours]				
		Habbie		
RPTM 26010 Community Development	3			
LER (Hum/FA)	3	_		Should fulfill global diversity requirement
LER (PSYC 11762)	3	_		Fulfills LER Social Sciences
LER Elective (Basic Science plus lab)	4			
RPTM 26030 Rec Group Leader	3			
Semester Three: [16 Credit Hours]				
Things of Table 11 to the me	HANG	g grine <b>s</b>	B. AN	
BSCI 10110 Biological Diversity	4			
RPTM 26071 Maintenance & Operations	3			
ENG 21011 College Writing II	3			Fulfills LER composition
ECON 22060 Microeconomics	3			Fulfills LER Social Sciences
LER (Additional)	3			
Semester Four: [16 Credit Hours]	V			
		Aker e arrien fara		######################################
BSCI 30360 General Ecology	4		<b></b>	
RPTM 26081 Outdoor Recreation	3			
RPTM 36040 Inclusion of People w/ Disabilities	3			Fulfills domestic diversity requirement
ECON 22061 Macroeconomics	3			Fulfills LER additional
LER Elective (Hum/FA)	3			
Semester Five: [16 - 17 Credit Hours]				
	1386			भवार केंद्रकर्षा १९४१ केंद्रकर्षा १९४१ क्षेत्रकर्षा १९४१ केंद्रकर्षा
RPTM 36075 Program Design	3			
RPTM 36192 Practicum in Leisure	1			
RPTM 30000 Interpretation of Nat/Cult Resources	3	<b>I</b>		
Guided elective 36082	3			Select from RPTM courses
Guided Elective	3-4	•		Select from list below
LER (Hum/FA)	3			
Semester Six: [16-17 Credit Hours]	Market and Market and the come of			
		***	*** **	wear of the second seco
RPTM 46091 Internship Seminar	1			
RPTM 46060 Admin of Leisure Services	3			
RPTM 46030 Dynamics of Leisure Behavior	3	•	С	Fulfills writing intensive course requirement
RPTM 36201 Environmental Education	3	•		



Paul Manacement 7 | Page 17 EPC Agenda | 25 January 2010 | Attachment 7 | Page 17

Roadmap: Major Name - Concentration Name (if one) - Degree Name [Banner code (e.g. CT-BS-AERN-ATC)]

College Name

Department or school name (if one)

Catalog Year: 2009-2010

Course Subject and Title	Credit Hours	Upper Division	Min. Grade	Important Notes
Guided Elective	3			Select from RPTM courses
Guided Elective	3-4			Select from list below
Semester Seven: [17-18 Credit Hours]				
	<b>.</b>			
RPTM 46070 Park Planning	3			
RPTM 46080 Legal Issues	3			
GEOG 49070 Geographic Information Science	3			
HFDS 44032 Nonprofit Grant Writing	3			
Guided Elective	3			Select from RPTM courses
Guided Elective	2-3			Select from list below
Semester Eight: [12 Credit Hours]				
RPTM 46092 Internship in Recreation	12		S	

Graduation Requirements Summary

					-		
Ī	Minimum	Upper-Division	Liberal Education	Diversity Course	Writing-Intensive	Mini	mum
	Total Hours	Hours	Requirements Hours	Global / Domestic	Witting-Intensive	Major GPA	Overall GPA
	12/2/201	39 minimum	36	LER / RPTM 36040	RPTM 46030	2.25	2.00

Note 1: Guided Electives (10 credit hours), choose from the following:

BSCI 30275 Local Flora	4	BSCI 40525 Wildlife Resources	3
BSCI 30560 Invertebrate Zoology	4	BSCI 40556 Vertebrate Zoology	4
BSCI 30580 Entomology	4	GEOL 23063 Mineralogy	3
BSCI 30582 Ornithology	4	GEOL 32066 Geomorphology	4
BSCI 30274 Forestry	2	GEOL 41077 Geology of National Parks	3
BSCI 40195 Tropical Biology & Conservation	4	GEOG 37040 Geography of Ohio	3
BSCI 40365 Ichthyology	4	GEOG 41073 Conservation of Natural Resources	3
BSCI 40368 Wetland Ecology & Management	4	GEOG 41074 Resource Geography	3
BSCI 40374 Conservation Biology	4	GEOG 49080 Advanced Geog. Information Science	3

#### 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**



EPC Agenda | 25 January 2010 | Attachment 7 | Page 18 Roadmap: Major Name - Concentration Name (if one) - Degree Name

[Banner code (e.g. CT-BS-AERN-ATC)]

College Name

Department or school name (if one)

Catalog Year: 2009-2010

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.

#### Pettit, Hilda

MITCHELL, STEPHEN From:

Sent: Friday, December 18, 2009 1:56 PM LEPP, ANDREW; ARHAR, JOANNE To:

Cc: COLLIER, CONNIE; Pettit, Hilda PEP removal approval

Subject:

Andy and Joanne. Further to discussion in the EHHS Curriculum Committee meeting today, please accept this email as PEP approval for the removal of course PEP 25068 (Measurement and Evaluation) from the RPTM major requirements.

Regards, Steve

Steve Mitchell **Physical Education Teacher Education** School of Teaching, Learning and Curriculum 261C Gym Annex, Kent State University, Kent, OH 44242 (330) 672-0229

#### **INTERNAL MEMOS**

#### 1) GEOGRAPHY

From: SCHMIDLIN, THOMAS

Sent: Wednesday, November 04, 2009 3:40 PM

To: LEPP, ANDREW Subject: Geography

Follow Up Flag: Follow up Flag Status: Flagged

#### Andrew,

We would welcome your students in the Intro to GIS course. It is a skill set that is almost universally expected of graduates these days. The list of optional courses looks good, also. The "Geology of Ohio' that you list should be 'Geography of Ohio' GEOG 37040. There will be no difficulty in taking more students into these courses. Many students find they can get the minor in GIS without much extra course-work and we would be happy to see your students in this, also. Please stop by sometime and we can show you the facilities and you can meet the professors in that area.

Thomas W. Schmidlin, Ph.D., CCM Interim Chair Department of Geography Kent State University Kent OH 44242

From: LEPP, ANDREW

**Sent:** Monday, November 02, 2009 12:42 PM

To: SCHMIDLIN, THOMAS

Subject:

#### Dear Tom,

I'm a professor in KSU's Recreation, Park and Tourism Management program. The program prepares students to deliver and manage a variety of leisure related services, facilities and settings. This semester we are undertaking a curriculum revision which we hope will result in a new concentration for our major — a park management concentration. As part of the new concentration, I would like to require GEOG 49070 Geographic Information Science. Would you be able to accommodate our students in the course? I am hoping the new concentration could have ten students within a year or two and then grow from there. I would also be interested in listing the following courses as electives:

**GEOG Advanced Geographic Information Science 49080** 

**GEOG Geology of Ohio 41073** 

**GEOG Resource Geography 41074** 

I noticed the minor in GIS and hopefully this is something that our students would be interested in. Particularly if they have already taken a course or two towards the minor as part of their park management major.

Perhaps we should meet and discuss this further. I am free all day Monday and Friday and usually afternoons the rest of the week.

Thanks for your help,
Andrew Lepp
Recreation, Park and Tourism Management

#### 2) GEOLOGY

From:

HOLM, DANIEL

Sent:

Monday, November 09, 2009 4:31 PM

To: Subject: LEPP, ANDREW
Geology courses

Hi Andrew: I've been out of town this past week on a family medical emergency. Geomorphology would be an excellent course. Note that it requires Geol 11040 and associated lab 11041. Geology of the National Parks would also be excellent. Mineralogy would be quite good too. The Glacial Geology course (21061) is no longer offered. Petrology could be an alternative. Note that it requires Mineralogy however. Hope this helps. We can talk about this over the phone as well if you wish. 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) http://dept.kent.edu/geology/

From: LEPP, ANDREW

Sent: Monday, November 02, 2009 12:48 PM

To: HOLM, DANIEL

Subject:

Dear Dr. Holm,

I'm a professor in KSU's Recreation, Park and Tourism Management program. The program prepares students to deliver and manage a variety of leisure related services, facilities and settings. This semester we are undertaking a curriculum revision which we hope will result in a new concentration for our major — a park management concentration. In considering potential courses to include as electives, I noticed several in Geology that might interest our students:

GEOL Geomorphology 32066

- GEOL Geology of National Parks 41077
- GEOL Mineralogy 23063
- GEOL Glacial Geology 21061

I'm wondering if you could accommodate a few of our students in these courses? Perhaps we could meet and discuss this further. I'd certainly value your input. I'm free most afternoons.

Thanks so much,
Andrew Lepp
Recreation, Park and Tourism Management

#### 3) TLCS

From: GILBERT, ANDREW

**Sent:** Friday, October 23, 2009 4:49 PM

To: SANDMANN, ALEXA; DONNELLY, LISA A.; Choi, Aeran

Subject: Re:

Yes...we offer a graduate course in Environmental Ed.

Andy

On 10/23/09 4:47 PM, "SANDMANN, ALEXA" <asandman@kent.edu> wrote:

Hi, Andy, Lisa, and Aeran,

I'm writing to ask you the question Andy Lepp asked me: Is there a basic course taught anywhere in EHHS about environmental education?

Please let me know.

Thanks, Alexa

-----

Dr. Alexa L. Sandmann
Interim Director, School of Teaching, Learning, and Curriculum Studies
Professor of Literacy
Director of National Writing Project
at Kent State University
404 White Hall, P.O. Box 5190, Kent, OH 44242-0001
asandman@kent.edu
330.672.0652
330.672.3246 (fax)

From: LEPP, ANDREW

Sent: Friday, October 23, 2009 10:31 AM

To: SANDMANN, ALEXA

#### Subject:

Dear Dr. Sandman,

I'm a professor in RPTM and am wondering, is there a basic course taught anywhere in EHHS about environmental education?

Thanks,

Andy

#### 4) BIOLOGY

From: DE SZALAY, FERENC

Sent: Thursday, November 12, 2009 4:39 PM

To: LEPP, ANDREW; CARLSON, ROBERT; ferenc@kent.edu

Cc: LEFF, ADAM

Subject: RE: meeting request

It sounds like a meeting on 2:30 pm on Friday will work for everyone. Conference room A-201 is available for a meeting. Andy, this room is in the Cunningham Annex, which is locked. However, we will keep our eye on the door and let you in when you arrive. I look forward to meeting you then.

Ference de Szalay

\_\_\_\_\_

From: LEPP, ANDREW

Sent: Tuesday, November 03, 2009 8:57 AM

To: DE SZALAY, FERENC; CARLSON, ROBERT; ferenc@kent.edu

Cc: LEFF, ADAM

Subject: RE: meeting request

#### Hello Ferenc,

Thanks for your reply and the suggested courses. How does next Monday (November 9th) sound for a meeting date? I can meet anytime after 2pm that is agreeable for you and Bob.

All the best,

Andy

----Original Message-----

From: DE SZALAY, FERENC

Sent: Monday, November 02, 2009 10:27 PM

To: LEPP, ANDREW; CARLSON, ROBERT; ferenc@kent.edu

Cc: LEFF, ADAM

Subject: RE: meeting request

#### Hello Andy,

These courses would probably be very useful to your students. There are some others too that might be good such as Conservation Biology, and Ichthyology,

Vertebrate Zoology, Wetland Ecology and Management. However, they all have a prereq of Biodiversity and BioFoundations, and we would have to discuss what can be done about this.

I'd be happy to meet and discuss this with you and Bob Carlson. I'm free most afternoons next week after 2 pm. If Bob is free, we can try to set up a time that works for all three of us.

Best wishes, Ferenc de Szalay

From: LEPP, ANDREW [alepp1@kent.edu] Sent: Monday, November 02, 2009 11:00 AM To: CARLSON, ROBERT; ferenc@kent.edu

Cc: LEFF, ADAM
Subject: meeting request

Dear Bob and Ferenc,

I'm a professor in KSU's Recreation, Park and Tourism Management program. The program prepares students to deliver and manage a variety of leisure related services, facilities and settings. This semester we are undertaking a curriculum revision which we hope will result in a new concentration for our major – a park management concentration. We envision this concentration as having a greater emphasis on ecology than what we provide in our program. We certainly teach about natural resource management and conservation in our program but we focus on the human dimensions of these issues. We would like our park management students to be more knowledgeable in the ecological aspects of NRM related issues.

To this end, I am wondering if we could include some of your BSCI courses in our park management concentration. I've looked through the courses you offer and have a few ideas. There are a couple I would like to require\* and several I'd like to list as electives\*\* (see below). Of course, I'd really value your input as I try to create this new concentration. Could we meet and discuss this further? Also, there may be a few of our courses (park planning, outdoor recreation, natural and cultural resource interpretation, environmental education) which interest your students. I am free all day Mondays and Fridays and my afternoons are mostly free as well.

Thank you so much and I hope to meet with you soon,

Andrew Lepp Recreation, Park and Tourism Management<a href="http://www.ehhs.kent.edu/rptm/index.cfm">http://www.ehhs.kent.edu/rptm/index.cfm</a>

\*I'd like to require these two courses:

4

4

4

BSCI Biological Diversity 10110 BSCI General Ecology 30360

\*\*I like these courses as electives where our students could take between 6-8 credits:

BSCI Local Flora 20275

4

BSCI Invertebrate Zoology 20560

**BSCI** Entomology 30580

4

BSCI Ornithology 30582

4

**BSCI Forestry 30274** 

2

# KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

	Preparation Date 3-Nov-09 Curriculum Bulletin  Effective Date Fall 2010 Approved by EPC	
Department	Recreation, Park & Tourism Foundations, Leadership and Administration	ه' <del>ا</del>
College	EH - Education, Health and Human Services	
Degree	Minor - <del>Minor-</del>	
Program Name	Recreation, Parks & Tourism Program Code RPTM	
Concentration(s)	Park Management Concentration(s) Code(s) Minor PMM	
Proposal	Revise Program Establish	
Description of propo	osal:	
1) Create a new min	inor called "Park Management"	
Does proposed revi	rision change program's total credit hours? ☐ Yes ☒ No Nᡮ hours: 12+ Proposed total credit hours 12+ 18	
enrollment and staff ENROLLLMENT: Trecruit new students classes required for NEED: Discussions demand exists for thave no knowledge entry level jobs such minor will provide the ENCROACMENT & STAFFING: Minor repark management of a year by profession load. Furthermore, our students.  Units consulted (otherwoods)	s with faculty and students in Biology, Geography and Geology make it clear that a this minor. For example, many students in these majors desire careers in the parks but a specific to outdoor recreation and park management or the skills necessary to secure that as natural and cultural resource interpretation or environmental education. The	
College Dean	Regional Campuses / Dean of Graduate Studies	
	, ,	

Senior Vice President for Academic Affairs and Provost

#### Transmittal Memo

### Summary of Proposed Action:

- Rename the existing Recreation & Park Management concentration "Recreation Management"
- 2) Create a new interdisciplinary 40 credit hour concentration titled "Park Management".
- 3) Create two new courses for the Park Management concentration: i. Interpretation of Park Resources, ii. Environmental Education
- Remove PEP 25068 Measurement and Evaluation in Fitness and Sport from Major Course Work requirements
- 5) Remove RPTM 26081 Outdoor Recreation from the Recreation and Park Management and Tourism Management concentrations
- 6) Add RPTM 26081 Outdoor Recreation to Major Course Work
- 7) Add three credits of guided electives to the Recreation Management and Tourism Management concentrations
- 8) Remove the 3 PEB electives from the Tourism Management concentration.
- 9) Add three credits of guided electives to the Tourism Management concentration to replace the PEBs for a total of 6 credit hours of guided electives (see # 7 above)
- 10) Rename the existing Recreation and Park Management minor "Recreation Management"
- 11) Create a new 18 credit minor called "Park Management"

Curricular/Consultative Approval

FLA curriculum committee: 12/2/09

### **Proposal Summary**

Title: Revision of Recreation, Parks, and Tourism Management (RPTM) core and existing concentrations

Subject Specification: The intent of this proposal is to:

- 1. Revise the RPTM Major Course Work
  - a. Drop PEP 25068 Measurement and Evaluation in Fitness and Sport
  - b. Add RPTM 26081 Outdoor Recreation
- 2. Revise existing Recreation and Park Management concentration
  - a. Drop RPTM 26081 Outdoor Recreation from Concentration as it is proposed to be added to the RPTM Major Course Work
  - b. Add 3 credit hours of guided electives
  - c. Change the title to Recreation Management
- 3. Revise existing Recreation and Park Management Minor
  - a. Change the title to Recreation Management Minor
- 4. Revise existing Tourism concentration
  - a. Drop RPTM 26081 Outdoor Recreation
  - b. Add 6 credit hours of guided electives
  - c. Drop 3 1 credit hour Physical Education-Basic (PEB) activity class requirement
- 5. Create a new Park Management Concentration
- 6. Create new Park Management Minor

### **Background Information:**

(1)Description of Action and rational for action: The purpose of this proposal is to update the RPTM curriculum, create a new concentration, and minor. Overall, the propsed changes will allow us to better meet the needs of our students and recruit new students to the major.

Course content in PEP 25068 is redundant in three other RPTM courses currently required of students, thus dropping this course from the Major Course Work requirements eliminates duplication of content. Currently, RPTM 26081 is required in both RPTM Concentrations; moving it to the Major Course Work eliminates that redundancy. It also allows all students to enroll in 3 credit hours of elective course work that could better prepare them for diverse careers in leisure settings. Changing the title of the Recreation and Park Management Concentration to Recreation Management is needed to distinguish the career preparation of students interested in the recreation vs. park settings. Dropping the 3-1 credit hour PEB courses from the Tourism concentration will allow students to take courses more applicable to this concentration, thus better preparing them for careers in diverse leisure settings. Currently, students have no ability to enroll in electives or take

courses in study abroad programs and have them contribute to their concentration. Thus, a more appropriate use of 3 credit hours for students enrolled in this concentration is to have the ability and flexibility to enroll in tourism and hospitality courses rather than physical education courses.

Creating a Park Mangement Concentration and minor would better prepare students interested in seeking careers in natural environments. Currently, students with a recreation focus, seeking careers in the public, non-profit, and for profit recreation industry are sharing a curriculum with students interested in the management of natural parks and protected areas. These are two distinct groups of students, with two different career paths, and their needs can be better met with separate concentrations. The existing RPM concentration better meets the needs of students seeking careers in recreation management while the park management students are missing important content related to ecology, resource interpretation, and environmental education. Additionally, academic curriculua preparing students to work in the natural environment are absent in Northern Ohio with the only such curriculum in the state at Ohio State University. The program at Ohio State University is predominantly focused on forestry aspects of the industry; this concentration and minor will differ in that the curriculum will consist of studying the natural aspects of parks as well as the human aspects of park usage and leisure engagement.

(2) Conformity of action with mission of sponsoring unit

All proposed changes reflect an up-date in the curriculum, consistent with our mission to prepare students for successful careers in diverse leisure settings and our goal to continually evaluate our program and curricula.

## (3) Effect on current programs, offerings, students, staff

The current program will be more effective as it will offer concentrations that are in line with mission and goals of the program, reduce redundancy, offer curricula that will address student interests and needs of the field, and will meet unmet needs in the State university system. There is no effect on current students as changes will impact students new to the major in Fall 2010. Dropping the PEP and PEB course requirements will result in approximately 20-30 fewer students per academic year enrolled in these courses from the RPTM major.

### (4) Scope of action

Changes will impact students new to the major in 2010. Dropping the PEP and PEB course requirements will result in approximately 20-30 fewer students per academic year enrolled in these courses from the RPTM major.

### (5) Fiscal and staffing impact of action

The two new courses proposed for the Park Management Concentration will be taught once a year by professionals working in area park districts (Cuyahoga Valley National Park, Cleveland Metro Parks, Stark/Summit County Metro Parks). This will be an advantageous partnership for our students and have no effect on existing faculty loads.

(6) Evidence of need and sustainability: Minor curriculum changes are needed to adequately prepare students for careers in diverse leisure settings and improve the sustainability by reducing redundancy. The new Park Management Concentration and minor will preparing students to

work in the natural environment; opportunities to do so are absent in Northern Ohio with the only such curriculum at Ohio State University. This will not only meet a significant need of the industry, but meet the needs of students interested in pursuing a career in the natural environments, but having no options from which to gain preparedness. Approximately 30% of current RPTM majors are interested in working in the natural environments.

Alternatives and Consequences: The major will not be up-dated, thus we will not be fulfilling the mission of our program, meet program goals, or address the needs of students and the field. Consequence to PEP 25068 is approximately 30 less students in that course each academic year from the RPTM major. Consequence to the PEB program is approximately 20 less students enrolled in PEB courses each academic year from the RPTM major. The consequence of not offering a Park Management Concentration and minor are unmet needs of students and the industry.

Specific Recommendation and Justification: The changes to the Major Course Work requirements (dropping PEP 25068, moving RPTM 26081) are proposed to up-date the curriculum, meet program mission and goals. Removing PEP 25068 and moving RPTM 26081 to the Major Course Work allows for the addition of 3 credit hours of guided electives to be added to the Recreation and Park Management and Tourism Management Concentrations. The change in the name of the Recreation and Park Management concentration to Recreation Management, the addition of the Park Management concentration and minor are in response to student needs and interests as well as the needs and interests of the field. Currently, the Recreation and Parks Management concentration better prepares students to work in the recreation industry, but is not as effective in preparing students to work in the natural environments. It is proposed that the 3-1 credit hour PEB courses be dropped from the Tourism concentration as it will allow students to take courses more applicable to this concentration, thus better preparing them for careers in diverse leisure settings. Currently, students have no ability to enroll in electives or take courses in study abroad programs and have them contribute to their concentration. Thus, a more appropriate use of 3 credit hours for students enrolled in this concentration is to have the ability and flexibility to enroll in tourism and hospitality courses rather than physical education courses.

**Timetable and Actions Required:** Approval by the RPTM faculty 10/21/09 Approval by the FLA Curriculum Committee 12/2/09 Approval by the EHHS Curriculum Committee 12/18/09

### Course Descriptions for catalogue

## **Environmental Education (3)**

Environmental education helps people better understand the natural world and to develop attitudes and behaviors conducive to environmental conservation. This course teaches students the foundations, principles and techniques of environmental education and enables students to prepare and present effective environmental education programs.

## Interpretation of Natural and Cultural Resources (3)

Interpretation is the art of creating intellectual and emotional bonds between people and natural and cultural resources. Interpretation is commonly practiced in parks and other protected areas, zoos, museums and a variety of tourist attractions. This course provides students with the philosophies, concepts and practical techniques necessary to plan and present effective interpretation of natural and cultural resources.

### Park Management Minor for catalogue

## Park Management Minor

Core RPTM 26081 RPTM 360 <del>90</del> \$2 RPTM 360 <del>91</del> \$3 RPTM 46070	Principles of A Outdoor Recreation Interpretation of Natural and Cultural Resources Environmental Education and Conservation Park Planning	3 3 3 3			
Electives Select six additional credits from RPTM courses TOTAL					
Minimum of 2.25 GPA required for admission to minor.  Minimum of 2.25 GPA in the minor required for graduation.					

# KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Dat	e 17-Nov-09	Curriculum Bul	letin
		Effective Date	Fall 2010	Approved by E	PC
Department					
College	CT - Technology				
Degree	BS - Bachelor of S	Science			
Program Name	Industrial Techno	<b>ology</b> Prog	ram Code II	NDT	
Concentration(s)	Computer and Ele Concentration(s) (	Code(s) CMEL, N	MSYS, T22	ms, Industrial Tech	
Proposal	Revise Program	Change 1	vane t	o Applied	Engineer
	osal: nmends that the nar to Bachelor of Sciel	ne of the Bachelo	r of Science o	degree, Industrial <sup>-</sup>	
Does proposed revi	sion change progra hours: 122-128		<del></del>	s 🛭 No hours 122-128	
	other programs, polifing considerations;				
Units consulted (oth None	er departments, pro	grams or campus	es affected b	y this proposal):	
7	2	REQUIRED EN	DORSEMEN	TS	Promis
Department Chair /	School Director / Ca	Ampus Dean		12/	4 109
College Dean	A Property of			71	4 109 le 189
Executive Dean of F	Regional Campuses	/ Dean of Gradua	te Studies		
Senior Vice Preside	nt for Academic Affa	airs and Provost			



# **College of Technology**

# **Transmittal Memo**

To: Therese E. Tillet, Director of Curriculum Services

From: Dr. Verna M. Fitzsimmons, Interim Dean, College of Technology

Subject: Name change of major from Industrial Technology to Applied Engineering

Date: November 20, 2009

### Summary statement describing the proposed action:

This proposal recommends that the name of the Bachelor of Science degree, Industrial Technology major be changed to Bachelor of Science degree, Applied Engineering.

### Curricular Bodies That Have Reviewed and Approved This Action

Bachelor of Science, Industrial Technology Curricular Group

College of Technology, Applied Science and Technology Program Area

College of Technology, College Curriculum Committee



# **College of Technology**

# **Proposal Summary**

#### Title:

Name Change of Major: Industrial Technology to Applied Engineering

### **Subject Specification:**

This proposal recommends that the name of the Bachelor of Science degree, Industrial Technology major (INDT) be changed to Bachelor of Science degree, Applied Engineering.

### **Background Information:**

This proposal recommends that the name of the Bachelor of Science degree, Industrial Technology major be changed to Bachelor of Science degree, Applied Engineering. The intended effects of this proposal are to update the program name to meet current and future student expectations, to make the program more attractive to students and to increase enrollments.

This action fully conforms to the mission of the College of Technology

"The mission of the College of Technology is to enhance technological literacy, education and training essential to the knowledge economy, socio-economic well-being, and to the workforce development of the State of Ohio in general and Northeast Ohio in particular. This will be accomplished through applied research and the delivery of high-quality academic programs.

The College of Technology's Curricula lead to various certificates in emerging/high- technology areas, and to a seamless articulation with technical associate, baccalaureate and master of technology degree programs with global perspectives for careers in business, industry, education and government sectors."

This proposal has no effect on current programs, offerings, students or staff.

This proposal affects only the Industrial Technology major of the Bachelor of Science Degree.

Enrollments have declined in the Industrial Technology major over the past nine years from approximately 84 in fall 2000 to the current number of approximately 35 in fall 2009. This proposal should have a positive fiscal impact as its intended consequence is to stop and reverse this trend. No additional staffing is expected to be required in the near future.

Years ago, when the Industrial Technology major was developed, the term Industrial Technology and its abbreviation, IT, was widely known and accepted. Today IT is almost universally known as an abbreviation for Information Technology and the term Industrial Technology has largely fallen from favor.

Within the past year the accrediting agency for the Industrial Technology major has changed its name from the National Association of Industrial Technology (NAIT) to the Association of Technology, Management and Applied Engineering (ATMAE). With this change many Industrial Technology programs have changed or are in the process of changing their names. ATMAE defines Applied Engineering as

"Applied Engineering is the field concerned with the application of management, design, and technical skills for the design and integration of systems, the execution of new product designs, the improvement of manufacturing processes, and the management and direction of physical and/or technical functions of a firm or organization. Applied Engineering programs typically include instruction in basic engineering principles, project management, industrial processes, production and operations management, systems integration and control, quality control, and statistics."

This definition is consistent with the current Industrial Technology program and provides opportunity to focus and advance the program.

Although they are not licensed engineers, graduates from the current Industrial Technology major often acquire jobs with the word "Engineer" in the job title.

### **Alternatives and Consequences:**

One alternative is for the major name to remain Industrial Technology. This alternative is likely to result in continued declining enrollment and possibly eventual discontinuation of the major.

Another alternative is to change the name of the major to Engineering Technology. While the term Engineering Technology has a widely accepted meaning it does not match the focus of the current Industrial Technology major and may provide fewer opportunities for program advancement.

### **Specific Recommendation and Justification:**

The specific recommendation is to change the name of the Bachelor of Science degree, Industrial Technology major to Bachelor of Science degree, Applied Engineering. The justification is as provided above.

### Timetable and Actions Required:

B.S. in Industrial Technology curricular group approval – November 18, 2009 Applied Science and Technology Program area approval – November 20, 2009. College of Technology College Curriculum Committee approval – December 4, 2009. Kent State University Educational Policies Council approval – January 25, 2010 Kent State University Faculty Senate approval – February 8, 2010 Kent State University Board of Trustees approval – April 14, 2010

### Curricular Bodies That Have Reviewed and Approved This Action

Bachelor of Science, Industrial Technology Curricular Group

College of Technology, Applied Science and Technology Program Area

College of Technology, College Curriculum Committee

search KSU



Pick Your Color



text version

About KSU

Academics

Admissions

Student Life Athletics

News & Events

Research

Campuses

Architecture and Environmental Design

Arts. The

Arts and Sciences

Business Administration

Communication and Information

Education, Health and

Human Services Honors

Nursing

Regional Campuses

Technology

Undergraduate Studies

University Libraries



# Undergraduate Catalog Applied Engineering Industrial Technology

College of Technology 119 Van Deusen Hall E-mail: cotinfo@kent.edu

Tel: 330-672-2892 Fax: 330-672-2894

Web: http://www.kent.edu/tech Applied Engineering

## Industrial Technology major (Bachelor of Science)

Applied engineering

Industrial technology programs are closely related to the fields of electronic, industrial and manufacturing engineering and prepare students for employment in technical, scientific and managerial positions. Each of the industrial technology concentrations consists of a liberal arts base combined with appropriate studies in the natural sciences, technology and management.

applied engineering

The industrial technology graduate may be employed in various positions, including the following: manufacturing or electronics technologist, technical sales representative, engineering assistant, technical supervisor/manager, computeraided design (CAD) specialist and entry-level engineer. Graduates may be involved in research and development (R&D) activities while working closely with engineering personnel.

applied engineering

Within the industrial technology major, students may choose either the computer and electronics concentration or the manufacturing systems concentration. Additionally, a "2+2" concentration is available for graduates of associate degree programs. These concentrations are accredited by the Association of Technology, Management, and Applied Engineering (ATMAE).

#### Computer and Electronics Concentration—2009-2010 Roadmap [Degree Requirements]



The Computer and Electronics concentration is a management-oriented technical curriculum built upon a balanced program of studies drawn from a variety of disciplines related to computers and electronics technology. Included are an indepth knowledge and understanding of electronic devices, circuit fabrication, computer hardware and networking, microprocessor systems as well as a sound knowledge of computer programming. These skills are combined with principles of quality and management, a strong proficiency in physical sciences and mathematics, and a broad-based liberal education.

#### Manufacturing Systems Concentration

Mathematics and Critical Reasoning

The manufacturing systems concentration is a management-oriented technical curriculum built upon a balanced program of studies drawn from a variety of disciplines related to manufacturing systems technology. It involves the study of the core areas of manufacturing required to understand, design, manage and maintain complex, state-of-industry manufacturing systems. Included are a strong knowledge and understanding of materials and production processes and proficiency in design and computer-aided manufacturing. These skills are combined with principles of management, a strong proficiency in physical sciences and mathematics, and a broad-based liberal education.

I. Gen	eral Unive	rsity Requirement		1
US	10097	Destination Kent State: First Year Experience	1	
II. Libe	eral Educa	tion Requirements		48
For a c	complete li	st of Liberal Education Requirement (LER) courses click LER.		
Comp	osition			
ENG	11011	College Writing I	3	
	21011	College Writing II	3	

MATH	11010	Algebra for Calculus	3			
	12002	Analytic Geometry and Calculus I	5			
Human	ities and	Fine Arts	9			
_	m one cou category	rse from humanities category and minimum one course from				
Social :	Sciences					
Must be	from two	curricular areas.				
ECON	22060	Principles of Microeconomics	3			
LER So	cial Scien	ce course	3			
Basic S	Sciences					
CHEM	10050	Fundamentals of Chemistry	3			
PHY	23101	General University Physics I	5			
	23102	General University Physics II	5			
Additio	nal 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						

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 take as a second LER, in the major area or in a minor as a general elective. For a complete list of diversity courses click here.

### III. Writing-Intensive Requirement

Students must complete a one-course writing-intensive requirement and earn a minimum C (2.00) grade. This requirement in this major may be fulfilled with option MIS 44150 or TECH 31000. For a complete list of writing-intensive courses click here.

		•					
IV. Technology Core							
TECH	10001	Information Technology	3				
	13580	Engineering Graphics I	3				
	20002	Materials and Processes	3				
	21021	Survey of Electricity and Electronics	4				
V. Tech	nology			38			
TECH	23581	Computer-Aided Engineering Graphics	3				
	31065	Cast Metals	3				
	33031	Programmable Logic Controllers	3				
	33033	Hydraulics/Pneumatics	3				
	33111	Strength of Materials	3				
	33363	Metallurgy and Material Science	3				
	34002	Advanced CAD II	3				
	43080	Industrial and Environmental Safety	3				
	43550	Computer Aided Manufacturing	3				
	43580	Computer Aided Machine Design	3				
	43700	Computer Integrated Manufacturing	3				
	43800	Applied Engineering Technology Seminar	2				
	46330	Visual Basic Programming in Engineering Technology	3				
VI. Add	itional Ma	jor Requirements		8			
CS	10061	Introduction to Computer Programming	3				
ENG	20002	Introduction to Technical Writing	3				
MATH	11022	Trigonometry	2				
VII. Bus	iness			9			
ACCT	23020	Introduction to Financial Accounting	3				
MIS	24056	Principles of Business Statistics	3				
	24163	Principles of Management	3				
VIII. Ele	ctives			11			
Choose	from the f	ollowing:	6				
MIS	34060	Operations Management (3)					

	34180	Human Resource Management (3)		
	44150*	Total Quality Management (3)		
Choose	from the f	following:		5
TECH	31000**	Cultural Dynamics of Technology (3)		
	31016	Manufacturing Technology (3)		
	33056	Cooperative Education (1-6)		
	33220	Electronic Devices (4)		
	33222	Digital Designs and Applications (3)		
	33223	Electronic Communication (3)		
			Total	128

<sup>\*</sup> Fulfills writing-intensive course requirement.

Students must complete technology core sequence and all required lower-division math and science courses before registering for upper-division technology courses.

Minimum of 39 upper-division hours required.

The courses chosen to fulfill the curriculum must satisfy the university diversity and writing-intensive course requirements.

#### Industrial Technology 2+2 option

The industrial technology option is a broad-based technical curriculum built upon a balanced program of studies drawn from a variety of disciplines related to industrial technology. These skills are combined with principles of management, a basic proficiency in physical sciences and mathematics, and a broad-based liberal education.

I. Genera	I. General University Requirements					
US	10097	Destination Kent State: First Year Experience	1			
II. Liberal	Education Re	quirements	46			
For a co	mplete list of L	iberal Education Requirement ( <u>LER</u> ) courses click LER.				
Compos	ition					
ENG	11011	College Writing I	3			
	21011	College Writing If	3			
Mathema	atics and Criti	ical Reasoning				
MATH	12002*	Analytic Geometry and Calculus I	5			
Humanit	ies and Fine A	Arts	9			
Minimun fine arts d		rom humanities category and minimum one course from				
Social Se	ciences					
Must be s	selected from t	two curricular areas				
ECON	22060	Principles of Microeconomics	3 3			
LER social sciences course						
Basic Sc	iences					
Choose f	rom the followi	ing:	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)				
LER basi	c sciences cou	urse (3)				
Addition	al LER Cours					
COMM	15000	Introduction to Human Communication	3			
ECON	22061	Principles of Macroeconomics	3			
Diversity Requirement						

<sup>\*\*</sup> Fulfills writing-intensive and domestic diversity course requirement.

34

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 take as a second LER, in the major area or in a minor as a general elective. For a complete list of diversity courses click here.

#### III. Writing-Intensive Requirement

IV Major Peguiremente

Students must complete a one-course writing-intensive requirement and earn a minimum C (2.00) grade. This requirement in this major may be fulfilled with option MIS 44150. For a complete list of writing-intensive courses click <u>here</u>.

IV. Majo	r Requirem	ents	34			
Courses	accepted by	/ College of Technology as transfer credit.				
V. Addit	ional Major	Requirements	3			
ENG	20002	Introduction to Technical Writing	3			
VI. Tech	VI. Technical Electives (Upper-Division)***  15					
VII. Busi	iness Cours	ses	21			
	ing, economi ust be upper	ics, finance, management and information systems. Minimum 12 credi -division.	t			
VIII. Ger	eral Electiv	res	6			
	ogy electives n two of the t	s, business courses and general electives together must include 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)				

Total 122

44150\*\*\*\*

12010

42564

43080

MFGT

SOC

TECH

Industrial and Environmental Safety (3)

Total Quality Management (3)

Bureaucratic Organizations (3)

Safety in the Workplace (2)

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.

[ <u>Catalog Home</u> | <u>Directions and Maps</u> | <u>Admissions</u> | <u>Registration</u> | <u>About the Catalog</u> ]

<sup>\*</sup>An equivalent course may be substituted.

<sup>\*\*</sup>PHY 12201 and 12202 are approved as an exception to the Liberal Education Requirements (LER).

<sup>\*\*\*</sup>Technical electives must be chosen in consultation with a faculty advisor.

<sup>\*\*\*\*</sup>Course fulfills writing-intensive course requirement.

# KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Date	e 10-Nov-09	Curriculum Bulletin
		Effective Date	Fall 2010	Approved by EPC
Department				
College	CT - Technology			
Degree	BS - Bachelor of	Science		
Program Name	Industrial Techr	nology Prog	ram Code IN	рт
Concentration(s)	Applied Engineer	ing and Technolog	y Managment	Concentration(s) Code(s) AETM
Proposal	Establish Program	m - new con	centration	
Description of prop		d Posios soios sod	Tb1	and the B.C.
Industrial Technological		a Engineering and	ecnnology ivi	anagement, under the B.S.
Does proposed rev Current total credit	rision change progra hours:	am's total credit ho Proposed total c		<del></del>
				achment and duplication issues; eacher education licensure):
•	her departments, pr oup; AST Program	•		• • •
/		REQUIRED EN	DORSEMENT	s
Damin	Boul			12 123 109
Department Chair /	School Director / C	ampus Dean		
June M	Abon.		<del></del>	23 Dec 2009
College Deán				, ,
Executive Dean of	Regional Campuse	s / Dean of Gradua	te Studies	
				/

Senior Vice President for Academic Affairs and Provost



# **College of Technology**

# **Transmittal Memo**

To: Therese E. Tillet, Director of Curriculum Services

Dr. Verna M. Fitzsimmons, Interim Dean, College of Technology

Subject: Establishment of Applied Engineering and Technology Management

concentration

Date: November 20, 2009

From:

### Summary statement describing the proposed action:

The following proposal aims to establish a new concentration under the Bachelor of Science Industrial Technology degree and major in the College of Technology, Kent State University.

## Curricular Bodies That Have Reviewed and Approved This Action

Bachelor of Science, Industrial Technology Curricular Group

College of Technology, Applied Science and Technology Program Area

College of Technology, College Curriculum Committee



# **College of Technology**

# **Proposal Summary**

#### Title:

Applied Engineering and Technology Management: Proposed New Concentration

### **Subject Specification:**

The purpose is to establish a new concentration under the Bachelor of Science Degree, Industrial Technology major.

### **Background Information:**

The current options under the BSIT major, Computers and Electronics and Manufacturing Systems, are considered engineering technology curricula and focus on the technical aspects of their respective fields. There is and will continue to be a need for managers in the engineering and technology fields. This proposed concentration will provide students the necessary skills to manage complex technological systems. This concentration can also function as a completer degree for associate degree students with engineering technology degrees. The majority of the course work in years three and four focus on the management of applied engineering, coursework that is not readily available to associate degree students.

Also, the current Technology major offered in the College of Technology includes a total of 19 elective credit hours. The block of elective hours was designed into the course to allow 2+2 students to bring in a technical Associate Degree in total and complete the additional two years with upper division courses to complete the baccalaureate degree. It also served to allow transfer students to plug in hours without losing time toward completion of a degree. Many of the upper division elective courses are technical in nature. Those courses are redundant for Technical Associate degree students and declared majors frequently took a hodge-podge of elective courses to fulfill the requirements. A shortcoming of that program is it does not result in a coherent, focused degree which makes it difficult for the college to market the program and the student to market themselves after graduation.

.The Association of Technology, Management and Applied Engineering (ATMAE), the accrediting body for the College of Technology programs, defines Applied Engineering as that field concerned with the application of management, design and technical skills for the design and integration of systems, the execution of new product designs, the improvement of manufacturing processes and the management and direction of physical and/or technical functions of a firm or organization.

Implementing the proposed Applied Engineering Management concentration will provide residential students with a focused major providing them the necessary technical and problem solving skills required for the 21st century workplace. The structure of the concentration will also allow it to serve as a completer degree for technical associate degree students. It will also align the college with the requirements for the accrediting body.

Courses included in the concentration are currently taught in the College either as required courses for other programs, or electives for the Technology major. There will be no adverse impact on resources in the college and may in fact better utilize current resources.

### **Alternatives and Consequences:**

The alternative is to maintain the status quo.

### Specific Recommendation and Justification:

The specific recommendation is to adopt the concentration.

### Timetable and Actions Required:

B.S. in Industrial Technology curricular group approval – December 17, 2009 Applied Science and Technology Program area approval – November 20, 2009. College of Technology College Curriculum Committee approval – December 4, 2009. Kent State University Educational Policies Council approval – January 25, 2010



# **College of Technology**

To: Therese E. Tillet, Director of Curriculum Services

From: Dr. Verna M. Fitzsimmons, Interim Dean, College of Technology VMF

Subject: Assessment Plan for Applied Engineering and Technology Management

concentration

Date: December 21, 2009

The assessment plan for the Bachelor of Science degree, Industrial Technology major is as follows:

### Mission/Purpose

Students receiving a Bachelor of Science Degree in Industrial Technology in the College of Technology will be technologically literate and competent to support, utilize and manage complex technological systems.

Goals without Outcome/Objective Relationships Specified

G 1: Develop comprehensive knowledge

Develop comprehensive knowledge and skills in the areas of computer use and programming in industrial technology, mechanical systems, management, and general technology.

G 2: Acquire a broad education

Acquire a broad education in Industrial Technology that will enable successful employment in emerging jobs and careers.

G 3: Develop high technology skills

Develop high technology skills based on a broad knowledge of current technology to succeed in the changing knowledge economy.

Details for Action Plans Established This Cycle:

Obtain and administer CTM exam

The ATMAE CTM certification exam will be obtained and administered to students in their senior year before graduation with the BS degree in Industrial Technology. The exam will be administered to senior students enrolled in TECH 43800 Applied Engineering Technology Seminar and

offered to all senior students twice each semester by the tenth and fourteenth week of the semester.

Since TECH 43800 Applied Engineering Technology Seminar is a required course in the proposed Applied Engineering and Technology Management concentration and since the Mission/Purpose and Goals of the proposed concentration match the Mission/Purpose and Goals of the current Industrial Technology major no assessment plan changes are required.

	12:		
	Y	ear 1	
Fall Semester	I	Spring Semester	
US 10097 First Year Experience	1	COMM 15000 (Additional LER)	3 .
ENG 11011 College Writing I	3	MAH 11022	2
MATH 11010 Algebra for Calc	3	Trig TECH 23581 CAEG	3
LER	3	LER	3
History of U.S. Modern ( H&F LER Domestic Diversity)  Recommended		Intro to Geography or Chemistry (Additional LER) Recommended	
TECH 10001 Info Tech	3	TECH 21021 Survey of Electricity	4
TECH 13580	3	TECH 20002 M&P I	3
	16		18
		ear 2	
Fall Semester		Spring Semester	
PHY 13001 College Physics I (4)	5	PHY 13002 College Physics II	5
ENG 20002 Intro to Tech Writing	3	TECH 33033 (4)	3
Divo 20002 mao to Took Williams		Hydraulics/Pneumatics	
TECH 20001 Energy Power	3	TECH 31065 Cast Metals	3
TECH 31016 MFG Tech	3	ECON 22060 Princ. Of	3
TECH 31010 MPG Tech	3	Microeconomics	3
3.50.TG 0.405.C D	+	(Social Science LER)	3
M&IS 24056 Business Statistics	17	TECH 33031 PLC's	17
		ear 3	17
Fall Semester	T T	Spring Semester	· · · · ·
PSYC 11762 General Psych	3	ENG 21001 College Writing II	3
(Social Science LER) TECH 31000 Cultural Dynamics	3	Fine Art LER	3
TECH 33700 Quality Techniques	3/1	TECH 36620 Coordinating	3
TECH 33700 Quanty Techniques	14	Tech Projects	
TECH 31020 Automated Mfg	3	TECH 33870 Facility Design and Material Handling	3
LER Intro to Ethics (A&S LER Global Diversity)	3	PSYC 31773 Industrial Psych	3
recommended	1.0.1		1.5
	1/3/16		15
D 11.0	<u> </u>	ear 4	γ
Fall Semester	+	Spring Semester	12 -
ELECTIVE*	3	ELECTIVE*	3
ELECTIVE*	3	TECH 43080 Indust/Envt Safety	3
	3	TECH 43800 Senior Seminar	2
TECH43060 Mgmt of Technology Innovation	7	12011 13010 3011101	
2	3	ELECTIVE*	3

Dragomier 8/11/2009

Stet

Total Hours Fall Year 4 12 Total Hours Spring Year 4 2010 12 ttage ent 9 | Page 17

\*It is anticipated that advising would direct students to take upper division TECH courses aligned with Applied Engineering courses either currently in the inventory or to be developed, i.e. Problem Solving Techniques, Global Logistics, Work Methods/Ergonomics, etc.

Program sequence is based on current course prerequisites and suggested prerequisites for courses in 3d and 4<sup>th</sup> year.

### English:

21011 College Writing II (Fall year 2) - prerequisite 11011 College Writing I (Fall year 1)

Psychology

317773 Industrial Psychology(Spring year 3) – prerequisite 11762 General Psychology (Fall year 3)

Math

11022 Trig(Fall year 1) - prerequisite 11010 Algebra for Calc (Spring year 1)

**Physics** 

13002 College Physics II (Spring year 2) - prerequisite 13001 College Physics I (Fall year 2)

M&IS

24056 Business Statistics (Fall year 2) prerequisite Math 11011 (11010 and 11022 year 1 if acceptable)

**Economics** 

22060 Princ. Of Microecon. (spring year 2) – prereq. Math (completed year 1)

Technology

23581 Computer Aided Engineering Graphics (Spring year 1)- prerequisite Tech 13580 EGI (fall year 1)

20002 M&P I (Spring year 1 )- prereq. None

21021 Survey of Elec (Spring year 1) – co-requisite Math 11022 (Spring year 1)

20001 Energy /Power (Fall year 2) - prereq Tech 21021 (spring year 1)

31016 Manufacturing Tech (fall year 2) – prereq. Tech 10001, 13580, 20002 (fall/spring year 1)

33033 Hydraulics (spring year 2) - prereq. Math (completed year 1 and Physics I (fall spring year 2)

33031 PLC's (spring year 2) - prereq. Tech 10001 and 21021 completed year 1

31065 Cast metals (spring year 2) - prereq Tech 20002 completed spring year 1

31000 Cultural Dynamics (fall year 3) -prereq. None

33700 Quality Techniques (fall year 3) - prereq M&IS Business Stats (fall year 2) SUGGESTED NEW

43080 Indust/Environ Safety (Spring year 4) - prereq None

36620 Coordinating Tech Projects (spring year 3) – Junior Standing

43060 Mgmt of Technological Innovation (fall year 4) Junior Standing

31020Automated Manufacturing (fall year 3) - prereq None

33870 Facility Design and Material Handling (spring year 4) Prereq Junior standing

43550 Computer Aided Manufacturing (fall year 4) Prereq. TECH 10001, 20002

43800 Senior Seminar (spring year 4) prereq - Tech Major, Senior Standing

VMF



# **College of Technology**

To: Therese E. Tillet, Director of Curriculum Services

From: Dr. Verna M. Fitzsimmons, Interim Dean, College of Technology

Subject: Catalog Copy for Applied Engineering and Technology Management

concentration, Industrial Technology major, Bachelor of Science degree

Date: December 21, 2009

Proposed catalog copy:

The Applied Engineering and Technology Management concentration provides students with the skills necessary to manage complex technological systems. It focuses on the application of management, technical skills for the design and integration of systems, the execution of new product designs, the improvement of manufacturing processes and the management and direction of physical and/or technical functions of a firm or organization. This concentration can also function as a completer degree for associate degree students with engineering technology degrees.



# **College of Technology**

To: Therese E. Tillet, Director of Curriculum Services

From: Dr. Verna M. Fitzsimmons, Interim Dean, College of Technology

Subject: Key Words for Applied Engineering and Technology Management

concentration, Industrial Technology major, Bachelor of Science degree

Date: December 21, 2009

Proposed key words for searching on the GPS web site:

Technology
Engineering
Management
Applied Engineering
Engineering Technology
Technology Management
Manufacturing
Manufacturing Processes
Design
Product Design
System Integration

# KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

	Preparation	ı Date	Curriculum Bulletin
	Effective Da		Approved by EPC
Department College	Teaching, Learning & Curriculu EH - Education, Health and Hu	m Studies Pro man Services P	festional Studies
_	AAS - Associate of Applied Sci	ence	J. J.
Degree	Early Childhood Education T		gram Code FCFT
Program Name	Concentration(s) Co		9,4,11 3343 2021
Concentration(s)		Juc(3)	
Proposal	Revise Program		
Description of propo To remove the Ashta Education Technolo Childhood Education	abula Campus option for the Ass gy.  This change will not affect a	sociate of Applied any other regional	I Science in Early Childhood I campus offering the AAS in Early
Does proposed revision Current total credit h	sion change program's total cred nours: Proposed t	dit hours? ☐ Yours	es 🛛 No
enrollment and staff No impact on other	ing considerations; need; audier	nce; prerequisites tabula has one N	roachment and duplication issues; s; teacher education licensure): TT faculty member teaching in the
Units consulted (oth	er departments, programs or ca	mpuses affected	by this proposal):
Ashtabula Campus			
materials in which will doke the visit to be suffered and which the	REQUIRE	D ENDORSEME	NTS
Man	Stocker)		10,5,09
Department Criair /	School Director / Campus Dean		1 1
College Dean	Momas	traduate Studios	11 15 109
	Regional Campuses / Dean of G		



## INTEROFFICE MEMORANDUM

Date: November 3, 2009

To: Wanda Thomas, Interim Executive Dean of Regional Campuses

From: Kevin Deemer, Assistant Deam

Re: CCP for the Removal of the ECET Option on the Ashtabula Campus

Attached is the Certification of Curriculum Proposal and supporting documents for the removal of the Ashtabula Campus option for the Associate of Applied Science Degree in Early Childhood Education Technology.

We request your review and approval of the proposal. If you do not have any objections and approve the proposal, then please sign and forward it to Dr. Alexa Sandmann, Interim Director of the School Teaching, Learning, & Curriculum Studies, so the TLC Curriculum Committee can review the proposal.

If you have any questions, please do not hesitate to contact me at x-44329 or kdeemer@kent.edu. Thank you.

### Attachments

Cc: Susan Stocker, Dean Ashtabula Campus

Dr. Alexa Sandmann, Interim Director of the School Teaching, Learning, & Curriculum

Studies.

### **Proposal Summary**

Title: Removal of the Early Childhood Education Technology Degree Option from Ashtabula Campus

### **Subject Specification:**

This proposal will remove the Ashtabula Campus option for the Associate of Applied Science in Early Childhood Education Technology.

### **Background Information:**

During the 2008/2009 academic year the Ashtabula Campus conducted a comprehensive program review of each associate degree program offered on the campus. The results of the review indicated the Early Childhood Education Technology program is not a sustainable degree program due to its low graduation rate and economic viability. In the last three years the ECET program graduated only nine students and generated a negative revenue stream each year even though the program has one of the lowest overhead costs of any degree program on the Ashtabula Campus.

Currently, the Ashtabula Campus has one NTT faculty member teaching in the program. The Ashtabula Campus ECET phase-out timetable indicates the need for the NTT faculty member until the end of the 2011/2012 academic year. After the two year phase-out the campus will not offer any ECET courses.

In the spring of 2009 the campus convened a meeting with external organizations potentially impacted by the loss of our ECET program. The results of the meeting indicated our program does not have a significant positive or negative impact on the community. Moreover, other organizations within Ashtabula County provide similar or related course work and licensure preparation programs that are more costs effective than our ECET program.

Removing the ECET program option on the Ashtabula Campus will have no impact on other programs or campuses.

# Alternatives and Consequences: None

**Specific Recommendation and Justification:** The Asthabula Campus seeks to remove the Associate of Applied Science degree in Early Childhood Education Technology option over the next two years. The Ashtabula Campus is not graduaing a sufficant number students or generating enough enrollment in current ECET courses to justify maintaining the program.

### Timetable and Actions Required:

Fall 2009 Ashtabula Campus Faculty Council Approval

Fall 2009 Department Teaching, Learning & Curriculum Studies Curriculum Committee Approval

Fall 2010 Offical removal of the ECET degree option on the Ashtabula Campus

### Kent State University Ashtabula

# EARLY CHILDHOOD ADVISORY COMMITTEE MEETING May 18, 2009

Attendance:

Julie Artman
Darla DiDonato
Annette Griffin
Nick Orlando
Stephanie Patriarcho
Michael Penzenik
Christina Sisk
Donna Skaggs
Charles Tarantina
Jodi Van't Veer

Susan Stocker Kevin Deemer Diane Murry

The Early Childhood Advisory Committee meeting was called to order at 7:35 a.m. following breakfast in the Lake Room. Dean Susan Stocker welcomed those present, and self-introductions were made.

Dean Stocker thanked everyone for taking the time to come to this meeting. She reviewed the purpose of the meeting, stating that all programs on the campus are undergoing review. The campus is seeking input from local providers regarding the need for the Associate Degree in Early Childhood. The administration is looking at enrollment in the Early Childhood Program which remains low at less than 30, but more importantly graduation rates. The Chancellor of Higher Education is proposing to base funding on graduation rates vs. headcount. The graduation rate for Early Childhood continues to be low averaging 1-3 students per year.

Donna Skaggs from Head Start said she would not like to see the Early Childhood program go. She described the Step Up to Quality program which is intended to improve educational levels and quality of child care centers. There are state-wide incentives to go over and above to prove quality ratings. Out of 16 centers, 12 are one-star rated and 1 is two-star rated. With classes not available in Ashtabula, they will have to go outside the county for further education. The employees of the Head Start program are being encouraged to earn a bachelors degree in order to keep the star ratings in place. Also, half the employees are expected to have earned their bachelors degrees by 2013; fifteen hours of CDA training is required; and the minimum requirement is an associate degree; however employees of Headstart may also get an Associate Degree in Human Services Technology. Stephanie Patriarcho indicated that many of their employees are choosing on-line programs for the convenience.

Michael Penzenik stated that there are an extraordinary number of teachers available in pre-K through 3. Teaching children with disabilities requires more education. Geneva Schools see a need for intervention specialists. They do not have need for associate

degree graduates. Many of the teachers have had to travel to get the necessary teaching certification(s). Offering tuition reimbursement has been helpful.

The problem of new teachers not being prepared or trained to deal with very young students with the young parents who do not feel that their children are a problem was discussed. Special educators are better equipped, but other teachers feel intimidated by them. More CE workshops and programs need to be added.

Behavior intervention is a deficit in the classroom. Teachers do not know what to do with the children, and they need to be careful how to present the information of the children's behavior to the parents.

Christina Sisk from ACJVS stated that there were 23 students in the early childhood program and that after the students graduate; they will go in a variety of positions and programs available to them. Christina shared that the students enter the program at the ACJVS for a variety of reasons and it has not been a big feeder for Kent's associate degree.

There is not enough communication between the day care centers, pre-schools and public schools.

Nick Orlando stated that there is no pre-school program in the Buckeye School System. Also there are minimal educational requirements that need to be met by employees in public schools. A high school diploma is required for the para-professionals or teachers' aides; associates degrees are preferred but not required.

Annette Griffith stated the YMCA day care hires staff with high school diplomas. Diane Murry was invited to make comments but declined.

Dean Stocker thanked those attending today's meeting. She reiterated that the University would continue to gather data before a decision on the future of the program is made. Based on the feedback from the group, it appears the greatest need is for Bachelors degrees and above in Special Education and for continuing education. She thanked those present for their input.

The meeting adjourned at 8:40 a.m.

Prepared by: Vicki Cleveland Secretary, Faculty Services

# KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Date	e 11-Jan-10	Curriculum Bulletin
		Effective Date	Fall 2010	Approved by EPC
Department				
College	US - Undergradua	te Studies		
Degree	3			
Program Name	Program Code			
Concentration(s)	Concentration(s) Code(s)			
Proposal	Revise Program			
Kent State University and academic policy	proposal is to establis y Exploratory major i	in Undergraduate of these interest a	Studies. Recen reas in order to	r fall semester 2010 for the existing t revisions in University technology o move Exploratory majors into
Does proposed revi	sion change prograr hours: NA	n's total credit ho Proposed total c		_
				achment and duplication issues; eacher education licensure):
	ner departments, pro rograms - GPS - Del	-	ses affected by	this proposal):
		REQUIRED EN	DORSEMENT	rs
				1 1
Department Chair /	School Director / Ca	ampus Dean		
•		·		
College Dean				
				1 1
Dean of Graduate S	Studies (for graduate	proposals)		
				1 1
Provost and Senior	Vice President for A	cademic Affairs		

# Kent State University Undergraduate Studies

Interdepartmental Correspondence

Date: January 10, 2010

To: Educational Policies Council (EPC)

From: Gary Padak, Dean, Undergraduate Studies

Subject: Establishment of Interest Areas (Concentrations) for the Exploratory

**Major in Undergraduate Studies** 

The purpose of this proposal is to establish fourteen (14) interest areas for fall semester 2010 for the existing Kent State University Exploratory major in Undergraduate Studies. Recent revisions in University technology and academic policy necessitate creation of these interest areas in order to move Exploratory majors into degree-granting academic programs in a more effective, efficient manner. There are four specific reasons to establish these interest areas:

- 1. Currently, the Exploratory major is not well integrated into the Graduation Planning System (GPS). In theory, an Exploratory major using GPS at this time encounters an amorphous blob of 280+ possible pathways to completion of a baccalaureate degree. There is no easily discernible coursework path for an Exploratory major who may be interested in Business or in Education and Teaching and who is attempting to use GPS for guidance. The proposed interest areas will align with GPS Interest Areas and better focus possible career and major program pathways for freshman and sophomore Exploratory majors.
- 2. Early student identification of interest areas within the Exploratory major will allow academic advisers to be better informed and to better target the resources needed to help students make an academic or career decision. Ideally, advisers can begin to develop a more focused advising strategy with Exploratory students from the moment they are admitted to Kent State University, if these interest areas are established.
- 3. In fall 2009, Kent State University approved an academic policy that requires students to declare a degree-granting major by the time they have completed 45 semester credit hours. Exploratory interest areas should facilitate timely student decision-making and increase the number of students who can successfully meet the new policy requirement.
- 4. In an era of Responsibility Center Management (RCM) at Kent State University, academic colleges, departments, and schools are more proactive in recruiting students to maintain or increase college enrollment. The establishment of

Exploratory interest areas will allow Undergraduate Studies to provide collegial units with differentiated lists of Exploratory students to facilitate more focused recruitment efforts.

The following table provides details on the proposed Undergraduate Studies Interest Areas and suggested Banner codes. Regional campuses in the Kent State system will have the option of maintaining use of the Exploratory-General designation or implementing the full array of interest areas.

### **Proposed Interest Areas for the Exploratory Major**

Undergraduate Studies/Exploratory Interest	Suggested Code	
Area		
Exploratory - General	US-XX-EXPL-G or existing	
	Exploratory code	
2. Exploratory - Business	US-XX-EXPL-B	
<ol><li>Exploratory – Communication,</li></ol>	US-XX-EXPL-CJM	
Journalism, and Media		
4. Exploratory – Computers, Math and	US-XX-EXPL-CMT	
Technology		
<ol><li>Exploratory – Design and Visual</li></ol>	US-XX-EXPL-DVA	
Arts		
<ol><li>Exploratory - Education and</li></ol>	US-XX-EXPL-ET	
Teaching		
<ol><li>Exploratory – Healthcare</li></ol>	US-XX-EXPL-H	
<ol><li>Exploratory – Hospitality and</li></ol>	US-XX-EXPL-HT	
Tourism		
<ol><li>Exploratory – Human Services and</li></ol>	US-XX-EXPL-HSSS	
Social Sciences		
<ol><li>10. Exploratory – Languages,</li></ol>	US-XX-EXPL-LLC	
Literature, and Culture		
11. Exploratory – Law, Public Safety	US-XX-EXPL-LPSG	
and Government		
12. Exploratory – Performing Arts	US-XX-EXPL-PA	
13. Exploratory – Science and the	US-XX-EXPL-SE	
Environment		
14. Exploratory – Sport and Recreation	US-XX-EXPL-SR	



### The Kent State University Regional College

Kent State University's enormous regional footprint is one of its greatest assets. Integrating our eight-campuses, while identifying and meeting regional needs, presents a great opportunity. Understanding the possibilities before us, in concert with the recommendations of the Regional Campus Think Tank and a series of university-wide Town Hall Meetings, the provost-appointed Think Tank II presented a series of recommendations to streamline our Regional Campus System.

This document outlines those recommendations, central to which is the creation of a Regional College. Kent State's Regional College will accelerate the transformation of Kent State's Regional Campuses, enabling greater collaboration between the Kent Campus and its Regional Campus colleagues by establishing a seamless, integrated, university-wide system for curriculum, while, at the same time, providing the Regional Campuses greater autonomy in establishing an organizational structure for offering degrees unique to programs not affiliated with any particular department, school or independent college on the Kent Campus.

### A New College

### Organizational Structure

At the November 2009 Kent State University Board of Trustees meeting, the Board approved the establishment of a new college to serve as the administrative and academic home for programs and associated issues unique to the Regional Campuses. This college, as proposed, will be led by a Regional Campus administrative dean, serving concurrently as dean for his/her respective Regional Campus. This administrative dean will serve a two-year term and be appointed by the provost in consultation with the Regional Campus deans.

The Regional College will consist of three divisions – the Division of Applied Business, the Division of Health Occupations and the Division of Professional Studies. Each division will name a division coordinator who reports directly to the dean of the college. These coordinators will be appointed by the Regional College administrative dean, in consultation with the Regional Campus deans and the faculty in each division.

Tenure/tenure-track faculty and non-tenure track faculty whose disciplinary expertise is in the programs within a division of the Regional College shall be appointed to the appropriate division. These appointments will reflect the terms of the faculty member's current appointment with respect to tenure eligibility, tenure status and academic rank.

The relationship and affiliation with an academic unit and/or college on the Kent Campus of those Regional Campus faculty members whose academic programs do not reside in the Regional College will not change. This relationship is clearly defined in the Collective Bargaining Agreement as follows: "It is recognized that while Regional Campus Faculty hold their appointments specifically in the Regional Campus System, they are also regular members of their respective departments and colleges and, as such, have rights and responsibilities to the academic unit and college as well as to the campus of which they are resident Faculty" (See, Collective Bargaining Agreement, Article VI, Section 6).

### Faculty Governance

The Regional College, similar to the Colleges of Architecture, Nursing and Technology, does not have subordinate academic departments or colleges through which it reports to the university-wide administrative level and, therefore, will have only one faculty advisory body. Thus the faculty of the Regional College shall elect a College Advisory Committee (CAC), in accordance with procedures established in a Regional College Handbook.

The Regional College faculty will develop a handbook as their first charge within the new academic structure that states the policies, regulations and procedures by which the new college is governed and operates. In addition, Regional College faculty will continue to be engaged in committee work, curricular development, community outreach, the development of a founding college and university-wide governance through the elected Faculty Senate.

### **Courses and Degrees Unique to the Regional Campuses**

### Implementing Strategy at a Local Level

To achieve the vision of a renewed Regional Campus system, greater autonomy in offering degrees unique to programs not affiliated with any department, school or independent college on the Kent Campus is needed. By housing the certificate programs, associate degrees and bachelor's degrees unique to the Regional Campus System in the Regional College, the college will have the autonomy and flexibility necessary to respond to the ever-changing needs of the communities served by the Regional Campuses while maintaining the high standards of Kent State University's excellence agenda.

#### Curriculum Process

The curriculum process will model the process used for other undergraduate degrees. Program originators will submit proposals to the appropriate curriculum committee, who in turn will submit proposals to the Regional College curriculum committee, followed by the Educational Policies Council, Faculty Senate and Kent State University Board of Trustees.

Current programs to be housed in the Regional College include Associate Degrees of Arts, Science, Applied Business, Applied Science, Technical Studies, certificate programs unique to the Regional Campuses and bachelor's degrees unique to the Regional Campuses. Programs which are not unique to the Regional Campuses (e.g., English, Communication Studies, Business Administration) will remain within their current Kent Campus academic units and colleges. All degrees will continue to be granted by Kent State University.

## A Streamlined Hiring, Promotion, Tenure and Reappointment Policy for Regional Campus Faculty

#### Faculty Appointment

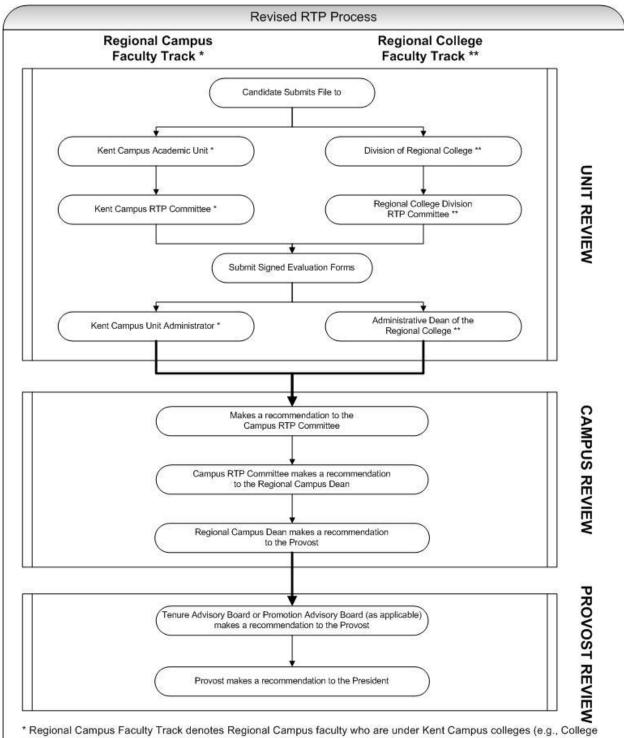
Faculty will be appointed in either the Regional Campus System or the Regional College. A Regional Campus Faculty appointment denotes Regional Campus faculty who are affiliated with Colleges on the Kent Campus (e.g., College of Arts and Sciences, College of Communication and Information). The creation of the Regional College will have no impact on the appointment, tenure status or academic rank of Regional Campus faculty members whose programs currently reside in departments, schools and independent colleges on the Kent Campus. A Regional College Faculty appointment denotes faculty that are associated with programs that reside in the newly-formed Regional College. The locus of tenure for both the Regional College and Regional Campus Faculty Tracks is in the Regional Campus System.

#### Hiring, Promotion, Tenure and Reappointment

For Regional College faculty, the Divisions of Applied Business, Health Occupations and Professional Studies will function as an academic unit under the current policies with the administrative dean serving as the unit administrator. All faculty input in the reappointment, tenure and promotion process will continue to be provided through signed evaluation forms. This input will be summarized by the unit administrator and the forms will be included as the dossier goes forward. The reconfiguration of the RTP process is solely a change in procedure. The RTP process for both Kent and Regional Campus faculty now has three levels of approval. The Campus level review is now the last level of review before the dossier is transmitted to the provost. Regional Campus candidates are no longer reviewed by the Kent Campus college and/or Regional Campus-wide committee and executive dean. Academic units will continue to be responsible for developing RTP criteria, while individual Regional Campuses will establish the weighting of these criteria as required by university policy.

Prior to hire, all Regional Campus faculty will be vetted through the appropriate Kent Campus department, school or independent college. Prior to hire, all Regional College faculty will be vetted through the appropriate Regional College division.

If the Regional College administrative dean (Unit Review) and the Regional Campus dean (Campus Review) is the same individual, then the Regional College administrative dean will participate in the review only at the Campus Review level and the provost will designate another Regional Campus dean to review the candidate's dossier at the Unit level.



<sup>\*</sup> Regional Campus Faculty Track denotes Regional Campus faculty who are under Kent Campus colleges (e.g., College of Arts and Sciences, College of Communication and Information). The relationship and affiliation with an academic unit and/or college on the Kent Campus of those Regional Campus faculty members whose academic programs do not reside in the Regional Campus College will not change.

<sup>\*\*</sup> Regional College Faculty Track denotes Regional Campus faculty who are associated with programs that will be housed in the newly formed Regional College. The Regional College will serve as the home for the programs unique to the Regional Campuses.

### Honors College Interdepartmental Memo

To: Stephane Booth, Associate Provost

From: Donald R. Williams, Dean and URCC co-chair

Date: December 21, 2009

Subject: Syllabus Inserts

Based upon recent reviews of the Writing Intensive, Diversity, and Liberal Education Requirements, the University Requirements Curriculum Committee has developed a set of short statements to be included in the relevant syllabi for all WIC, DIV and LER courses. The intent of the statements is to make students aware of the purpose of each of the courses that can be used to fulfill these requirements. The URCC does not intend the inserts to replace other references that faculty members make to these goals in their syllabi, however, and encourages the faculty to expand on these themes wherever appropriate.

Please feel free to contact me if you have any questions about this requirement.

#### **Syllabus Inserts**

#### For LER courses:

This course may be used to satisfy a Liberal Education Requirement (LER). The LERs as a whole are intended to broaden intellectual perspectives, foster ethical and humanitarian values, and prepare students for responsible citizenship and productive careers.

#### For WIC courses:

This course may be used to satisfy the Writing Intensive Course (WIC) requirement. The purpose of a writing-intensive course is to assist students in becoming effective writers within their major discipline. A WIC requires a substantial amount of writing, provides opportunities for guided revision, and focuses on writing forms and standards used in the professional life of the discipline.

#### For Diversity courses:

This course may be used to satisfy the University Diversity requirement. Diversity courses provide opportunities for students to learn about such matters as the history, culture, values and notable achievements of people other than those of their own national origin, ethnicity, religion, sexual orientation, age, gender, physical and mental ability, and social class. Diversity courses also provide opportunities to examine problems and issues that may arise from differences, and opportunities to learn how to deal constructively with them.



### **Interdepartmental Correspondence** Hugh A. Glauser School of Music

TO:

Therese Tillett, Director, Curriculum Services

FROM:

Denise A. Seachrist, Ph.D., Interim Director Mensell. Mesekuit

DATE:

January 6, 2010

SUBJECT: Proposal to Temporarily Suspend Admissions to the Music

**Technology Certificate Program** 

CC:

Dr. John Crawford, Interim Dean, College of the Arts

On October 9, 2009, and November 6, 2009, the School of Music FAC and Music Faculty respectively voted in favor of suspending admission into the Music Technology Certificate Program.

The rationale for the temporary suspension is due to 1) the resignation of one full-time faculty member, and 2) the interim administrative assignment of another who primarily taught the courses in the program.

Currently, no students are enrolled in the Music Technology Certificate Program.

The temporary suspension is for the period of Fall 2009 – Fall 2011. The School of Music will be preparing the necessary paperwork to inactivate this program.



### Interdepartmental Correspondence Hugh A. Glauser School of Music

TO:

Therese Tillett, Director, Curriculum Services

FROM:

Denise A. Seachrist, Ph.D., Interim Director Messel A. Seachust

DATE:

January 6, 2010

SUBJECT: Proposal to Temporarily Suspend Admissions to the Bachelor of Arts

(Guitar) and the Bachelor of Music in Music Education (Guitar)

CC:

Dr. John Crawford, Interim Dean, College of the Arts

On October 9, 2009, and November 6, 2009, the School of Music FAC and Music Faculty respectively voted in favor of suspending admission into the Bachelor of Arts (Guitar) and the Bachelor of Music in Music Education with Guitar as the Principle Instrument.

The rationale for the temporary suspension is due to budgetary concerns. The School of Music does not have an Applied Guitar major, and those students currently enrolled in the Bachelor of Arts (Guitar) and the Bachelor of Music in Music Education with Guitar as the Principle Instrument do not serve the School by performing in any of the major ensembles. However, individual courses such as applied guitar, folk guitar, and chamber music will continue to be offered.

Currently, eleven students are enrolled in the Bachelor of Arts (Guitar), and two students are enrolled in the Bachelor of Music in Music Education with Guitar as the Principle Instrument.

The temporary suspension is for the period of Fall 2009 – Fall 2011. The School of Music will be preparing the necessary paperwork to inactivate these areas.

# KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Date	2-Dec-09	Curriculum Bulletin
		Effective Date	Fall <del>2009</del> Z <i>01</i> 0	Approved by EPC
Department	Theatre and Danc	e		
College	CA - The Arts			
Degree	به جاء مديناهما	CER1 - Post-Sec	ondary Certifica	ate <1 year
Program Name	te <i>rtai</i> nment Art Stage and Arena	Rigging Progr	am Code C12	<b>!8</b>
Concentration(s)	•	ntration(s) Code(s)		
Proposal	Inactivate Program	ı		
Description of propo	sal:			
Inactivation of Theat	re's certificate progi	ram C128 Stage and	l Arena Rigging	
Does proposed revis	• • •	m's total credit hou Proposed total cr		□ No
				chment and duplication issues; acher education licensure):
Units consulted (othe NA	er departments, pro	grams or campus	es affected by t	his proposal):
N. an (v.	nm	REQUIRED EN	OORSEMENTS	
THURS.		<b>-</b>		1 <u>3 ,3 ,09</u>
Department Chair 1	School Director / Ca	mpus Dean	_	12 /11
While	Mel			12,14,09
College Dean				<del></del>
Dean of Graduate St	tudies (for graduate	proposals)		/
Provost and Senior \		cademic Affairs		

#### **Proposal Summary**

Title: Inactivation of C128 Stage and Arena Rigging

**Subject Specification:** The subject of this proposal is to inactivate Theatre's Certificate Program C128 Stage and Arena Rigging.

**Background Information:** While other of our certificate programs have healthy enrollment C128 has no students enrolled and has never had more than one student during its operation

**Alternatives and Consequences:** With little or no enrollment it makes no sense to continue offering this program.

**Specific Recommendation and Justification:** We wish to inactivate the C128 Stage and Arena Rigging certificate program.

#### Timetable and Actions Required:

December 11, 2009 - College Curriculum Committee January 25, 2010 - Educational Policies Council

search KSU go
Pick Your
Cotor

2010-11

About KSU Academics

Admissions

Student Life

Athletics

**News & Events** 

Research

Campuses

# Undergraduate Catalog

#### **Entertainment Arts and Technologies Certificates**

#### **Automated Lighting [C129]**

Course requirements for automated lighting certificate (20 credits):

TECH 10001	Information Technology	3
THEA 21892	Entertainment Arts and Technology Internship I	5
	or	
41892	Entertainment Arts and Technology Internship II	
22092	Practicum I: Design/Tech	3
41522	Design Studio: Lighting	3
	Automated State Lighting Programming	3
42092	Practicum I: Design/Tech	3
	Total	20



Prerequisite: Stage Lighting Option

#### **Event Based Video Production [C131]**

Course requirements for event based video production certificate (20 credits):

JMC 23039 Basic Electronic Media Video Production 3
33042 Video Studio Production 3
THE 11522 Introductory Lighting 3
21892 Entertainment Arts and Technology Internship 5
or

41892 Entertainment Arts and Technology Internship II

22092 Practicum I: Design/Tech 3

42092 Practicum II: Design/Tech

41623 Television Production: Lighting 3
Total 20

#### **Sound [C130]**

Course requirements for sound certificate (20 credits):

THEA 21892	Entertainment Arts and Technology Interna	ship I	5
	or		
41892	Entertainment Arts and Technology Interna	ship II	
22092	Practicum I: Design/Tech		3
41523	Sound Design and Technology I		3
41527	Sound Design and Technology II		3
41528	Theatre Sound Reinforcement		3
42092	Practicum II: Design/Tech		3
	To	tal	20

#### Stage and Arena Rigging [C128]

Course requirements for stage and arena rigging certificate (20 credits):

THEA	11622	Introductory Scenery (Special lab section)	3
	21892	Entertainment Arts and Technology Internship I	5
		or /	
	41892	Entertainment Arts and Technology Internship II	
	22092	Practicum I: Design/Tech	3
	31560	Scenic Technology	3
	41560	Theatre Fabrication Technology	3
	42092	Practicum II: Design/Tech	3
		Total	20

#### Stage Lighting [C127]

Course requirements for stage lighting certificate (20 credits):

THEA 11522 Introductory Lighting 3
21892 Entertainment Arts and Technology Internship I 5

41892	Entertainment Arts and Technology Internship II	
22092	Practicum I: Design/Tech	3
31522	Lighting Design	3
41521	Advanced Lighting Technology	3
42092	Practicum II: Design/Tech	3
	Total	20

#### Stage Scenery [C132]

Course requirements for stage scenery certificate (20 credits):

THEA 1	1622	Introductory Scenery (Special section)	3
2	1521	Theatrical Drafting	3
2	1892	Entertainment Arts and Technology Internship I	5
		or	
4	1892	Entertainment Arts and Technology Internship II	
22	2092	Practicum I: Design/Tech	3
4	1560	Theatre Fabrication Technology	3
42	2092	Practicum II: Design/Tech	3
		Total	20

[ Catalog Home | Directions and Maps | Admissions | Registration | About the Catalog ]

<u>Undergraduate Catalog</u> <u>2009 Undergraduate Catalog</u> <u>Colleges and Programs</u> <u>The Arts</u>

# KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Date	e 2-Dec-09	Curriculum Bulletin
		Effective Date	Fall <del>2009-</del> <b>Z</b> 010	Approved by EPC
Department	Theatre and Danc	е		
College	CA - The Arts			
Degree Program Name	te <i>rtainment fi</i> rt: Even <b>t-</b> Based Vide	CER1 - Post-Sec sand rechnology oper Production	ondary Certifica けんない Program Code	ate <1 year C131
Concentration(s)	Conce	ntration(s) Code(s	)	
Proposal	Inactivate Program	ı		
Description of propo				
Inactivation of Theat	re's certificate progr	am C131 Event Ba	sed Video Prod	uction
enrollment and staffi	ours: 20 other programs, poling considerations; urses - JMC 33031 are part of this cours	Proposed total cicles or procedure need; audience; pasic Electronic les.	redit hours 0 es (e.g., encroa rerequisites; te Media Producti	□ No  chment and duplication issues; eacher education licensure): on and JMC 43042 Video Studio this proposal):
Want Ald		REQUIRED EN	DORSEMENTS	17 2 69
CHILLIAN,		$\bigcirc$		19101
Department Chart 7 S	School Director / Ca	impus Dean		12,14,09
College Dean				·
Dean of Graduate Si	tudies (for graduate	proposals)		
Provost and Senior \	Vice President for A	cademic Affairs		//

#### **Proposal Summary**

Title: Inactivation of C131 Event based video Production

**Subject Specification:** The subject of this proposal is to inactivate Theatre's Certificate Program C131 Event Based Video Production.

**Background Information:** While other of our certificate programs have healthy enrollment C131 has one student currently enrolled and has never had more than one student during its operation

**Alternatives and Consequences:** With little or no enrollment it makes no sense to continue offering this program.

**Specific Recommendation and Justification:** We wish to inactivate the C131 Event Based Video Production

#### Timetable and Actions Required:

December 11, 2009 - College Curriculum Committee January 25, 2010 - Educational Policies Council

## School of Theatre & Dance Kent State University

To: Jeff Fruit, Director

School of Journalism and Mass Communication

From: Cindy Stillings, Director

School of Theatre and Dance

Date: December 2, 2009

Re: Inactivation of Theatre's certificate program C131 Event Based Video Production

Due to poor enrollment in our Event Based Video Production Certificate we find it necessary to inactivate the program effective fall of 2010. As you know JMC teaches two courses required for this program, JMC 31031 Basic Electronic Media Production and JMC 43042 Video Studio Production. As there is only one student current working on this certificate, who is a JMC major, we expect this inactivation to have no impact on your course enrollments. Thank you for your consideration in this matter.

search KSU go
Pick Your
Cotor

2010-11

About KSU Academics A

Admissions

Student Life

Athletics

**News & Events** 

Research

Campuses

# Undergraduate Catalog

#### **Entertainment Arts and Technologies Certificates**

#### **Automated Lighting [C129]**

Course requirements for automated lighting certificate (20 credits):

TECH 10001	Information Technology	3
THEA 21892	Entertainment Arts and Technology Internship I	5
	or	
41892	Entertainment Arts and Technology Internship II	
22092	Practicum I: Design/Tech	3
41522	Design Studio: Lighting	3
	Automated State Lighting Programming	3
42092	Practicum I: Design/Tech	3
	Total	20



Prerequisite: Stage Lighting Option

#### **Event Based Video Production [C131]**

Course requirements for event based video production certificate (20 credits):

JMC 23030 Basic Electronic Media Video Production 3
33042 Video Studio Production 3
THE 11522 Introductory Lighting 3
21892 Entertainment Arts and Technology Internship 5
or
41892 Entertainment Arts and Technology Internship II

41892 Entertainment Arts and Technology Internship II

22092 Practicum I: Design/Tech 3

42092 Practicum II: Design/Tech

41623 Television Production: Lighting 3
Total 20

#### **Sound [C130]**

Course requirements for sound certificate (20 credits):

THEA 21892	Entertainment Arts and Technology Interns	ship I	5
	or		
41892	Entertainment Arts and Technology Interns	ship II	
22092	Practicum I: Design/Tech		3
41523	Sound Design and Technology I		3
41527	Sound Design and Technology II		3
41528	Theatre Sound Reinforcement		3
42092	Practicum II: Design/Tech		3
	Tot	al	20

#### Stage and Arena Rigging [C128]

Course requirements for stage and arena rigging certificate (20 credits):

THEA	11622	Introductory Scenery (Special lab section)	3
	21892	Entertainment Arts and Technology Internship I	5
		or /	
	41892	Entertainment Arts and Technology Internship II	
	22092	Practicum I: Design/Tech	3
	31560	Scenic Technology	3
	41560	Theatre Fabrication Technology	3
	42092	Practicum II: Design/Tech	3
		Total	20

#### Stage Lighting [C127]

Course requirements for stage lighting certificate (20 credits):

THEA 11522 Introductory Lighting 3
21892 Entertainment Arts and Technology Internship I 5

41892	Entertainment Arts and Technology Internship II	
22092	Practicum I: Design/Tech	3
31522	Lighting Design	3
41521	Advanced Lighting Technology	3
42092	Practicum II: Design/Tech	3
	Total	20

#### Stage Scenery [C132]

Course requirements for stage scenery certificate (20 credits):

THEA 11622	Introductory Scenery (Special section)	3
21521	Theatrical Drafting	3
21892	Entertainment Arts and Technology Internship I	5
	or	
41892	Entertainment Arts and Technology Internship II	
22092	Practicum I: Design/Tech	3
41560	Theatre Fabrication Technology	3
42092	Practicum II: Design/Tech	3
	Total	20

[ Catalog Home | Directions and Maps | Admissions | Registration | About the Catalog ]

<u>Undergraduate Catalog</u> <u>2009 Undergraduate Catalog</u> <u>Colleges and Programs</u> <u>The Arts</u>

#### TILLETT, THERESE

From:

HALEY, MARY ANN

Sent:

Monday, November 23, 2009 3:58 PM

To: Cc: TILLETT, THERESE POOTS, KATHY

Subject:

Temporary Suspension of A&S Majors

Follow Up Flag:

Follow up

Due By:

Monday, November 23, 2009 8:00 PM

Flag Status:

Flagged

#### Therese,

Per our conversation today, please temporarily suspend the following College of Arts and Sciences majors for the allowed time period of three years — AMST, ASBR, LAS, SEES. These programs currently aren't 'active' and do not have faculty leadership. (It is still possible for students to earn the Latin American Studies minor.) We hope to use the time under suspension to make critical decisions about the future of these programs given College resources.

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

American Studies (AMST) - BA last graduate: Spring 2004

Applied Social and Behavioral Research (ASBR) - MS No students

Latin American Studies (LAS) - BA 10st graduate: fall 2006

Soviet and East European Studies (SEES)-BA 19st graduate: fall 2002

# KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Date	e 23-Nov-09	Curriculum Bulletin
		Effective Date	Fall 2010	Approved by EPC
Department	English			
College	AS - Arts and Scie	nces		
Degree	CER1 - Certificate	<1 year		
Program Name	Teaching English	as Foreign Lang	guage Progra	ım Code C134
Concentration(s)	Concer	ntration(s) Code(s	)	
Proposal	Revise Program			
take the practicum of 31001 or 31008). The Does proposed revis Current total credit has Describe impact on	es the course requirelesignated for oversomese changes reflect sion change program acurs: 18 other programs, politing considerations; reprograms/politing considerations; reprograms/politing considerations; reprograms/politing considerations; reprograms/politing.	eas (Eng 41292) in recent changes in recent changes in recent changes in recedit how proposed total control in recedit audience; policies.	and offers a chin our course ours? Yes redit hours 18 es (e.g., encroarerequisites; te	No No achment and duplication issues; eacher education licensure):
	1.	REQUIRED EN	DORSEMENTS	s
Department Chair / S	School Director / Ca			11 1 24 09
may a	un Hales			121 3109
College Dean	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	7	<del></del>	10101
Executive Dean of R	egional Campuses	/ Dean of Gradua	te Studies	/
Senior Vice Presider	nt for Academic Affa	irs and Provost		

#### **Proposal Summary**

Title: Teaching English as a Foreign Language Certificate (C134)

Subject Specification: This proposal revises the TEFL Certificate (C134) to incorporate the newly designed practicum course and a new grammar course into the certificate to meet the professional needs of students.

#### Background Information:

Our very successful study-abroad option within English, the TEFL Certificate, was approved approximately 5 years ago and serves approximately 20 Kent State students per year.

Coursework in the TEFL Certificate (C134) requires a minimum of 6 credits (Practicum) to be earned in Dresden, Germany while the additional 12 credits in the program can be earned on the Kent campus (some of the courses are also available at regional campuses) or in Dresden. All courses, whether at Kent or in Dresden, are taught by Kent State University faculty.

Changes and updates in the Teaching English as a Second/Foreign Language curricula have meant that new focused courses have been developed, most recently ENG 31008 Grammar for Teaching ESL/EFL and ENG 41292 Teaching English as a Foreign Language Practicum.

#### Alternatives and Consequences:

We can continue the Certificate with the old courses already approved; however, this makes tracking and differentiation of practicum courses more problematic in English and the preparation of students for teaching grammar more diffuse. Having students enroll in the appropriate practicum and grammar courses will enable us to better meet the needs of specialized professional training for our students.

Specific Recommendation and Justification: This proposal makes only minor revisions to the Course Requirement Sheet for the TEFL Certificate and should be approved.

Timetable and Actions Required: The following approvals are sought: Undergraduate Studies, FAC, and CCC for eventual University approvals to implement Fall, 2010.

Proposed Course of Study: Certificate in TEFL (C134)

#### Admissions Procedures:

Students apply online by submitting an undergraduate application and fee, having official transcripts forwarded to Admissions as appropriate, and for international students, submitting official TOEFL scores (minimum required for admission = 79 internet-based TOEFL). For students already admitted to an undergraduate degree program, no separate application to the Certificate is required. To complete the Certificate, students must file a Program Declaration Form with the College of Arts and Sciences.

#### Catalogue Copy:

With the world's growing demand for individuals who speak English, the need for people who can teach English has grown rapidly over the past few decades. Kent State would like to prepare you through offering our TEFL certificate program, which is designed to immerse you within another culture while at the same time giving you the structure and support that will allow you to succeed as you learn to Teach English as a Foreign Language.

Course Requirement Sheet for the TEFL Certificate

Total 18 credits

Required (15 credits)

ENG 31003 Introduction to Linguistics (3)

ENG 31007 TESL Pedagogy I (3)

ENG 41002 Computers in L2 Teaching (3)

ENG 41292 Teaching English as a Foreign Language Practicum (6)

Required (3 credits) Choose One

ENG 30001 Fundamental English Grammar OR

ENG 31008 Grammar for Teaching ESL/EFL

Campuses



About KSU Student Life News & Events Academics Admissions Athletics Research Architecture and Environmental Undergraduate Design Catalog Arts, The Arts and Sciences **Business Administration** Certificate Communication and Information Education, Health and Human Teaching English as a Foreign Language [C134] Honors Nursing Regional Campuses Technology Undergraduate Studies

With the world's growing demand for individuals who speak English, the demand for people who can teach English has grown rapidly over the past few decades. We here at Kent State would like to prepare you through offering our TEFL certificate program, which is designed to immerse you within another culture while at the same time giving you the structure and support that will allow you to succeed as you learn to Teach English as a Foreign Language.

Course requirements for teaching English as a foreign language (18 credits):

ENG 31001 Fundamentals of English Grammar 3 31003 Linguistics 3 31007 TESL Pedagogy I 3 41002 Computers in L2 Teaching 3 41092 ESL/EFL Practicum J 3 41192 ESL/EFL Practicum II -3

> 18 **Total**

[ Catalog Home | Directions and Maps | Admissions | Registration | About the Catalog ]

Choose the 3 TOR Eng 31008 gramman for ESL/EFL

You are here: Undergraduate Catalog > 2009 Undergraduate Catalog > Colleges and Programs > Arts and Sciences > Teaching English as a Foreign Language Certificate

This page was last modified on October 2, 2009

University Libraries

CERTIFICATE –TEACHING ENGLISH AS A FO		25 January 2010   Attachment 19   Page 5 CERTIFICATE CODE: TEFL
COLLEGE OF ARTS AND SCIENCES KENT STATE UNIVERSITY CERTIFICATE REQUIREMENT SHEET	NAME:ID NUMBER:	
2009-10 UNDERGRADUATE CATALOG	DATE:	
NO COURSEWORK IN YO	OUR CERIFICATE MAY BI	E TAKEN PASS/FAIL
Choose one:		
ENG Fundamental English Grammar 31001	1/EFL 31008 3	
ENG TESL Pedagogy I 31007	= 3	
ENG Computers in L2 Teaching 41002		
ENG ESL/EFL Practicum I 41092	<sup>3</sup>	
ENG ESL/EFL Practicum II 41192		
ENG Teaching English 25 2 41292 Foreigh Language Practicum TOTAL CERTIFICATE HOURS.	18	
Minimum cumulative 2.00 GPA required.	,	

DISTRIBUTION: ADVISOR \_\_\_\_\_STUDENT \_\_\_\_ [200980]

# KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Date	e 23-Nov-09	Curriculum Bulletin
		Effective Date	Fall 2010	Approved by EPC
Department College Degree Program Name	AS - Arts and Scie	nces <1 year and CE	·	ficate Post-Baccalaurate
Concentration(s)		ntration(s) Code(s	•	C 624
Proposal	Establish Program			C 629
Description of propo Establisment of a ce		Conflict Managem	ent.	
Does proposed revis Current total credit h		n's total credit ho Proposed total c		□ No
enrollment and staffi As we are not proporelying entirely upon program on campus it relies on existing of applied skills useful certificate will be attr those who already hin ACM. There are no for two of the require certificate. The Intro	ing considerations; is sing the creation of already established, there are no encrowurses already regular the professional arective to a broad rave an undergradua o teacher educationed courses in the ceto CM course is like er departments, prosposing the creation already established.	need; audience; pany new Applied ACM courses, a eachment or duplied and nonprofession and nonprofession are degree from a nicensure issues rificate as well as ewise required for grams or campus at tion of any new Ashed ACM course	conflict Manager of as we are the cation issues. Rur ACM major and workplace as onal, continuing nother institution. Our Intro to Clos for many of the certificate. The certificate is affected by the spiled Conflict I as, and as we ar	Management (ACM) courses, but re the only conflict-focused
		REQUIRED EN	DORSEMENTS	<b>i</b>
Department Chair / S	School Director / Ca	impus Dean		11/30/09
May and College Dean	n Haler	<del> </del>		12,3,09
	Jacianal C	/Doon of Occident	An Obvid!	
Executive Dean of R	egionai Campuses	/ Dean of Gradua	ile Studies	/ /

Senior Vice President for Academic Affairs and Provost

POL(CACM) 4



## CENTER FOR APPLIED CONFLICT MANAGEMENT POLITICAL SCIENCE DEPARTMENT

#### Interdepartmental Correspondence

TO:

Mary Ann Haley, Assistant Dean for Curriculum

College of Arts and Sciences

FROM:

Patrick Coy, Director 7609

Center for Applied Conflict Management

DATE:

December 1, 2009

SUBJECT:

CACM Curricular Revisions Proposed for Fall 2010

At its meetings of April 28, 2009 and November 20, 2009, the faculty of the Center for Applied Conflict Management agreed by consensus to the creation of a new 16-credit certificate in our Applied Conflict Management degree program. The Political Science Undergraduate Studies Committee approved this proposal on November 30, 2009. This certificate will rely entirely upon already existing and regularly offered courses in Applied Conflict Management.

#### Requirements:

The certificate will include three required 3-credit courses and one required 1-credit workshop:

CACM 11001, Introduction to Conflict Management, 3 credits

CACM 33030, Conflict in the Workplace, 3 credits

CACM 34040, Negotiation, 3 credits

CACM 49091, Variable Title Seminar in Conflict Management, 1 credit

#### Electives:

Students will choose two other 3-credit courses in Applied Conflict Management from among the following, for a total of 16 credits:

CACM 21002, Gender, Power and Conflict

CACM 21010, Cross-Cultural Conflict Management

CACM 22020, International Conflict Resolution

CACM 31003, Nonviolence: Theory and Practice

CACM 31010, Conflict Theory

POL (CARM) 1

CACM 32020, Strategic Planning

CACM 35050, Environmental Conflict Resolution

CACM 35092, Internship in Conflict Management

CACM 35095, Special Topics in Conflict Management

CACM 38080, Mediation: Theory and Training

#### Focus Areas:

Students are able to choose a focus area of "Administration" (the two remaining courses will be Environmental Conflict Resolution and Strategic Planning), "Human Resources" (Strategic Planning and Mediation), "Diversity" (Gender, Power and Conflict and Cross-Cultural Conflict Management), or students can simply choose any two courses from the above list.

#### Impact on other programs:

As we are not proposing the creation of any new Applied Conflict Management (ACM) courses, but are relying entirely upon already established ACM courses, and as we are the only conflict-focused degree program on campus, there are no encroachment or duplication issues or impacts on other programs.

#### Enrollment and staffing considerations:

As we are not proposing the creation of any new Applied Conflict Management (ACM) courses, but are relying entirely upon already established ACM courses which our present faculty regularly deliver as part of our ACM major and minor, there are no enrollment and staffing issues.

#### Need and audience:

We were originally encouraged by advisors in the College of Arts and Sciences office to consider offering a certificate. They were responding to needs they encountered in their advising work. As ACM courses teach applied skills useful in the professional and nonprofessional workplace as well as in daily life, the certificate will be particularly attractive to a broad range of non-traditional, continuing education students, especially those who already have an undergraduate degree from another institution and so cannot take our minor in ACM as they have no KSU major to which to attach it.

#### Admission procedures:

Admission requirements for the certificate program will be the same as the requirements for admission to Kent State University as an undergraduate student.

#### Prerequisites:

Our Introduction to Conflict Management course serves as a prerequisite for two of the required courses in the certificate as well as for many of the other courses available in the certificate. The Introduction to Conflict Management course is likewise required for the certificate. We generally offer 8-9 sections of this course per semester at varied times, days, and evenings, so it will be no problem for any prospective certificate student to meet the prerequisite.

#### Teacher education licensure:

There are no such issues.

POL (CREM) 2

## **Undergraduate Catalog**

### Certificate

#### **Applied Conflict Management**

College of Arts and Sciences Department of Political Science Center for Applied Conflict Management 321 Bowman Hall P.O. Box 5190 Kent, OH 44242-0001

Tel: 330-672-3143 Fax: 330-672-3362

Web: http://www.kent.edu/cacm

The Applied Conflict Management certificate is an undergraduate program where students learn skills to use in conflict situations in the workplace, in community settings, and in their daily lives at home. We utilize experiential learning, skills exercises, simulations and role plays to meet a growing need for constructive approaches to conflict management. Topics covered include active listening, constructive assertions, principled negotiation, mediation, group facilitation, strategic planning, and much more.

### Course requirements for applied conflict management certificate (16 credits):

Certificate Requirements 10				
CACM	11001	Introduction to Conflict Management	3	
CACM	33030	Conflict in the Workplace	3	
CACM	34040	Negotiation	3	
CACM	49091	Variable Title Seminar in Conflict Management	1	
Electives: Choose two of the following:			6	
CACM	21002	Gender, Power and Conflict	3	
CACM	21010	Cross-Cultural Conflict Management	3	
CACM	22020	International Conflict Resolution	3	
CACM	31003	Nonviolence: Theory and Practice	3	
CACM	31010	Conflict Theory	3	
CACM	32020	Strategic Planning	3	
CACM	35050	Environmental Conflict Resolution	3	

POLICICIA 5

CACM	35092	Internship in Conflict Management	3
CACM	35095	Special Topics in Conflict Management	3
CACM	38080	Mediation: Theory and Training	3

Total 16

Students choose a focus area of "Administration" (the two remaining courses will be Environmental Conflict Resolution and Strategic Planning), "Human Resources" (Strategic Planning and Mediation), "Diversity" (Gender, Power and Conflict and Cross-Cultural Conflict Management), or students can simply choose any two courses from the above list.

Students must declare their intent to earn the certificate before they have completed half of the required hours. They must satisfy the prerequisites of each course in the program and must pass each course with a minimum grade of C (2.0) to receive the certificate. Courses may not be completed on a pass/fail basis or via credit-by-exam. Transfer credits may, in certain circumstances, be used to fulfill certificate requirements. Minimum cumulative 2.25 GPA required in the program for award of certificate.

Maximum of 9 credits of variable topic (special topics, seminar, etc.) courses.

POL (CACM) 6

# KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Da	ate 2-Nov-09	Curriculum Bulletin	
		Effective Date	Fall 2010	Approved by EPC	
Department	TLC				
College	EH - Edu	ucation, Health and Humar	n Services		
Degree		CER2 - Post-Se	condary Certif	cate 1<2 years	
Program Name	CITE	Program Code	Care	per Tachaical	00.
Concentration(s)		Concentration(s) Code	(s) =	per-Technical her Education	CZO
Proposal	Establish	n Program	· Peac	no Emilia	
Description of prop Create an undergr Career-Technical	aduate certi	ificate for teachers who co ucation.	omplete Route	B - 24 hour teaching licer	nse in
Does proposed rev Current total credit		ge program's total credit h いん Proposed total			
		grams, policies or procedu lerations; need; audience;			
Units consulted (of	ther departn	nents, programs or campu	ises affected b	y this proposal):	
		REQUIRED EI	NDORSEMEN'	гs	<u></u>
Department Chair	School Dir	rector / Campus Dean		12 1 14 1 1 14 1	09
Joanne		·		1,4,	1.5
College Dean	y y		<del> </del>		<del></del>
Dean of Graduate	Studies (for	graduate proposals)			_
Deall Of Oraquate	oragies (101	graduate proposais)		, ,	
Provost and Senio	r Vice Presi	dent for Academic Affairs	<del></del>		

TLC - CTTE Establish Certificate in Career Technical Education at Undergraduate Level Certificate program consists of coursework leading to completion of professional teacher education in Career Technical Teacher Education. Completers must also have finished a career technical education license via the Rt. B Option issued by the Ohio Department of Education. Total program hours 24. Effective Fall 2010.

#### Certificate Program for Career-Technical Teacher Education

#### 1. Transmittal Memo

The proposed action is to establish a certificate in Career-Technical Teacher Education. Students who complete the coursework for Route B Career Technical Teacher Education (CTTE) will meet the requirements for this certificate. The certificate will not result in a degree unless students complete additional coursework. Since many students do not complete the degree, a certificate will signify to employers that its holders have completed a teaching license in CTTE. In addition, students will be able to complete the certificate at the graduate level.

#### 2. Proposal Summary

- a. Career-Technical Teacher Education Certificate
- b. Purpose is to provide classes and educational experiences for teachers pursuing a teaching license in Career-Technical Education
- c. High schools throughout northeast Ohio offer educational programs in Career-Technical Education. These programs are housed in Career Centers as well as comprehensive high schools and reflect the 16 occupational clusters established by the ODE. Most programs are at the secondary level though more programs are being established at the Middle School level. These programs must have licensed teachers
- d. Students are admitted as undergraduate students
- e. The requirements for successful completion include a total of 24 semester hour credits (see attached advising sheets). The 24 hours are pedagogy courses specific to teaching subjects in Career-Technical Education. The classes include teaching methodology, curriculum and an on-site mentoring program
- f. Need and sustainability Career-Technical Education programming has been offered at high schools in Ohio for over 50 years. Much of the programming is supported through federal allocations managed by the ODE
- g. Fiscal and staffing are currently in place by full and part-time facult

#### 3. Certificate of Curriculum Proposal

#### 4. Approval Memos

#### 5. Requirement Sheets

a. 24 credit hour undergraduate requirement sheet

- TLC curriculum approval November, 2009
   EHHS curriculum approval December, 2009
   EPC curriculum approval Spring, 2010
   Effective date Fall, 2010
- 7. Postsecondary (one to two academic years)
- 8. Catalogue description: This certificate program consists of coursework leading to completion of professional teacher education in Career-Technical Teacher Education. Completers must also have finished a Career-Technical Education license via the Route B option issued by the ODE.

Proposal reviewed and approved by:

TLC Curriculum Committee Approved: 11/10/09

#### KENT STATE UNIVERSITY

#### CERTIFICATE IN CAREER TECHNICAL TEACHER EDUCATION

No Baccalaureate Degree - 24 Undergraduate Credit Hour Requirement Sheet Licensure Program: Industry Option (Route B)

Student Name		Employing School		Bldg	
Student ID		Teaching Area Trade area name and code			
Home Address _			I rade area name a	na code	
City	St	ate	Zip Code		
Phone (home)		Phone (work)		Ext	
Cell		Email (KSU)			
Course Number		Credit Hours	Sem/Yr Projected	Sem/Yr Completed	
CTTE 46015	*Meth of Career & Tech E				
CTTE 45377	*Career & Tech Ed:Adv. N	Aeth. 3			
CTTE 46002	In-Service Teaching I	3			
CTTE 46020	**Curric Design & Applicat				
CTTE 45372	**Issues in CTTE Subjects	3			
CTTE 46018	Disadvantaged Youth in O				
CTTE 36014	Eval Tech & Pract in CT	ΓE 3			
CTTE Electives:					
(Choose One)					
CTTE 46	001 Organization of CTTE	3			
CTTE 46	017 Student Centered Leader in	CTTE 3	<del></del>	<del></del>	
	Total Credits	24 cre	dit hours		
	*These two courses make u	p the "Summe	er III Four-Week I1	ıstitute".	
**These	two courses may be taken tog	ether in Sumn	ner I, in three week	s (15 straight days).	
	-				
	signature below indicates that I a sework in compliance of receiving				
Student Signature	e	Advis	or Signature	<del></del>	
Date					

Dr. Patrick J. O'Connor, CTTE Program Coordinator

(poconnor@kent.edu) 330 672-2656

Kent State University, PO Box 5190

School of TLC, Career Technical Teacher Educator Program (CTTE)

316 White Hall

Kent, OH 44242-0001

Website: http://www.ehhs.kent.edu/ctte

(See the 24 undergraduate credit hour Industry Option, Route B, CTE-37 Licensure Process on the reverse side)

## CTE-37 LICENSURE PROCESS: INDUSTRY OPTION (Route B) EPC Agenda | 25 January 2010 | Attachment 21 | Page 6

#### No Baccalaureate Degree - 24 Undergraduate Credit Hour Program

A CTE 36 form is secured from the Ohio Department of Education (ODE) by the employing school district and used to determine the eligibility of a prospective Career Technical Teacher Educator (CTTE). The applicant's work experience and educational background are evaluated by the employer as part of this hiring process.

(This completed form is retained in the teacher's employment record by the employing school district.)

Once the teacher is hired, the employer and teacher complete and sign a CTE 37 form. (The CTE 36 and CTE 37 forms are found at the ODE website: www.ode.state.oh.us) This completed and signed-by-the-applicant-andemploying-school-district form ("Initial Two-Year Career-Technical Provisional License with Deficiencies") is sent to Dr. Patrick O'Connor for his signature (see full address below). It is then returned to the employing school district for submission to the ODE along with the "Initial Ohio License" application form (LN) and monies.

### Dr. O'Connor's signature on this returned document deems that he has made the new hired teacher aware of the KSU Route B Program requirements and how to become admitted to KSU as a student.

The above process generates a two year career-technical provisional teaching license that the new teacher teaches on while the Route B licensure program is completed. The teacher has two to four years to complete this program. (See the reverse side of this form for that list of coursework.)

The teacher may apply to KSU as an undergraduate student by contacting Ms. Lynda Paul (CTTE Program Assistant) at 330 672-0671 for direction.

#### You must be admitted to KSU before you can register for classes.

Pay close attention to the payment due dates before and/or after you register for your classes to avoid being automatically de-registered or charged late fees caused by missing payment deadlines.

Near the end of your second year of teaching on the first two-year provisional license, you and your employer will issue to our office a second CTE 37 ("Renewal of Two Year License") to apply for a two year renewal.

#### You must have completed a minimum of six semester credit hours and have taught two years to be renewed.

Also near the end of your second year of teaching you will contact your employer or LPDC to apply for the Entry Year process. Upon completion of these requirements (24.0 credit hours and Entry Year) you and your employer will apply to advance from the two year provisional license to the five year career technical teaching license. To do so, ALL the following completed documents are submitted to our CTTE office: another signed CTE 37 form, the "License Renewal" application form (2R/A) and required monies. After a final review and confirmation of your meeting all requirements, these documents will be submitted from the KSU College of EHHS to the ODE.

Your Five Year Teaching License should be issued by the ODE within 4-6 weeks from the time our office receives these completed documents.

Please feel free to contact us any time we can be of assistance. 330 672-2656.

Dr. Patrick J. O'Connor, CTTE Program Coordinator (poconnor@kent.edu) or, Lynda Paul, CTTE Program Assistant lepaul@kent.edu.

> Kent State University P O Box 5190 School of TLC, Career Technical Teacher Educator Program 316 White Hall Kent, OH 44242-0001

> > Website: http://www.ehhs.kent.edu/ctte

(See the 24 undergraduate credit hour Industry Option, Route B, Requirement Sheet on reverse side)

### KENT STATE UNIVERSITY **CERTIFICATION OF CURRICULUM PROPOSAL**

		Preparation Date	29-Oct-09	Curriculum Bulletin
		Effective Date	Spring 2010	Approved by EPC
Department	Mathematical Scie	nces		
College	AS - Arts and Scien	nces		
Degree	MS - Mas	ster of Science		
Program Name	Financial Enginee	ering Progr	am Code FEM	и
Concentration(s)	_	ntration(s) Code(s)		
Proposal		Establish	concer	itration:
Description of propo			F	Financial Engineering Quantitative < FEMQ>
[MS,FEM] to be used University (XMU). There. Upon success MSFE admission statement of the called Financial Education of the coursework taken (ECON 62056, FIN 62056).	d for admitting and gother students in this part of the students in this part of the student of	graduating student program are admit program are admit is matriculate to Kan degree under this lative", with a suggar most of the the top 1, and MATH 6007 to take these cour	ts in the MSFE ted to XMU and XMU, as well a sent to take a senew concnetrates gested Banner pics covered in 70), and so the ses at Kent. T	partner program (MSFE) partner program with Xiamen d take one year of coursework as meeting all regular KSU and econd year of coursework and tion. The new concentration is to code of [FEMQ].  4 of the MSFE core courses students in the XMU partner they are required to take the ce, Mathematical Sciences, and
	sed to the 36 hours	taken in the stand	ard MSFE prog	credit hours taken at Kent will gram); their total combined credit
partner program at X admission to the star prescribed in the Me 1. meet all regular K 2. complete their 1st	(MU, all of whom are ndard MSFE progra morandum of Unde SU and MSFE admi -year coursework at MAT or GRE exam a	e required to have m (as delineated i rstanding betweer ission standards t XMU with a cumo	the quantitativen the Graduaten KSU and XMI	idents who are admitted to the re pre-requisistes necessary for a Catalog). In addition, as U, these students must at least 2.75 on the Quantitative part and at
Does proposed revis	ion change progran	n's total credit hou	rs? ⊠ Yes	□No
Current total credit h	ours: 36 Turmajur	Proposed total cr	edit hours 32	nuntration FEMQ only
	other programs, poli		s (e.g., encroad	chment and duplication issues; acher education licensure):
	in this new concent			U partner program (the only basic MSFE degree are not

The partner program with XMU has an impact on staffing, as it essentially doubles the student population (from roughly 25 to roughly 50) in the 8 MSFE core courses that the XMU students are required to take at Kent (6 in Finance, 2 in Mathematical Sciences). This staffing impact has already been absorbed through the hiring of a new faculty member in Finance (who has started this Fall 2009). Part of the additional revenue generated by this program offsets this cost.

The partner program with Xiamen University responds to a growing demand in Asia for advanced training in quantitative finance and risk analysis driven by the rapid development of financial markets there. This MATH 14

new concentration will allow for the smooth integration of the XMU students into the established MSFE program at Kent. The XMU partnership also allows for greater use of the Olga A. Mural Financial Engineering Trading Floor and will spread the costs of this facility over a larger number of students.

Units consulted (other departments, programs or campuses affected by this proposal): MSFE Program Committee, Department of Finance

REQUIRED ENDORSEMENTS	
August Latorge	10,22,09
Department Chair / School Director / Campus Dean	
College Dean S Tolley	11,25109
Mary Butal	12/ 17/09
Executive Dean of Regional Campuses / Dean of Graduate Studies	
Senior Vice President for Academic Affairs and Provost	//

MARIL 15

# DEPARTMENT OF MATHEMATICAL SCIENCES KENT STATE UNIVERSITY KENT, OHIO 44242

### INTERDEPARTMENTAL CORRESPONDENCE

**DATE: Oct 29, 2009** 

TO: Mary Ann Haley, Asst Dean, Arts & Sci

FROM: Morley Davidson, Coordinator of Undergrad Studies, Dept of Math Sci

SUBJECT: New concentration for M.S. Financial Engineering program for partnership with Xiamen University

The attached proposal concerns the M.S. Financial Engineering program (MSFE). The intent is to create a new concentration in MSFE to be used for the sole purpose of admitting and graduating students in a newly established partner program with Xiamen University (XMU). The partnership with XMU is described in the attached Memorandum of Understanding, and the background and rationale for the proposed new concentration are developed in the attached Proposal Summary. The students in this partner program are admitted to XMU, take one year of coursework there, and then come to Kent to take a second year of coursework and finish the requirements for Kent's MSFE degree.

This proposal originated in the MSFE Program Committee and has been approved by the two departments that jointly award the MSFE degree: Finance and Mathematical Sciences. A memo in support of this proposal is included from Mark Holder (Chair, Finance; Director, MSFE). In our department, it has been approved by the Graduate Studies Committee and the FAC.

The establishment of the partner program with XMU has had an impact on staffing, which has already been absorbed. The program has essentially doubled the student population (from roughly 25 to roughly 50) in 8 courses in the MSFE program that the Xiamen students are required to take at Kent (6 grad courses in Finance, 2 in Math). This made it necessary to open up additional sections of several of these courses, and this required the addition of a new faculty member in the Department of Finance, who has already been hired. Part of the additional revenue generated by this program offsets this cost.

Xiamen is a highly ranked Chinese university, and the institute where this program is housed there (the Wang Yanan Institute for Studies in Economics 'WISE') is ranked among the top 5 economics groups in all of China. We anticipate that the combination of such a strong partner institution, the selective admission standards there, and the large

number of graduate credits these students obtain (more than 60 hours total) will yield high-quality graduates of this program.

Thank you for your consideration of this proposal.

Please do not hesitate to contact me should you have any questions or concerns.

Muly Del Morley Davidson

Cc: Andrew Tonge, Chair, Dept of Math Sci

#### **Proposal Summary**

Title: New Concentration for M.S. Financial Engineering Program for Partnership with Xiamen University

**Subject Specification:** The intent of this proposal is to create a new concentration in the masters program in Financial Engineering [MS,FEM], to be called "Financial Engineering Quantitative" (with a suggested Banner code of [FEMQ]), to be used for the purpose of admitting and graduating students in a newly established partner program with Xiamen University.

**Background Information:** The Master of Science in Financial Engineering (MSFE) is an interdisciplinary masters degree jointly awarded by the Department of Finance (in the College of Business Administration) and the Department of Mathematical Sciences (in the College of Arts and Sciences). The degree program is jointly administered by the departments of Finance, Mathematical Sciences, and Economics through the 5-member MSFE Program Committee. The program was created in 2001, with the first class graduating August 2003. The program is a 12-month, lock-step program that requires the completion of 36 hours of coursework (12 3-hour courses).

In the past year, KSU and MSFE have entered into a partnership with Xiamen University (XMU) in the People's Republic of China. The partner program is jointly administered by KSU and XMU, with the main locus at XMU in the Wang Yanan Institute for Studies in Economics (WISE). Details of the partnership are given in the attached Memorandum of Understanding (MOU). Xiamen University is a highly ranked Chinese university, and the WISE institute is ranked among the top five economics groups in all of China.

The MSFE XMU partner program is designed with two years of coursework (as opposed to the one year of coursework in the standard MSFE program). Students in this program are recruited, screened, and admitted at XMU, and they take their first year of coursework there. Upon "successful completion" of their first year (criteria given below), as well as meeting all regular admission standards, these students are admitted to Kent for their second year of coursework, completing the requirements for Kent's MSFE degree. The layout of the coursework is given in the attached "Course Schedule XMU.xls". The goals and expectations for the students graduating under this new concentration are the same as for those students graduating with the standard MSFE degree, and so these students are covered by the same "Assessment Plan," a copy of which is attached.

Four of the courses taken at Xiamen bear the same names as core courses in the current MSFE curriculum: "Probability Theory and Stochastic Processes", "Financial Mathematics", "Time Series Analysis", and "Derivatives I". This is because the original design for the program was to have these four courses awarded transfer credit at Kent. During the development and implementation of the partner program, KSU and XMU became aware that the Chinese government would not recognize an overseas degree that contained transfer credit from a Chinese university. In consultations with Glenn Davis, Therese Tillett, Stephane Booth, and Evelyn Goldsmith, an alternate plan was developed to create a special concentration under the MSFE degree to use to admit and graduate the students in the partner program with XMU, effectively regarding the 1st-year coursework at XMU as pre-requisite for this new concentration. That then is the genesis of this current proposal.

The XMU students take 10 courses (30 hours) at XMU, which cover most of the topics in the following core courses in the basic MSFE program:

- 1. MATH 50051 "Probability Theory and Stochastic Processes"
- 2. MATH 60070 "Financial Mathematics"
- 3. ECON 62056 "Time Series Analysis"
- 4. FIN 66080 "Derivatives I"

Under the new concentration then, these four courses are no longer required. Instead the students are required to take the other eight core courses plus eight hours of electives chosen from offerings in Finance, Mathematical Sciences, and Economics, based upon individual student needs and approved by the KSU MSFE Director. Thus they will complete 32 hours of coursework at Kent and graduate with Kent's MSFE degree under the "Quantitative MS" concentration.

The only students admitted to this concentration then are students admitted to the partner program at XMU who complete their 1st year of coursework in China and satisfy the conditions prescribed in the MOU (Sec. 4, p. 3) necessary to continue study their 2nd year at Kent. The recruitment, screening, and admission at XMU is primarily done by XMU faculty and staff, with some participation of KSU faculty. The criteria for continuing study at Kent are

- 1. meeting all regular KSU and MSFE admission standards
- 2. completion of 1st-year coursework at XMU with a cumulative GPA of at least 2.75
- 3. taking either the GMAT or GRE exam and obtaining a minimum score of 80% on the Quantitative portion and 30% on the Verbal portion

The partner program with XMU will essentially double the student population (from roughly 25 to roughly 50) in the 8 MSFE core courses that the XMU students are required to take under this concentration (6 courses in Finance, 2 in Mathematical Sciences (1 of which at present is partly an internship course and is team taught with Finance)). This has made it necessary to open additional sections of several of these courses, and this required the addition of a new faculty member in the Department of Finance, who has already been hired. Part of the additional revenue generated by this program offsets this cost.

Alternatives and Consequences: The originally contemplated alternative of accepting some of the specific 1st-year XMU courses as transfer credit is not viable, as it would result in a degree that the Chinese government would not recognize.

**Specific Recommendation and Justification:** We recommend the creation of a new concentration in the MS Financial Engineering program/major [FEM], to be called "Financial Engineering Quantitative", and with a suggested Banner code of [FEMQ]. This new concentration will provide an appropriate mechanism to implement the MSFE partner program with Xiamen University.

From several perspectives, this partner program and concentration should produce a high-quality output. XMU is a highly ranked university, and the WISE Institute is one of the top economics groups in all of China; the admission standards at XMU are high; and the students who finish the program will have more than 60 hours of graduate credits between year one at XMU and year two at KSU. The partnership with Xiamen will also allow greater use of the Olga A. Mural Financial Engineering Trading Floor and will spread the costs of this facility over a larger number of students.

**Timetable and Actions Required:** This curricular action is to "Establish a new concentration". As such, according to the Curriculum Approval Chart and the Flow Chart for Program and Policy Proposals in the Curriculum Guidelines 2009-2010 (pp. 13 and 36), the approvals required beyond the College Curriculum Committee are (1) College Dean (both A&S and CoBA, in this case), (2) Research and Graduate Studies, (3) Provost (Curriculum Services), and (4) EPC.

Our hope and expectation is to obtain all these approvals by January 2010. The first cohort of XMU students are at Kent this academic year, and so with mid-year implementation of this new concentration (which requires the approval of the Division of Research and Graduate Studies), it will be possible to move these students into this concentration and graduate them under it August 2010.

3 01 3

### Memorandum of Understanding

#### Between

Kent State University and

Wang Yanan Institute for Studies in Economics (WISE) at Xiamen University

Master of Science in Financial Engineering Program (Hong Kong, China)

#### 1. Preamble

- This MOU between Kent State University (KSU) and the Xiamen University (XMU), signed on 14 September, 2008, is to formalize the development of academic exchange and cooperation in teaching and research in the area of Financial Engineering;
- As part of the MOU, the two parties agree to jointly develop graduate programs in Financial Engineering with the Wang Yanan Institute for Studies in Economics (WISE) at Xiamen University. Pursuant to this agreement, KSU and WISE will launch the Financial Engineering program in the fall of 2008 with WISE as a partner in China. This agreement is entered into by KSU and WISE on 14 September 2008.

#### 2. Purpose:

- The purpose of the Master of Science in Financial Engineering (MSFE)
  program is to produce high-quality finance professionals for the Chinese
  and American financial sector. This agreement creates a framework for
  the Financial Engineering program between KSU and WISE;
- In the initial 2-4 years, the program will be carried out under the KSU name; after the initial stage of development and subject to the approval of Ministry of Education in China, KSU and WISE may start a joint degree or dual-degree program.

# 3. Framework of the China Financial Engineering program

• The first intake will be approximately 25 students in year 2008. The number of students admitted may expand after the first year subject to the faculty capacity and staff availability of both universities. Students will be initially selected from two sites in China: one in Xiamen and the other in Shanghai and may be expanded to other sites later. Xiamen University instructors will be the main teaching staff in the first year of the program, while KSU faculty will be the main teaching staff in the second year of the program. KSU and WISE will jointly be responsible for the coordination between the two campuses.

- The program will only be launched if there is a minimum enrollment of 16 students each year.
- Chinese Students admitted will have one year in WISE to complete basic mathematics, finance and English courses. They will then come to KSU to continue their studies full time for another year. The course modules will be the same as KSU's current MSFE program. Initially, 4 courses will taught as credit at Xiamen University under Kent State's existing MSFE program.
- Students will be required to meet all regular course and program requirements at Kent for degree completion.
- English proficiency is required of all students enrolled in the program;
- KSU and WISE may send instructors to teach in each other's institution in China and KSU if needed.
- The program will be subject to a full review after one year of operation.
  Upon agreement by both KSU and WISE, the collaboration may be
  extended for another 3 years. Further extension requires that both parties
  agree on terms and requirements of the agreement. Each party will
  maintain the right to end the relationship, subject to allowing any students
  enrolled in the program full and complete opportunity to complete their
  degree under the terms of the agreement.

#### 4. Implementation Details

- The coursework for this program will be identical to those offered in the KSU MSFE program.
- WISE will require students to take additional coursework at their discretion to increase the success rate of students and provide additional preparation for students in the first year.
- While at WISE the students will need to meet all regular requirements for enrollment at Xiamen University, with regard to tuition, grading, attendance, and all other elements required by Xiamen University and WISE.
- Kent State's Beijing Center will meet with students to assist with visa application and paperwork required by Kent State. The purpose is to increase the visa success rate, striving for 100%. KSU will provide necessary official documents for Chinese students to obtain their visa to study in KSU;
- If, upon multiple application attempts and further assistance by the KSU Beijing Center, the student fails to obtain a visa, Kent State will guarantee that the student receive enrollment in the joint MSFE program that Kent State offers at Hong Kong Baptist University, which is expected to start in January 2009. This program is identical in content to the program offered at Kent State, with many instructors being KSU faculty. The degree awarded is the same as the Kent MSFE program.
- KSU will provide syllabi and textbook information, and learning outcome materials to WISE teaching staff as will WISE provide the materials to Kent State MSFE

- Two or more English courses will be taught in WISE to ensure that students have a good grasp of English writing and communication skills. Students must have a satisfactory score in these English courses. Students will take TOEFL or ELETS tests and get acceptable score prior to the second year at Kent State. Additionally, KSU will seek to provide alternative methods of insuring English language proficiency;
- Admission requirements include math and English tests and oral interview.
   KSU may participate in the admission process and interviews to validate the quality of students admitted into the program;
- Students will be evaluated based on their course scores in the end of the first year. Students must have a minimum GPA of 2.75 in order to continue their study at KSU;
- Students will also need to complete either the GMAT or GRE exam and provide this score to Kent State University. Students must receive an 80% score in the quantitative component and a 30% score in the verbal component.
- Students that fail to meet the standardized test requirements will be reviewed by the program director at Kent State and appropriate faculty at WISE to determine whether to allow continuation in the program.
- Upon successful completion of the first year at WISE and after meeting the above requirements, students will automatically matriculate to Kent State and join the program for the second year at Kent State.
- Upon successful completion of all requirements of the MSFE program at Kent State, students will graduate and be awarded the Masters degree at Kent State in Financial Engineering, the only MSFE degree that Kent awards
- Kent State agrees to work with WISE to obtain a regular internship for each student. The program director at Kent State will be responsible for assigning each internship.
- Students from WISE will complete the coursework at Kent State as assigned by the program director. This coursework includes the regular MSFE program coursework, partially completed at WISE and other specified coursework at Kent State. The additional coursework will be selected by the program director and approved by WISE.
- Tuition will be collected at the beginning of the first academic year by WISE University. Tuition for the second year will be collected by WISE prior to the student's departure for Kent State. Tuition will be collected in RMB.
- Tuition fee (in RMB) collected will be shared by KSU and WISE, with the
  ratio being dependent on share of teaching duties, which may change
  year by year, depending on faculty availability and associated issues.
   WISE will bear the full cost of operations associated with the first year of
  the program in China while KSU will bear the full cost of operations for the
  second year of the program in the US.
- Tuition rates will be established by WISE in consultation with Kent State.
   Additional fees may be added to cover the promotion and operation costs

in China. KSU and WISE will share costs associated with advertisement, promotion, recruitment, and admission of Chinese students.

- Each university is responsible for their staff's travel costs.
- Beginning in the first year, students in the China MSFE program will have the same rights as KSU students in terms of access to university facilities including computing equipment, laboratories and library;
- The first class will commence in the fall of 2008 and the first cohort of students will come to KSU in the fall of 2009.
- The program application fee and registration fee \$450 for each student will be paid to Kent State prior to the second year. The international office at Kent will be paid \$60.00 of this amount, with the remainder being used by the Beijing Center for tutors and other expenses associated with this program.
- KSU will assist the students in finding accommodation in KSU. However, students must pay market rates for rental of accommodation while in KSU.
- The KSU MSFE program policies, attached here as an appendix, are part of this agreement.

Professor Mark Holder

Chair

Department of Financial Engineering

Kent State University

Professor Yorgmiao Hong

Dean WISE

Xiamen University

Financial Engineering Quantitative Masters Degree - offered with Xiamen University
Program is 2 years with year 1 at Xiamen and year 2 at KSU. Students take 10 courses first year and 11 cours

Semester Fall	Course Quantitative Analysis	Location XMU	Pre-Req for KSU N
	Probability Theory and Stochastic Processes	XMU	Υ
	Financial Statement Analysis I	XMU	N
	Economic Analysis	XMU	N
	Business English I	XMU	N
Spring	Financial Mathematics	XMU	Υ
	Time Series Analysis	XMU	Υ
	Derivatives I	XMU	Υ
	Business English II	XMU	N
	Seminar	XMU	
Fall year 2	Computational Finance	KS	
	Financial Management I	KS	
	Finance/Math/Econ Elective	KS	
	Advanced Security and Investment Theory	KS	
Spring year 2	Derivatives II	KS	
	Fixed Income Markets	KS	
	Finance/Math/Econ Elective	KS	
	Finance/Math/Econ Elective	KS	
Summer year 2	Financial Engineering	KS	
	Legal Aspects of Financial Engineering	KS	
	Seminar Modeling Projects (Internship)	KS	

Subject: MSFE Program

From: "HOLDER, MARK" <mholder@kent.edu>

Date: Fri, 30 Oct 2009 05:28:51 -0400

To: "davidson@math.kent.edu" <davidson@math.kent.edu>

CC: Chuck Gartland <gartland@math.kent.edu>, "TONGE, ANDREW" <atonge@kent.edu>

#### Dear Professor Davidson,

The MSFE program is adding a new concentration to accommodate our partnerships with Xiamen University, a top ten school in China. The new concentration, FEMQ, has been approved by the MSFE program committee, the Department of Finance and the Graduate Council of the College of Business. This same proposal is being forwarded by the math department for review and consideration.

As program director and department Chair, I strongly support this concentration since it is in line with the mission of the university, furthers the aims of the MSFE program and their respective departments, and provides KSU with an excellent addition to the MSFE program. Since the students from Xiamen take even more courses in addition to the regular MSFE students, it does provide quality education.

If you have further questions, please let me know.

Regards, Mark Holder

The interdisciplinary Master of Science in Financial Engineering Degree (MSFE) is designed for students with strong quantitative backgrounds who have goals of becoming risk management officers, derivatives analysts or traders. The degree is jointly awarded by the College of Business Administration and Graduate School of Management and the College of Arts and Sciences. The MSFE program also partners with the WISE institute at Xiamen University in China to offer the MSFE degree to students who first enroll at Xiamen for one year. These students take extensive coursework in Finance, Math, and Economics topics to prepare for the MSFE program. Since their preparation covers some coursework in the MSFE degree, they are on a second track or concentration in this degree called Financial Engineering Quantitative (FEMQ). Other than these coursework differences, the program is the same.

The program is a demanding one and requires the completion of 36 credit hours of coursework (or 32 in the case of the FEMQ concentration), including an industry based internship. It combines strong quantitative skills from mathematics, including probability theory and numerical computing, with risk management and dynamic valuation skills from finance. The program emphasizes applied skills in the area of financial engineering, while still providing the necessary theoretical background. The coursework fi.

The on-campus electronic Olga A. Mural Trading Floor allows students to receive hands-on experience in derivatives trading and risk management. Kent State has the only derivatives oriented trading floor in an academic institution with direct connections to the futures exchanges. The trading floor is equipped with the same software used by major investment banking firms. Live exchange data feeds and real-time market information allow students to simulate real trading. The software includes Trading Technologies X Trader, Patsystems, and SunGard's MicroHedge options analytical product. Data feeds from CQG and Reuters provide continuous news and pricing information. At the front of the trading floor is a data board that provides real-time pricing information on derivatives. Students use this information and the information from the two streaming ticker boards to assess market conditions for trading tendencies. Live satellite feeds are shown on plasma displays.

This unique trading floor is an integral part of the MSFE program at Kent State University. Since students use the same data feeds and trading software that are used by major investment banking firms, the trading floor allows them to replicate dynamic trading strategies and derivative security analyses.

An industry-based internship will be assigned to each student in the last term as part of the required field experience. The project will involve direct interaction with a contributing firm. The student will undertake a ten-week internship to complete the required project with a firm from the financial community. The project will be presented to the program faculty for final evaluation. Prior participating firms include the Chicago Board of Trade, Eurex, Prebon Yamane, State Street Research, KeyBank, SunGard, FirstEnergy, Goldman Sachs, and ICAP. Students are given opportunities to network with top industry officials. <u>During the academic year</u>, the class visits both the Chicago and New York financial districts to interact with professionals in the derivatives field.

#### ADMISSION

Students apply to the Graduate School of Management. The MSFE program committee will make an assessment of the candidate's background and skills. A joint committee with faculty from the Department of Mathematics Mathematical Sciences, the Department of Finance, and the Department of Economics will consider highly ranked applicants for admission. Applicants

PROPOSED CATALOGE Agenda (25 January 2010 | Attachment 22 | Page 15

will need to submit GRE or GMAT scores along with three letters of recommendation and official transcripts.

The primary tools used to evaluate candidates are:

- GRE or GMAT
- GPA at the undergraduate and, if available, graduate level
- TOEFL (or IELTS or MELAB) score (for foreign students)
- Transcripts for all prior degrees
- Letters of reference
- Statement of purpose
- Resume

All guidelines regarding non-discrimination policies are adhered to in the selection process.

For the FEMQ concentration, students apply to Xiamen University directly. Their applications are processed, and the students must take written and oral examinations to be qualified to enter the program. Kent State participates in the admission process at Xiamen. The admission requirements to the KSU FEMQ program (in addition to those listed above) are that the students successfully complete the first year at Xiamen University.

#### PROGRAM REQUIREMENTS

The MSFE program requires the completion of 36 semester hours of coursework (32 in the case of the FEMQ concentration). The quantitative prerequisites for students applying to the program are:

- Calculus: differentials, infinite series, Taylor's formula, partial derivatives, multiple integrals.
- Linear Algebra: matrices, vectors, determinants, linear systems of equations, linear independence, bases, eigenvalues, eigenvectors.
- Ordinary Differential Equations: 1st-order ODEs, solution techniques, initial value problems, exponential growth/decay, logistic model equilibrium, steady state 2nd-order linear constantcoefficient ODEs.
- \* Probability: continuous and discrete distributions, multivariate distributions and independence, ordinary and conditional expectations, Central Limit Theorem.
- Statistics: regression analysis including detection of and solutions to various violations of classic regression assumptions (heteroskedasticity, autocorrelation, multicollinearity and simultaneity).
- Computer Programming: programming ability in a highlevel language such as C, C++, Fortran (77 or 90/95), Basic, Visual Basic or Matlab.
- Economics: basic micro- and macroeconomic topics including supply and demand functions, market structure and the role of money.

<u>Area</u>	<u>Topics</u>	Courses <sup>1</sup>
Calculus	differentials, infinite series, Taylor's formula, partial	MATH 12002
	derivatives, multiple integrals	MATH 12003
		MATH 22005
Linear Algebra	matrices, vectors, determinants, linear systems of	MATH 21001
	equations, linear independence, bases,	

<sup>&</sup>lt;sup>1</sup> These courses cover the necessary topics and more.

		<del></del>
	eigenvalues, eigenvectors	
Ordinary Differential	1 <sup>st</sup> -order ODEs, solution techniques, initial value	MATH 32044
Equations	problems, exponential growth/decay, logistic	
	model, equilibrium, steady state, 2 <sup>nd</sup> -order linear	
	constant-coefficient ODEs	
Probability <sup>2</sup>	continuous and discrete distributions, multivariate	MATH 40011
	distributions and independence, ordinary and	
	conditional expectations, Central Limit Theorem	
Statistics	regression analysis including detection of and	MATH 30011
	solutions to various violations of classic regression	-or-
	assumptions (heteroskedasticity, autocorrelation,	MATH 40012
	multicolinearity and simultaneity)	
Computer Programming	programming ability in a high-level language such	CS 10051
	as C, C++, Java, Fortran, Basic, Visual Basic, or	CS 23021
	Matlab	
Economics	basic Micro and Macro Economic topics including	ECON 22060
	supply and demand functions, market structure,	ECON 22061
	and the role of money	
Accounting	basic financial statement analysis of balance sheet	ACCT 23020
	and income statement information, fundamentals of	ACCT 23021
	taxation and the corporate form of organization	

Qualified students can be conditionally admitted on the basis of completing these summer workshops. Otherwise qualified applicants can be conditionally admitted on the basis of completing appropriate summer courses or workshops to address specific deficiencies.

	Courses (FEM)	Hours
BAD	66061	_
BAD	66066	3
ECON	l 62056	3
FIN	66075	3
FIN	66080	3
FIN	66081	3
FIN	66084	3
FIN	66085	3
MATH	50051	3
MATH	52091	3
MATH	60070	3
MATH	62203	3
Core C	Courses (FEMQ)	<b>Hours</b>
BAD	66061	.,3
BAD	66066	3
FIN	66075	3
FIN	66081	3

<sup>&</sup>lt;sup>2</sup> A strong background in probability is needed. This requires an upper-division, Calculus-based course that covers the topics listed here; it is beyond the typical lower-level basic probability and statistics course.

# PROPOSED CATALOG EBC Agenda 125 January 2010 | Attachment 22 | Page 17

FIN	66084	3
FIN	66085	3
MATH	52091	3
MATH	62203	3
Electiv	/es	8

(Electives are selected in consultation with the MSFE Program Director.)



TO: Therese Tillett, Director, Curriculum Services

FROM: Richard Kolbe

SUBJ: MSFE Xiamen Proposal

DATE: December 22, 2009

The College of Business's Graduate Council has reviewed and approved the attached proposal for a new concentration in the Master's of Financial Engineering program. This proposal was necessitated by the delivery of a variant of the standard MSFE program to students from Xiamen University (China). A separate, albeit parallel proposal was also sent to you by the Math Department in the College of Arts and Science. Please combine these proposals for review by EPC.

Kirland D. Kaller

The College of Business is very pleased to be making this proposal request. An association with Xiamen University, one of the top universities in China, is a very positive benefit for the College as we increase our involvement in China. The structure of the program piggybacks on the coursework taken by students at Xiamen. This collaboration is a strength of the program and does not in any way reduce the rigor of KSU's MSFE program requirements. Another benefit is that the proposal facilitates student enrollment processes. The proposal is well crafted so that it meets student needs while maintaining all KSU requirements and standards. Dr. Holder's work in establishing this program with Xiamen should be considered a prototype for future join activities with other international universities.

In sum, the College of Business fully supports this proposal. Should you have any questions, please feel free to contact me.

Curriculum Bulletin \_\_\_\_\_

# KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 16-Jun-09

		Effective Date	Spring 2010	Approved by EPC
Department	FIN			
College	BU - Business Adm	inistration		
Degree	MS - Mast	er of Science		
Program Name	Financial Engineer	r <b>ing</b> Progr	am Code FEN	Λ
Concentration(s)	Concent	ration(s) Code(s)	)	
Proposal	Establish Program			
Description of propos	sal·			
cooperation with Xiar different concentration attachements). Upor standards, the stude in all steps to insure Since the students take require these as procourse to complete a shour requirements for the standards.	men University(XMU on. The students are in succesful completi ints are then admitted quality control. XMU ake four courses at X pre-requisites for ent at KSU and the other or graduation. These	), the KSU MSFE admitted initially on of the courses of to the MSFE properties at the time of the total and the time of the time of the time of the time of the time of the time of the time of the time of the time of the time of the time of the time of the time of time o	E program is wo at XMU and ta s, as well as me ogram at Kent d University in quivalent to ou gram. Once ad uted with elective the program di	nasters degree program. In orking with XMU to offer a slightly ake 10 courses (as seen in the eeting all regular admission State. KSU faculty are involved China. If four courses on these topics, imitted, the students have 1 less was to meet the minimum credit rector with the student to further nancial Engineering Quantitative.
Does proposed revis Current total credit h	ion change program ours: 36	's total credit hou Proposed total cr		□No
enrollment and staffire This change allows to MSFE program more University prevent the impact what the study differently. The charpost-graduate credit	ng considerations; notes to integrate the Mage easily. Due to Chirat degree from being ents will cover or leading in credit hours is hours.	eed; audience; properties of the students that the ses degree required as a series only for Change and the Control of the series on the series of the series	rerequisites; tea it we are recruit irements, trans an overseas de requirements, en students. Ti	chment and duplication issues; acher education licensure): ting from Xiamen into our existing fer credits from a Chinese gree. This change doesn't but it does list requirements ney end up taking a total of 60 his proposal):
1	. DI	REQUIRED END	ORSEMENTS	
1pm 1	Man			101/109
Department Chair / S	chool Director / Can	npus Dean		·
Kuhand t	1. Kalle			10 18 109
College Dean				
Executive Dean of Ro	egional Campuses /	Dean of Graduat	e Studies	//

#### TRANSMITTAL MEMORANDUM

TO:

Frederick Schroath, Associate Dean, Graduate School of Management,

College of Business Administration

FROM:

Mark Holder, Finance Department Chair

**SUBJECT:** 

Establishment of new concentration: Financial Engineering Quantitative

MS

DATE:

12/16/2009

1. Need, audience, and precursors (special topics, courses now abandoned, content evolution) for course:

This new concentration is based on a partnership that the MSFE program has established with Xiamen University; a top ten school in China. This partnership is detailed in the proposal summary and the articulation agreement. Xiamen University has already established demand for the degree in China, based on the growth and continued modernization of their financial markets.

The students spend their first year at Xiamen University taking coursework to improve their English skills and math skills. These courses are not transferred to the MSFE program as that would then cause the Chinese Government to disallow the degree. Thus, these courses that might normally be transferred are now listed as pre-requisites.

The students have fewer MSFE courses than students that directly matriculate through the Kent program. The Xiamen students take additional elective coursework to reach the required number of credit hours for awarding a master's degree.

This new concentration results in students receiving the same coursework as the current MSFE students, but these students have already been through more coursework and as a result will likely be better prepared.

2. Effect on current offerings:

None.

3. Effect on staffing:

Many of the courses in the existing Financial Engineering program will need to have an additional section offered. This required the addition of a new faculty member in finance. This person has already been hired. The additional revenue generated by this program will offset this cost. Additionally, the revenue will be used to primarily cover the cost of the trading floor operation.

4. Effect on other units or programs:

None.

#### PROPOSAL SUMMARY

TO:

Frederick Schroath, Associate Dean, Graduate School of Management,

College of Business Administration

FROM:

Mark Holder, MSFE Program Director

**SUBJECT:** 

New concentration for MSFE program for partnership with Xiamen

University

DATE:

10/8/2009

- 1. **Title:** New Concentration for the MSFE program for partnership with Xiamen University.
- 2. Subject Specification: The MSFE program has established a relationship with Xiamen University where students complete part of their requirements at Xiamen University and finish the program as part of our regular student cohort at Kent.
- 3. Background Information: Concentration called Financial Engineering Quantitative. This change is only for the pre-requisites for entry into the program. This proposal details a new concentration for the Financial Engineering masters degree program. In cooperation with Xiamen University(XMU), the KSU MSFE program is working with XMU to offer a slightly different concentration. The students are admitted initially at XMU and take 10 courses (as seen in the attachement). Upon successful completion of the courses, as well as meeting all regular admission standards, the students are then admitted to the MSFE program at Kent State. KSU faculty are involved in all steps to insure quality control. XMU is a top 5 ranked University in China. Since the students take four courses at Xiamen that are equivalent to our four courses on these topics, we require these as pre-requisites for entrance to our program. Once admitted, the students have 1 less course to complete at KSU and the other three are substituted with electives. These are selected by the program director with the student to further enhance their education. This will allow the new concentration to meet the minimum number of credit hours to graduate with a masters degree.
- 4. Alternatives and Consequences: The new concentration allows these four courses to be listed a pre-requisites. Listing them as transfer courses will invalidate the degree recognition by the Chinese government. The partnership with Xiamen will also allow greater use of the trading floor and spreads the fixed cost over a larger number of students.
- 5. **Specific Recommendation and Justification:** The new concentration should be approved since the students still take all the subject matter in the current approved MSFE program. In addition, these students are actually better prepared with additional content that is relevant to financial engineering.

6. **Timetable and Actions Required:** The program committee has approved this change at its regular meeting and would like to institute this change for the Xiamen students that will graduate in August 2010.

# KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Effective  Department School of Health Sciences	Date Fall		
Department School of Health Sciences		2010	Approved by EPC
· · ·			
College EH - Education, Health and I	Human Servi	ces	
Degree MS - Master of Scio	ence		
Program Name Exercise Physiology	Program (	Code EXF	Н
Concentration(s) Concentration(s)	Code(s)		
Proposal Establish Program			
Description of proposal:  The intent of this proposal is to elevate the Exercise is Exercise, Leisure, & Sport (ELS) to its own degree.	e, Master of So	EXPH) con cience in Ex	centration within the MA degree tercise Physiology (MS EXPH).
Does proposed revision change program's total c Current total credit hours: Propose	ed total credit		△ 140
Describe impact on other programs, policies or prenrollment and staffing considerations; need; and Since this is an existing concentration within an e	dience; prere	quisites; te	acher education licensure):
Units consulted (other departments, programs or TLC, FLA	campuses a	ffected by t	this proposal):
A REQUII	RED ENDOR	SEMENTS	social del menue i viviando do Constito de gase, em unas presidente dos Constituciones em propriesto, com discussiones em constitución del propriesto del constitución del propriesto del constitución del constit
Lynne Kowa			12,10,09
Department Chair / School Director / Campus De	ean		
			1.00
Manage Lanley			115170
College Doan Jan Branch		· 	115170
College Dean  Dean of Graduate Studies (for graduate proposa	ıls)		115170



#### **Transmittal Memo**

Date: December 10, 2009

To: Daniel Mahony, Dean

College of Education, Health, and Human Services

From: Lynne, Rowan, Interim Director

School of Health Sciences

Re: Proposal for MS and PhD in Exercise Physiology

#### Summary statement describing the proposed action:

The intent of this proposal is to:

- 1. elevate the Exercise Physiology (EXPH) concentration within the MA degree in Exercise, Leisure, & Sport (ELS) to its own degree, Master of Science in Exercise Physiology (MS EXPH)
- 2. change the title of the Exercise Physiology doctoral program. Because this program has existed as the sole concentration within the PhD in Physical Education, and the Physical Education major as it stands now, really is Exercise Physiology the name change better reflects the program curriculum.

#### Listing of all curricular/consultative bodies that have approved this action:

- Exercise Physiology faculty, November 2009
- School of Health Sciences Curricular Committee, December 9, 2009

#### **School of Health Sciences**

#### PROPOSAL FOR A MASTER OF SCIENCE IN EXERCISE PHYSIOLOGY

#### PROGRAM DEVELOPMENT PLAN

I. ACADEMIC QUALITY. Competency, experience and number of faculty adequacy of students, curriculum, computational resources, library, resources, laboratories and other physical facilities, needed to mount the program.

#### Faculty:

Ellen L. Glickman, PhD is a Full Professor and Fellow of the American College of Sports Medicine. Her area of inquiry is environmental physiology and clinical exercise physiology. She has published approximately 56 peer reviewed publications, 4 technical reports, and 1 book chapter in her area of inquiry. She is a Certified Health Fitness Specialist (HFS, through the American College of Sports Medicine as a Certified Personal Trainer CPT SM).

Michael I. Kalinski, PhD is an Associate Professor is a Fellow of the American College of Sports Medicine. His area of inquiry is Ergogenic Aids and Exercise and Biochemistry. He was Fulbright Scholar and traveled to India.

Jacob E. Barkley, PhD is an Assistant Professor. His primary line of Inquiry focuses on pediatric physical activity behavior. In addition to his primary line of inquiry, Dr. Barkley has multiple peer-reviewed publications as a research design and biostatistical analysis consultant. He is also a Certified as a Health Fitness Specialist through the American College of Sports Medicine.

Angela Ridgel, PhD is an Assistant Professor. Her area of inquiry is the effects of exercise rate and mode on improvements in motor and cognitive function in Parkinson's disease. She has ongoing research collaborations with Cleveland Clinic. She is also a Certified Personal Trainer through the American College of Sports Medicine.

#### Students:

Minimum requirements for entry into the MS program in Exercise Physiology is a 3.0 GPA (4.0 scale) and a GRE of 1000 with an undergraduate degree in Exercise Science or equivalent preparation. The Masters degree in Exercise Physiology/Science program has experienced a significant increase (50%) in enrollment over the past year. The current number applications for the 2010/11 academic year suggest further increases (6 students in spring 2009, 10 in fall 2009, and 11 currently enrolled for spring 2010).

#### Curriculum/Computational Resources/Library:

The intent of this proposal is to elevate the existing Exercise Physiology (EXPH) concentration to its own degree, Master of Science in Exercise Physiology. Currently, the College of Education, Health, and Human Services (EHHS) offers a MA degree in Exercise, Leisure, and Support with six concentrations, one of which is Exercise Physiology (EXPH). As part of the 2009 restructuring of EHHS, the five concentrations now belong to three different schools—EXPH belonging to the School of Health Sciences. The School of Exercise, Leisure, & Sport no longer exists. Therefore, it is logical and practical to have the EXPH program as a degree in its own School.

Our program is extremely comprehensive. Its contains coursework in the area of research design, core concentration requirements, a non-thesis or thesis option, electives, and coursework in the sciences as well. It is a comprehensive degree option that can prepare the

student for either a clinical program of study or subsequent graduate school (i.e., the doctoral degree).

Since this is a pre-existing program, there are no further resources needed to mount this program.

#### Laboratories:

Unique Resources: 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 and related variables. This advanced equipment is 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, an hypoxia room (Colorado Altitude Training Center), 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 <sup>®</sup> Dual Emission X Ray Aborptiometry (DEXA, that is housed in University Health Center). The laboratory also contains skin-fold 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 (Quoque, 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 laboratory also contains 1 NIR system to assess brain blood flow via computer analysis and a new means of assessing cardiac out put via impedance cardiography. The neurophysiology laboratory contains 2 cycle ergometers designed for exercise for forced exercise in the lower extremities in the population "moto med" as well as cognitive tests batteries that are computer based for Special Populations.

a. Is the program distinctly different, both conceptually and qualitatively from other graduate degree programs in the same or related programs in the same or related disciplines? If so, is there a specific or a detailed listing of the specific differences?

The depth and the quality of the resources, the faculty, and the laboratories provide a strong distinctive program. Our labs, the scope of resources available on campus (biology, gerontology, psychology, chemistry, athletic training, nutrition), and the interdisciplinary research/teaching available enable our program to be uniquely different than any other program in the state. Our faculty is extremely productive and prolific both nationally as well as internationally.

At the undergraduate level, our Exercise Specialist program is current Endorsed by the American College of Sports Medicine until 2010. In early November, 2009, we had our CAAHEP, site visit. We are awaiting the results of the site visit. Our master degree program exceeds the standards of the undergraduate program. Every year our faculty offers the American College of Sports Medicine Workshops.

b. Does the program emphasize the theoretical basis of the discipline as expressed in the methods of inquiry and ways of knowing in the discipline?

The basis of the discipline builds upon the undergraduate program, which has a strong foundation in the knowledge skills and abilities of inquiry in the discipline. The Masters of Science builds upon and extends this degree. Additionally, standards set forth by the national organization, the American College of Sports Medicine, provide a strong foundation for the academic material used in this discipline.

Thesis and non-thesis options are available, providing flexibility to choose between research and clinical experience.

c. Does the program place emphasis on professional decision making and teach the use of critical analysis in problem solving?

Problem solving, and part of understanding human physiology is decision making to better understand disease states and the pathophysiology and etiology of disease or the correct treatment of a patient. So, the Masters of Science does emphasize professional thinking, and decision making.

d. Is the program designed to educate students broadly so that they have an understanding of the major issues and concerns in the disciplines or professional areas?

The program is also designed to educate students to broadly understand other major issues with the integration of other coursework (i.e., bioenergetics, advanced nutrition, biology of aging) as well as gain practical experience if so desired via an internship experience. It provides opportunity for students to take courses in a broad range of topics, including electives in biomedical, biological, and nutritional science to demonstrate a strong integration of knowledge for the discipline.

e. Does your design of your program include a capstone experience, such as an exit project (which would not necessarily be a research experience)?

The Master of Science offers the choice of: a) Credit Thesis Option or b) Non-Thesis Option with either 3 credits directed research with a faculty in the laboratory or 3 credits of an Internship. If the student so desires and does not want to conduct research, they may substitute and conduct all of their hours in the clinical realm.

f. Does the proposed program identify faculty resources appropriate for the research component of the program?

Our laboratories meet the research needs of our faculty and students.

g. Does the program curriculum offer what students need to know for competence at the expected level of professional expertise?

Our Masters degree program is an extremely comprehensive program that can prepare the individual for subsequent graduate study or the pre allied health care professions if so desired.

h. What plans have been made to address standards and guidelines for professional accreditation, if applicable?

At the undergraduate level, our Exercise Specialist program is current Endorsed by the American College of Sports Medicine until 2010.

In early November, 2009, we had our CAAHEP, site visit. We are awaiting the results of the site visit. Our master degree program exceeds the standards of the undergraduate program. Every year our faculty offers the American College of Sports Medicine Workshops.

II. NEED. Currently, the Exercise Physiology Major is one of five concentrations in the Exercise, Leisure, & Sport Major (Athletic Training, Exercise Physiology, Physical Education Teacher Education, Sport & Recreation Management, and Sports Studies). The need to formalize the degree is multifaceted. First and foremost, the undergraduate degree program currently is an independent major in Exercise Science with two degree options: Exercise Specialist and Exercise Physiology. Both of these concentration options and the independent major were designed to not only enhance retention, recruitment, and visibility of our program but, better prepare our students for: 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). It is our belief that the new Masters of Science degree in Exercise Physiology will better prepare the student for the job market in the Allied Health care industry or subsequent graduate study in the allied health care fields.

The New Degree program will better reflect the new Accreditation (Coalition on Accreditation on Exercise Science, and the new degree at the undergraduate level) Exercise Science with two concentrations in Exercise Physiology and Exercise Specialist.

The Masters degree in Exercise Physiology/Science program has experienced a significant increase (50%) in enrollment over the past year. The current number applications for the 2010/11 academic year suggest further increases (6 students in spring 2009, 10 in fall 2009, and 11 currently enrolled for spring 2010). We believe the proposed change over from the MA in Exercise leisure and Sport to a MS in Exercise Physiology/Science will further enhance the visibility of the degree for students considering a Masters program. This change will reduce the confusion regarding the degree and is a change that our current and former students have repeatedly requested. There is great demand for individual that earn a degree in a given area to have that degree represented accurately upon their vitae. Ultimately this change will aid the continued growth and success of our Masters degree program.

The data below indicates how our field is growing in general, and the need for individuals for advance degrees to enter the workforce better prepared and with advanced knowledge.

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.

Occupations in Ohio with Annual Job Openi		st
•	Annual	Average Wage
Occupation O	agninas	2006
Aetal Saluspersons	8,201	\$11.11
Casniera	8,864	\$8.00
Waters and Walkesses	5,709	\$7,03
Comb. Food Propisery Work, Inc. Fast Food	5,206	\$7.25
Laborers/Freight/Stock/Molectal Movess, Har	d 5,010	e dital.
Registered Nurses	4,630	\$26.09
Jantors/Cleaners, ex Maids & Houseveckin	g 3,008	\$11,00
Customer Service Representatives	2,843	\$ 14.48
Olike Clarks, Goneral	2,641	111.28
Stock Clerks and Organ Filters	2,368	<b>\$10.55</b>
Sales Rop, Wholosals Mig, ex. Tech/Sci. Fr	¢d 2,262	\$28.62
Team Assemblers	2,241	\$14.09
Mursing Aides, Orderles and Allendarts	1,004	\$10.79
Homos Health Aldes	1,973	19.42
Truck Orlivers. Heavy and Tracky-Traker	1,960	817,87
Food Preparellon Workers	1,998	18.45
Posecondary Texters	1,022	159,7 <del>91+</del>
General and Operations Managers	1,884	\$45.83
Gods, Fast Food	1,714	47.88
Secondary Sch. Teachers, ex. Spec. Noc. Ec	greater and a second	\$48,874+
Acceptants and Auchors	1,854	127,20
Criki Cara Workers	1,641	\$8.70
Mairidnanca and Rosah Workers, General	1,610	\$16.25
Elementery School Teachers, ex. Special Ed	CHANGE TO THE PROPERTY OF THE	<b>14</b> 8,077+
Secretarios, except Legal, Modical & Every	Ivo 1,554	110.62
Landsnaping and Groundskeeping Workers	1,538	110.70
Bookseping, Accounting and Auditing Clos		\$14.47
Receptionless and Information Clerks	1,453	£10.58
Exoxulvo Socretario: & Admin. Assistants	1,404	118,13
Telers	1,874	\$10.84
+ Annual earnings, typically for a	9 k2 menth	school year.

Growt 200  Reliverk Sys. & Data Cunina. Analysis  Home Health Aldes  Physician Assistants  Computer Software Engires, Applications  Addical Assistants  Computer Software Engires, Sys. Software  Detabase Administrators  Diagnostic Medical Sonographers  Retwork & Computer Systems Admin  Hazardous Materials Removal Vickers  Physical Thoracki Assistants  Dental Assistants  Dental Assistants  Pantegals and Lagal Assistants  Appraisors & Assistants  Appraisors & Assistants  Occupational Thoracki Assistants	4-2014 47.89 45.0% 43.0% 42.5% 42.2% 41.0% 30.9% 30.9% 30.9% 20.8% 28.8% 28.7% 28.2% 28.2%	Arraval Opershings 418 1,973 128 788 1,044 417 177 91 457 60 208 582 228 198	Wage 2006   192.78   19.42   196.02   195.10   111.98   186.48   127.17   129.22   118.22   120.08   14.19   127.49   120.26   123.49
Home Health Aldes Physician Assistants Computer Software Engins, Applications Modical Assistants Computer Software Engins, Sys. Software Database Administrators Diagnostic Medical Sonographers Ketwork & Computer Systems Admin. Hazardous Malenats Removal Workers Physical Thoracel Assistants Dental Assistants Dental Hygionism Panlegals and Lagal Assistants Appraisors & Assistants Appraisors & Assistants Appraisors & Assistants	45.0% 42.5% 42.5% 42.2% 41.0% 31.19% 30.9% 30.9% 30.2% 28.8% 28.2% 28.2% 28.2%	1,973 128 788 1,044 417 177 91 457 60 208 582 228	\$9.42   36.02   185.10   111.95   186.48   181.94   127.17   129.22   116.22   120.08   14.19   127.49   120.26
Physician Assistants Computer Software Engires, Applications Wedical Assistants Computer Software Engires, Sys. Software Database Administrators Diagnostic Mechal Sonographers Ketwork & Computer Systems Admin. Hazardous Materials Removal Workers Physical Thorapid Assistants Dental Assistants Dental Hygionism Panalogis and Legal Assistants Appraisors & Assistants Appraisors & Assistants Athletic Trainers	\$3.0% 42.5% 42.2% 41.0% 31.1% 31.0% 30.9% 30.9% 20.8% 28.8% 28.7% 28.2% 28.2%	120 788 1,044 417 177 81 457 60 208 582 228	\$36.02 \$35.10 \$11.98 \$86.48 \$31.94 \$27.17 \$29.22 \$18.22 \$20.08 \$14.19 \$27.49 \$20.26
Computer Software Engines, Applications World Assistants Computer Software Engines, Sys. Software Detabase Administrators Diagnostic Medical Sonographers Ketwork & Computer Systems Administration Hazardous Materials Removal Workers Physical Thoracel Assistants Dental Assistants Dental Hydionists Paralegals and Legal Assistants Appraisors & Assistants Appraisors & Assistants Athletic Trainers	42.5% 42.2% 41.0% 31.1% 81.0% 30.9% 80.8% 40.2% 28.8% 28.7% 28.2% 28.2%	798   O44   417   177   81   457   60   208   582   228	\$35.10 \$11,95 \$36.48 \$31.94 \$27.17 \$29.22 \$18.22 \$20.08 \$14.19 \$27.49 \$20.26
Medical Assistants  Computer Software Engires, Sys. Software Detabase Administrators  Diagnostic Medical Sonographers Ketwork & Compuser Systems Admini, Hazardous Malenals Removal Workers Physical Thoracist Assistants  Dental Assistants Dental Hygionists  Panulagais and Lagal Assistants  Appeals of & Assistants  Athletic Trainers	42.2% 41.0% 33.1% 81.0% 30.6% 30.6% 30.2% 28.8% 28.7% 28.2%	1,044 417 177 81 457 60 208 582 228	\$11,98 \$86.48 \$31,94 \$27,17 \$29,22 \$18,22 \$20,08 \$14,19 \$27,49 \$20,26
Computer Software Engirs, Sys. Software Database Administrators Diagnostic Medical Sonographers Ketwork & Computer Systems Admin; Hazardous Malenais Removal Workers Physical Thoracki Assistants Dental Assistants Dental Hygienism Pandegals and Legal Assistants Approaches & Assistants Athletic Trainers	41.0% 31.1% 31.0% 30.9% 30.9% 30.2% 28.8% 28.7% 28.2%	417 177 91 457 60 208 582 228	186.48 183.94 127.17 129.22 116.22 120.08 114.19 127.49
Delabase Administrators Diagnostic Medical Sonographers Ketwork & Computer Systems Admin. Hazardous Materials Removal Workers Physical Thoradel Assistants Dental Assistants Dental Hygieniste Panulogals and Lagal Assistants Appraisors & Assistants Athletic Trainers	31.1% 31.0% 30.9% 30.9% 30.2% 28.8% 28.7% 28.2% 28.2%	177 81 457 60 208 582 228	131.94 127.17 129.22 118.22 120.08 114.19 127.49
Diagnosile Medical Sonographers   Ketwork & Compater Systems Admin.     Hazardous Malenais Removal Workers     Physical Thoracks Assistants     Dental Assistants     Dental Hygionism     Pandagais and Lagal Assistants     Appraisors & Assistants     Atheric Trainers	81.0% 30.9% 30.9% 30.2% 28.8% 28.7% 28.2%	91 457 60 208 582 228	127.17 129.22 118.22 120.08 114.19 127.49
Ketwork & Computer Systems Admin, Hazardous Malenels Removal Violters Physical Thorapist Assistants Dental Assistants Dental Hygionist Paralegals and Lagal Assistants Appraisons & Assistants Athletic Trainers	30.9% 30.8% 30.2% 28.8% 28.7% 28.2% 28.2%	457 60 208 582 228 198	#29.22   18.22   120.08   14.19   127.49   120.26
Hazardous Malenais Removal Vicekers Physical Thoradel Assistants Cental Assistants Dental Hygionism Paralegals and Legal Assistants Appraisons & Againstors of Real Eriato Athletic Trainers	30.3% 30.2% 28.8% 28.7% 28.2% 28.2%	60 208 582 228 198	118.22 120.08 114.19 127.40 120.26
Physical Thorapid Assistants  Cental Assistants  Dental Hygienism  Panulegals and Lagal Assistants  Appraisons & Assistants  Athletic Trainers	30.2% 28.8% 28.7% 28.2% 28.2%	208 582 228	120.08 114.19 127.49 120.26
Dental Assistants Dental Hygionista Dental Hygionista Parolegais and Lagal Assistants Appraisons & Assistants Athletic Trainers	28.8% 28.7% 28.2% 28.2%	582 220 198	\$14.19 \$27.40 \$20.26
Dental Hygionism  Pamingols and Lagal Assistants  Appraisons & Againstons of Real Eviato  Athletic Trainers	28.7% 28.2% 28.2%	226 198	127.49 120.26
Parologals and Lagal Assistants Appraisons & Assistors of Real Entitie Athletic Trainers	28.2% 28.2%	198	120.26
Appealsons & Aggregate of Fleat Entate: Athletic Trainers	28.2%	refrancesiate combatte that	
Athletic Trainers		102	123.40
Oppupational Therepist Assistants	27.4%	41	137,957>
	27.4%	#1	120.61
Madical Scientists, ex. Ephiamiatopista	27.3%	54	128.36
Poleyinary Toránnikopisis & Techridans	27.3%	07	114.15
Pergonal Financial Advisors	28.1%	172	143.55
Blomedical Engineers	28.1%	10	185.06
Environmantsi Esginaars	24.8%	51	185.27
Aveschool Teachers, ex. Special Ed.	24.4%	440,	110.43
Amusement and Regreetion Affendents	24.0%	608	<b>27.73</b>
Viental Health/Subs. Abuse Soc. W/ks	23.5%	2, 240	<b>17.70</b>
Personal and Home Care Aldes	23,3%	797	\$8.86
Empl., Recruit & Placement Specialists	23,1%	253	121.80
Postsecondary Teachors	22,9%	1,922	159,784+
Organisma There est	22.8%	135	190.46
Registered Nurses	22.3%	4,630	128.09

Further, when conducting a job search within a 100-mile radius of Kent State University via the website <a href="https://www.ohioworkforceinformer.org">www.ohioworkforceinformer.org</a> using keywords such as "wellness" or "cardiac rehabilitation," 500/100 jobs immediately appear in these areas, respectively.

Furthermore, data in the Ohio work force generally demonstrates that the area of Health Care is a growing field in the state. The data reports that the need for jobs has increased 17.7% from 2000 to 2007 (Ohio Department of Family Service 2008, pp 12).

Figure 10: Ohio Nonfarm Employment Estimates, 2000 and 2007

Industry Division	2000 Employment	2007 Employment	Not Change	Percent Change	2007 Location Quotlant
Total Nonfarm Employment	5,624,700	5,424,400	-200,300	-3.6%	1.00
Total Goods-Producing	1,280,100	1,009,400	-270,700	-21.1%	1.15
Natural Resources & Mining	12,900	11,700	-1,200	-9.3%	0.41
Construction	246,100	224,900	-21,200	-8.6%	0.75
Manufactudoo	1,021,000	772,800	-248,200	-24.3%	1.41
Total Service-Providing	4,344,600	4,415,000	70,400	1.6%	0.97
Trade, Transportation & Utilities	1,115,300	1,050,500	-64,800	-5.8%	1.00
Vinclesale Trade	247,400	238,900	-8,500	-3.4%	1,01
Retall Trade	671,600	601,300	70.300	-10.5%	0.98
Ulities	24,300	20,900	-3,400	-14,0%	0.96
Transportation & Warehousing	172,000	189,400	17,400	10.1%	1,06
Information	107,200	87,700	19,500	-18.2%	0.73
Financial Activities	305,200	301,100	-4,100	-1.3%	0.92
Finance & Insurance	232,400	233,700	1,300	0.8%	0.96
Real Estate & Rental & Leasing	72,800	67,400	-5.400	-7.4%	0.79
Professional & Business Services	644,900	665,900	21,000	3.3%	0.94
Professional & Technical Services	236,600	248,200	9,800	4.1%	0.82
Management of Companies & Enterprises	82,200	105,700	23,500	28.6%	1.45
Administrative & Waste Management	326,160	314,000	12,100	-3.7%	0.94
Education & Health Senfoes	680,300	790,200	109,900	10.2%	1.09
Educational Sanfoes	89,600	98,700	8,900	9.9%	0.86
Health Care & Social Assistance	590,500	691,500	101,000	17.1%	1.14
Leisure & Hospitality	483,300	500,000	16,700	3.5%	0.94
Arts, Entertainment & Recreation	70,100	65,600	-4,500	0.4%	0.84
Accommodation & Food Services	413,200	434,400	21,200	5.1%	0.90
Other Services	223,300	221,900	-1,400	-0.6%	1.03
Government	785,100	797,600	12,500	1.6%	0.91
Federal Government	87,200	77,100	-10,100	-11.6%	0.72
State Government	163,700	168,300	4.600	2.8%	0.83
Local Government	534,100	562,300	18,200	3.4%	0.98

Note the benefits for students, the institution, and the region or state of initiating this program: 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 www.ohioworkforceinformer.com; or, serving as a foundation for our graduate program n Exercise Physiology, Biology, or other graduate study in the area of medicine. 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. Additionally, 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, while, at the same time, enable others 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 who are capable of counseling individuals across the lifespan about enhancing their quality of life through exercise.

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. We are currently ranked 43<sup>rd</sup> 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 health department affects everybody, everyday. In Portage County alone there are not enough health care providers. As a result of the aging of the baby boomer population, there is an urgency to provide health care to those that are living longer with chronic diseases due to advancements in technology, medication, and medical interventions.

Societal Demand: Our discipline is a growing discipline due to the "graying of America" and with the growth of childhood diabesity, syndrome X, and other chronic disease states. Our field is growing and will continue to do so.

#### III. ACCESS AND RETENTION OF UNDERREPRESENTED GROUPS.

a. Plan to ensure recruitment, retention and graduation of underrepresented groups within the discipline.

Attempt to: hire under underrepresented faculty, as well as attend National Meetings and recruit students from meetings, mentor students and student athletes for success in their career paths.

- b. Provide as background a general assessment of:
  - i. Institution and department profiles of total profiles of total enrollment and graduate student enrollment of under-represented groups within the discipline;

#### Not available

ii. And compare underrepresented groups degree recipients from the department at all levels compared to the national norms. Supply data by group where available.

#### Not available

#### IV. STATEWIDE ALTERNATIVES.

a. Programs available in other institutions:

Ohio State University: MA Health and Exercise Science, or MA Health and Physical

**Activity Behavior** 

Ohio University: MA Clinical Master Exercise Science

Akron: MA Exercise Physiology/Adult Fitness

Cleveland State University: M.Ed. Health and Education Promotion and M. Ed. In

**Exercise Science** 

Summary: Our Exercise Physiology program is comprehensive in scope and demonstrates a large breadth of interdisciplinary opportunities for students. It program offers a strong science background with the thesis of non-thesis capstone experience, and can serve as a foundation for subsequent graduate degree programs, i.e., PhD, or any allied health degree program.

b. Appropriateness of specific locale for the program and opportunities for inter-institutional collaboration.

Due to Kent States geographical location we are uniquely located closely to Akron where we collaborate with Akron General, Summa, the Cleveland Clinic for Internships, research and other partnerships.

c. Institutional priorities and costs.

Retention, recruitment and research and a quality education remain our priority at Kent State University. We have adequate support and commitment of the central administration. We have an extremely comprehensive resources, i.e. exercise physiology laboratory.

V. EXTERNAL SUPPORT. Community, foundation, governmental and other resources.

The faculty works to seek external grants to support our areas of inquiry. Furthermore, faculty all work within the community in research areas on special populations, i.e., older adults, Parkinson's Disease, and with children at risk for becoming overweight.

#### **Proposal for New Degree Program**

#### Title: Proposal to establish a Master of Science degree in Exercise Physiology

**Subject Specification:** The intent of this proposal is to elevate the Exercise Physiology (EXPH) concentration within the MA degree in Exercise, Leisure, & Sport (ELS) to its own degree, Master of Science in Exercise Physiology (MS EXPH).

a. Proposal must show that internal resources (as opposed to new state monies) will be used to offset the full cost of program operation. Evidence of internal program review procedures will be essential to a convincing argument.

There will be no additional monies needed for this program.

b. For graduate programs, which are state-wide or national in focus, an external agency must be used to conduct needs assessment.

As we are a pre-existing program and are just changing the name, the need remains the same—because of restructuring of the College, the program will now stand alone.

GPS website: http://ehhs.kent.edu/ephy

#### Assessment plan:

د سی

- a. Identify multiple measurable student-learning objectives (outcomes) for each goal.
  - Clinical (non thesis) students are "highly encouraged" to take the American College of Sports Medicine (ACSM) Health Fitness Specialist Exam.
  - 70% of the students that take this exam should pass the exam.
  - For the Thesis Students, publish the Master's thesis within a 1-2 year time frame in a referred journal.
- b. List and describe the appropriate methods that will be used to assess how well students are meeting the articulated objectives (outcomes)
  - On the ACSM exam for the clinical students, note the deficient category areas at the end of the test where the student appears to be deficient.
  - Gather this data over a period of time 1 year.
  - Work to correct this deficiency in the curriculum if needed.
- c. Include a timeline for implementation of the assessment plan; an annual update, including assessment results and intended changes based.
  - Bi-vearly

**Background Information:** Currently, the College of Education, Health, and Human Services (EHHS) offers a MA degree in Exercise, Leisure, and Support with six concentrations, one of which is Exercise Physiology (EXPH). As part of the 2009 restructuring of EHHS, the five concentrations now belong to three different schools--EXPH belonging to the School of Health Sciences. The School of Exercise, Leisure, & Sport no longer exists. Therefore, it is logical and practical to have the EXPH program as a degree in its own School.

Furthermore, there is a Bachelor of Science degree in Exercise Science with two concentrations, Exercise Physiology and the other Exercise Specialist. To bring consistency to the program areas, the MS program needs to be a stand-alone degree with a compatible title that will reflect the content of the degree and make sense to the student. Since this degree already exists as a concentration, there will be no impact on any of the students or staff, nor will there be any additional fiscal impact.

This is a science-base curriculum, and the degree needs to be revised from a Master of Art to a Master of Science

Because this program already exists as a concentration within BA in ELS, there will be no new internal or external resources used to offset the full cost of program operation.

Alternatives and Consequences: There are no alternatives. If this action is not approved, the MA in ELS will not correctly represent the degree the students earn. The faculty that supports that degree program does not match the degree program area (i.e. exercise, leisure, and sport versus exercise physiology.

**Specific Recommendation and Justification:** The justification for this action is to bring consistency to our degree program.

**Timetable and Actions Required:** Approved by: program area (November, 2009), School of Health Sciences Curriculum Committee (December, 2009), presented to: EHHS Curriculum Committee (December 19, 2009), EPC (February 22, 2010), Faculty Senate (March, 2010), Board of Trustees (April, 2010), OBR (August 2010) to be effective Fall, 2010.

er ja			EPC A	kgenda l	25 Ja	anuary 20	010   A	Attachment 23   Page
Name:	Ad	visor: _						
Student #:	Acceptance	Date:	<del></del>			Enrol	lled:	
	KENT STATI Science SCHOOL OF HE MASTER OF ARTS-DEGREE IN EX Exercise-Physiol Thesis and Non-thesis Option I	EALTH S XERCIS logy-Gon	SCIEN E, <del>LEK</del> sentrat	CES SURE-& tion<			ЭG у 9/1 <b>0</b> )	·
Purpose: 7 options with study.	The purpose of the Exercise Physiology General in the field of exercise physiology including	entration exercise	is to p.	repare	stude and r	ents for esearch	a wid as we	le variety of career ell as doctoral
preparation anatomy, bi admission to student, but Record Exa other institut Application advisor mus	Coursework: In addition to a baccalaureate of in the sciences which usually includes course omechanics, and exercise physiology. Evaluate the Concentration. A limited number of dethese will not count toward completion of the mination results before the application processions may be considered for transfer credit confort transfer hours should be submitted along at approve Substitution(s) of coursework or an att for Adjustment in Student Program Required	ework in ation of ficiencies of MA de se can be consistent with the cony program	biolog requisi s may gree. comp with U	y, chente course be com All app leted. ( Jniversi ar appli	nistry sewo plete lican Grad ity G catio	y, physic rk is ma d while its must uate cou raduate n materi	es, mande at enrol preseursewo Studi ials.	athematics, the time of lled as a graduate ent Graduate ork completed at les procedures. The student's
	<del></del>	g 2010: 010:		mber 2	•	009		
1. <u>Departme</u>	ntal Requirements: (6 credit hours)							
ELS 63018	Ethics in Exercise Leisure and Sport		erm Sn Su	Year		Grade B C D		Hrs 3
. <del>EL</del> S 63050 ЕХРН	Research Processes in Exercise, Leisure and Sport EXPH & A77R	F	Sp Su			ВСД		3
	ation Requirements: (11 credit hours)							
ELS 65081	Energy Metabolism & Body Composition	F:	Sn Su		Δ	вср	F	3
ELS 65082	Cardio-Respiratory Function	F	Sp Su		- A	BCD	F	3
xPH ELS 63051	Quantitative and Research Methods	F	Sp Su		- A	ВСД	F	3
χρή ELS 63095	Research Seminar	F	Sp Su		-	SU		1
		F ; F ; F ;	Sp Su		-	S U		1
necessarily a	Option - Requires completion of a thesis project ll at one time) of ELS 63199 (Thesis I) credit, sultil completion of the thesis. A nominal fee is ass	for which	h the st y maint	udent m taining c	ust fi contin	rst regist wous reg	er for	six hours (not
ELS 65199 EXPH	Thesis I				<del>-</del>			6
	nesis Option - Requires completion of a combinat	ion of six	hours	of gradı	ıate c	redit as i	identif	fied below.
EXPH	Degravale	2014	a a			0.055		2
ELS 63098	Research	F	sp Su		ΑJ	BCDF		3
ELS 65192	Internship <sup>1</sup>	T. 4	344 CI		•	CI TT		2 - 4 6

## 4. Electives<sup>1</sup>: (11 semester hours)

Electives may be selected from a wide variety of graduate courses offered throughout the University. Students should check course prerequisites before planning to include a particular course in the program of study. It is expected that students will take at least one course outside the School of Health Sciences. The following list of possible elective courses are suggestions and do not include <u>all</u> courses which may be relevant to the student's academic program.

	· ·
From the School of Health Sciences -	
PH-ELS-50612 Exercise Leadership for Elder Adult	EXPH ELS 75075 Muscle Function and Exercise
ELS-50612 Exercise Leadership for Elderly	ELS 75075 Muscle Function and Exercise
☐ ELS 55065 Exercise Testing	EXPH-EL-8 75076 Environmental Stress and Exercise
ELS 55065 Exercise Testing ELS 55070 ECG for Ex Physiologist	·
HELS-55080 Physiology of Exercise	r\(0)1
ELC 60610 Dissiple over of A sing	EXPH -ELS 75083 Exercise Energy Metabolism
ELS-55080 Physiology of Exercise  ELS 60610 Physiology of Aging  CELS 63098 Research  ELS 65080 Physiological Basis of Exercise	
ELS 63098 Research	EXPH -ELS 75084 Cardiovascular-Respiratory Dynamics
**ELS 65080 Physiological Basis of Exercise	-ELS 75084 Cardiovascular-Respiratory Dynamics
From the School of Biomedical Sciences -	
BMS 60267 Molecular Pathology I	BMS 60710 Functional Neuroanatomy
BMS 60268 Molecular Pathology II	BMS 68610 Human Gross Anatomy I
BMS 60449 Medical Physiology I	
BMS 68611 Human Gross Anatomy II	
BMS 60450 Medical Physiology II	
From Biological Sciences, Chemistry & Family & Consume	r Studies -
BSCI 50020 Biology of Aging	BSCI 60431 Neuroendocrinology
BSCI 50142 Bioenergetics	BSCI 60439 Environmental Physiology
BSCI 50432 Endocrinology	CHEM 50247 Principles of Biochemistry
	FCS 53513 Advanced Nutrition
BSCI 50433 Mammalian Phys. I	
BSCI 50434 Mammalian Phys. II (+ 50445: Lab II)	FCS 63520 Nutrition and the Cell
Electives - List	
Prefix # Title Advis	TERM GRADE HOURS <sup>1</sup> sor Approval
Trenta n Title	<u> </u>
·	
There developed the tentative magness with my advicer and	l submit it as m program of study. I understand that changes in
program require the permission of my advisor and the gradu	aste coordinator.
program require the permission of my advisor and the grade	and doordinates.
Student Signature	Advisor's Signature
Date	Date
200	<del></del>

'Other electives may be completed, subject to approval of the faculty advisor (have advisor initial approval in school file).



Department of Health, Physical Education and Recreation College of Education

November 30, 2009

To Whom It May Concern:

Please accept this letter as support for the proposal to change the degree names of "Master of Arts (M.A.) and Doctor of Philosophy (Ph.D.) in Physical Education with a concentration in Exercise Physiology" to "Master of Science (M.S.) and Doctor of Philosophy (Ph.D.) in Exercise Physiology".

I earned my Ph.D. in the area of exercise physiology from Kent State University in December 2000. Currently, I am an Associate Professor of Exercise Science/Physiology and the Graduate Coordinator of the Exercise Physiology Program at Western Michigan University.

#### **Historical Context**

The discipline of exercise science/physiology originated from the field of physical education. In 1961, the state of California passed the Fisher Act. This act required that all departments within state universities have an underpinning academic or scholarly base and resulted in an attempt to make physical education more scientifically based. This attempt to increase the scientific basis of physical education resulted in the fragmentation of the major into subdisciplines of biomechanics, exercise psychology, sport sociology and history, motor control and exercise physiology.

Over the past 40 years, exercise science/physiology has evolved into a discipline independent of physical education. As the discipline of exercise science/physiology has matured, so has the necessary knowledge and skill abilities required for success in the field. Exercise science/physiology students are now expected to have knowledge in many of the basic sciences (chemistry, physics) as well as knowledge in the areas of anatomy, physiology, biomechanics, nutrition, fitness assessment, and exercise interventions for the improvements of health and performance.

#### Benefits of Changing the Degree Name

1. The name of an earned degree should reflect the curriculum associated with the degree program.

The field of physical education is a teaching-based field that places a strong emphasis on K-12 education. Exercise Physiology is not a K-12 teaching-based field of study. Rather, exercise physiology is a scientifically-based field of study which prepares students for non-teaching based careers. The current name of the master's and doctoral programs in exercise physiology imply that the curriculum is based on physical education and the student simply has a focus/concentration on exercise physiology. Clearly, this is not the case. The graduate program curriculums in exercise physiology have no physical education component.

Also, since the master's program in exercise physiology is a scientifically-based curriculum, clearly the student should earn an M.S. vs. an M.A.

Student Recreation Center, Kalamazoo, MI 49008-5426 PHONE: (269) 387-2710 FAX: (269) 387-2704 www.wmich.edu/coe/hper 2. Changing the name of the degree programs in exercise physiology may benefit the student when seeking employment or furthering his or her education.

Many students in the master's program desire to pursue a doctoral degree in exercise physiology. The name of their master's degree should specifically and accurately reflect the focus of their master's degree. Similarly, doctoral students in exercise physiology most often will seek post-doctoral or academic positions relating to exercise physiology. Again, the name of their degree should accurately reflect their specialization.

3. Changing the name of the degree programs in exercise physiology may benefit the university by enhancing the recruitment of new students.

The name of a degree does impact a student's choice on which programs to apply for. In addition, changing the name of the degrees may increase the visibility of the programs and increase recruitment of potential students. One of the primary ways students search for graduate programs is through the use of the internet. This method of searching for programs has increased the necessity that degree programs are accurately named.

Approximately three years ago at Western Michigan University, we changed the name of our master's programs in exercise science and athletic training from a "Master of Arts (M.A.) in Physical Education with an emphasis in Athletic Training or Exercise Science" to a "Master of Science (M.S.) in Exercise and Sports Medicine with concentrations in Athletic Training or Exercise Physiology". Although we cannot conclusively state a cause and effect relationship, since making this change the number of applicants to our programs has increased dramatically.

In conclusion, I whole-heartedly support the proposal to change the names of the graduate degrees relating to exercise physiology. If for no other reason, a student should earn a degree which has a name that accurately reflects the program of study.

Please feel free to contact me if you require any additional information.

Sincerely,

Christopher C. Cheatham, Ph.D.

Chitapher C. Chathan

Associate Professor of Exercise Science/Physiology

Graduate Coordinator – Exercise Physiology

Department of Health, Physical Education and Recreation

Western Michigan University

1903 West Michigan Avenue

Kalamazoo, MI 49008-5426

TEL: (269) 387-2542

FAX: (269) 387-2704

E-MAIL: chris.cheatham@wmich.edu

#### Dr. Mahony

My name is Mark Blegen and I am graduate of the doctoral program in Exercise Physiology (2001). This note is in support of Dr. Ellen Glickman's proposal to change the degree granted from PhD in Physical Education to a PhD in Exercise Physiology.

As I am sure you are well aware the fields of Physical Education and Exercise Physiology are very different from one another. Although there are common bonds between them, the professions are dissimilar. Changing the degree to aptly reflect the studies undertaken has several important repercussions: 1) It signifies to possible employers that a degree has been earned in a much more science laden field. Along these lines it can be easily argued that an Exercise Physiologist in academia should be housed in a biological studies program of study rather than a physical education program of study, and 2) It has practical implications for salary, promotion, and tenure. My own experience with this second issue has led me to write to you today. The upper level administration at my current school has no idea of Exercise Physiology is, and therefore when the position was offered, assumed it was Physical Education. This had a dramatic impact on the initial salary I was offered, and has taken two years to adjust. I would say this is the rule, not the exception when it comes to administration and these fields. In terms of promotion and tenure, having a degree which reflects who I am also holds a myriad of benefits.

It is with full support that I back Dr. Ellen Glickman and the proposal for the degree sought to be changed from PhD in Physical Education to a PhD in Exercise Physiology . We are not physical educators and our degrees should reflect that. If you have any further questions regarding my position, please do not hesitate to contact me. I am sure you will make the appropriate and correct decision.

Sincerely Mark Blegen

Contact Information:
Mark Blegen, Ph.D., FACSM
Assistant Professor and Program Director
Department of Exercise and Sport Science
St. Catherine University
2004 Randolph Avenue, #4215
St. Paul, MN 55105
651 690 6425
mblegen@stkate.edu

To whom it may concern,

I am writing in support of changing the degrees in our program to a M.S. in exercise physiology (instead of M.A. in Exercise, Leisure, and Sport) and a Ph.D. in exercise physiology (instead of physical education). As a graduate of both programs, there have been several occasions when I had to defend my scientific training because of ambiguity on my transcript.

Our graduate program is growing and led by our outstanding chair, Ellen Glickman. In the past ten years, she has taken the program out of the shadows and to the forefront of graduate programs in the Midwest and the United States. However, our program lacks visibility. A change in name is a step in the right direction because we are physiologists, not educators.

I strongly support a change in name of both the Masters and Doctoral degrees. I wish it had happened sooner.

Sincerely,

Matthew D. Muller, Ph.D.

From: "Pierce, Katherine E" ceke@muc.edu>

Date: Tue, 8 Dec 2009 12:05:50 -0500

To: "GLICKMAN, ELLEN" < EGLICKMA@kent.edu>

**Subject: RE: LETTERS OF SUPPORT** 

1 December 2009

To Whom It May Concern,

I attended Kent State University for nearly four years of graduate work in the field of exercise physiology. I received my Master of Arts in 2006 and my Ph.D. in Physical Education in 2008. While some might argue that exercise physiology and physical education go hand-in-hand, there is much more to the field of exercise physiology than meets the eye. It was and remains to be a field with an increasing emphasis on advanced human physiology, biochemistry, and the constant adaptations of the body to maintain homeostasis. Personally, I feel that when searching for a job, it would be much more beneficial to be able to include on a curriculum vitae Master of Science or Ph.D. in Exercise Physiology, as opposed to the degree in Physical Education. The misleading title of the degree may lead some employers to doubt the integrity of both the individual and the institution from which the degree was awarded. I would strongly recommend and support a change from MS or PhD in Physical Education to MS or PhD in Exercise Science. If you have any further questions, please do not hesitate to contact me.

Sincerely,

Katherine E. Pierce, Ph.D., ACSM-HFS Assistant Professor, Exercise Science Mount Union College 1972 Clark Ave. Alliance, OH

Office: 330.829.8953

e-mail: pierceke@muc.edu<mailto:pierceke@muc.edu>

Ellen Glickman, PhD FACSM
Professor and Coordinator Exercise Physiology
Kent State University
Exercise Science Laboratory
350 Midway Drive, 162 Gym Annex
Kent, OH 44242-0001

11/23/2009

Ellen,

Thank you for considering the impact these changes may have on programs now residing in the school of Foundations, Leadership and Administration. It is my judgment that these changes will not impact our programs and I do not see encroachment issues arising as a result of these changes. It appears these changes will result in a more clear connection between the degrees being awarded and the programs being completed by the students. Ultimately, I believe, these changes will have a positive impact on the visibility of your program and your future recruiting efforts.

Shawn Fitzgerald, PhD
Interim Director
Foundations, Leadership and Administration
316 White Hall
330-672-1345
smfitzge@kent.edu

## AUGUSTINE, SUSAN

From:

SANDMANN, ALEXA

Sent:

Wednesday, December 02, 2009 9:38 AM

To:

GLICKMAN, ELLEN; FITZGERALD, SHAWN; Mahony, Daniel; AUGUSTINE, SUSAN

Cc:

ROWAN, LYNNE

Subject:

RE: encroachment

Ellen,

With this email, I am stating that TLC does not see these proposed changes for the MS and PhD programs in Exercise Physiology to be encroachment of TLC programs.

Please let me know if you need further information.

Alexa

Dr. Alexa L. Sandmann

Interim Director, School of Teaching, Learning, and Curriculum Studies

Professor of Literacy

**Director of National Writing Project** 

at Kent State University

404 White Hall, P.O. Box 5190, Kent, OH 44242-0001

asandman@kent.edu

330.672.0652

330.672.3246 (fax)

From: GLICKMAN, ELLEN

Sent: Monday, November 23, 2009 4:23 PM

To: SANDMANN, ALEXA; FITZGERALD, SHAWN; Mahony, Daniel; AUGUSTINE, SUSAN

Cc: ROWAN, LYNNE; GLICKMAN, ELLEN

**Subject:** encroachment

Dear Alexa and Shawn-

Attached please find for your perusal a very rough DRAFT of our MS and PhD programs in Exercise Physiology.

Please let me know if you find in any way that we are "encroaching upon or may impact your degree programs"

I would appreciate, if possible if you could provide a e-mail letter of support of our program(s).

In short, we really are only changing the name of our Program(s) from a PhD in Physical Education to Exercise Physiology and a MA from Physical Education to A MS in Exercise Physiology.

Many thanks

All the best-

Ellen

Ellen Glickman, PhD FACSM Professor and Coordinator Exercise Physiology Kent State University Exercise Science Laboratory 350 Midway Drive, 162 Gym Annex Kent, OH 44242-0001

#### **AUGUSTINE, SUSAN**

From:

GLICKMAN, ELLEN

Sent:

Wednesday, December 09, 2009 10:28 AM

To:

AUGUSTINE, SUSAN

Subject:

FW: how does this sound?

----- Forwarded Message

From: JACOB BARKLEY < jbarkle1@kent.edu> Date: Mon, 7 Dec 2009 16:07:54 -0500

To: "GLICKMAN, ELLEN" < EGLICKMA@kent.edu>

Subject: how does this sound?

The Masters degree in Exercise Physiology/Science program has experienced a significant increase (50%) in enrollment over the past year. The current number applications for the 2010/11 academic year suggest further increases. We believe the proposed change over from the MA in Exercise leisure and Sport to a MS in Exercise Physiology/Science will further enhance the visibility of the degree for students considering a Masters program. This change will reduce the confusion regarding the degree and is a change that our current and former students have repeatedly requested. Ultimately this change will aid the continued growth and success of our Masters degree program.

Jacob E. Barkley, Ph.D. **Assistant Professor Exercise Science** The School of Health Sciences **Kent State University** 163E MACC Annex 330-672-020jbarkle1@kent.edu

----- End of Forwarded Message

## School of Health Sciences Education, Health, and Human Services.

SCHOOL OF HEALTH SCIENCES

## **EXERCISE, LEISURE AND SPORT**

Lynne Rowan, Interim Director

-Wayne W. Munson, Director-

102 Nixson Hall -262-Gym-Annex-

330-672-2672 330-672-2012

Irowan @ kentiedu wmunson@kent.edu

-Stephen A. Mitchell, Coordinator of Graduate Studies 162

- Eller L. Glickman -261-Gym Annex

330-672-0229 2930

smitchel@kentedu eglickmackantedu Health Sciences

The mission of the School of Exercise, Leisure and Sport is to enhance the quality of life of those we serve by generating and applying knowledge related to human movement recreation and sport. At the graduate level the school strives to advance knowledge while promoting leadership development of graduate-students-in-those-diverse-yet-interrelated-academic areas, through instruction; research and related internship experiences. The ultimate aim-is-to-generate new-knowledge, nurture attitudes and appreciations, and deliver information and-services-

Students are prepared for a vide variety of career options within the variety of career options within the freshold of exercise physiology and clinical exercise physiology and Her Husuerces

The School of Exercise, Leisure and Sport offers graduate Exeruse study leading to the Master of Arts degree in exercise, leisure plants and sport-and the Doctor of Philosophy degree in physical education. A certificate program in Athletic Coaching is also available Exercise Physiology

The graduate programs are designed to enable students to assume key positions in research, teaching and administration in sport and leisure settings, including exercise physiology, sport and recreation management, athletic-training, therapeutic recreation and sport pedagogy. For more information, visit-the school's Web site at http://www.ehhs.kent.edu/els: Science

#### Master of Arts

The Master of Art's degree is offered in five concentrations. exercise physiology, sport-studies, sport-and-recreation management, teacher-education-in-physical-education-and athletic training. Credit hours required for the degree vary from 32 to 40 hours depending upon the concentration CHOSS selected. For course-specific listings and complete program versus non tresis option)



Dr. Ellen Glickman conducts a standard exercise test of aerobic capacity in an exercise physiology laboratory.

12

School of Heath Sciences

#### Education, Health, and Human Services

Health Suences

requirements for each concentration, please contact the offices of the School of Exercise, Leisure and Sport. The overall purpose of each concentration varies and provides opportunities for students to specialize in an area of interest. Selection of a concentration is based on a student's interests, background and future professional goals. Students select either a thesis or nonthesis option in the chosen concentration. Students expecting to pursue doctoral study are strongly encouraged to select a thesis option.

#### **ADMISSION**

Students are not required to have an undergraduate degree in physical education to be admitted to the Master of Aris program.

In addition to regular application requirements, applicants to the exercise physiology concentration should present a substantial record of experiences in sciences basic to the study of exercise physiology and gerontology, including basic organic, physiological or biological chemistry. Courses in biology, mathematics, psychology and physics are also desirable.

A minimum undergraduate grade point average of 2.75 on a 4.0 scale is normally required. In some cases, a student with a lower grade point average may be admitted on a conditional basis. Applicants to the M. program must submit scores from their Graduate Record Examination, the Miller Analogies Test, Graduate Management Admission Test or other standardized test (prior approval necessary) as required by each individual concentration area. Applicants must submit recommendations from two (three if applying for a GA position) former professors and a Career Goal Statement listing a student's background and goals.

Students may also be considered for admission if they have relevant professional experiences and/or have completed designated postbaccalaurate coursework. Students must consult with the graduate coordinator prior to undertaking these alternative steps for admission.

#### **PROGRAM REQUIREMENTS**

The departmental requirements are ELS 63050 (Research Processes in Exercise, Leisure and Sport) and 63018 (Ethics in Exercise, Leisure and Sport). Following, or concurrent with, enrollment in courses taken to fulfill the departmental requirements, students complete courses identified as concentration requirements that are unique to the chosen concentration. Specific concentration program sheets may be obtained from the graduate coordinator.

More specific information, including details of transfer and transient credit, course substitutions, internship involvement, etc., is available from the graduate coordinator. Generally, application for transfer hours should be submitted along with regular application materials. Transient credit must be approved prior to commencing the course of study.

EXPH

Substitution of courses must be approved by the advisor, graduate coordinator and school director before the proposed substitution begins. When concentration requirements specify a course that may be repeated, such as Eks 63098 (Research), or allow for variable hours, such as internship, the maximum number of hours that may be credited toward fulfillment of degree requirements is specified.

#### **Doctor of Philosophy**

#### **ADMISSION**

The doctoral program course of study is concentrated in the area of exercise physiology. Determination of acceptance is made by the School of Exercise, Leisure and Sport-through evaluation of the following:

- A master's degree or an approved course of study leading to the Ph.D. degree.
- A cumulative, minimum grade point average at the graduate level of 3.0.
- Graduate Record Examination or-Miller-Analogies-Test -scores:
- Specific coursework in areas such as mathematics, chemistry, physics, biology, anatomy/kinesiology and exercise physiology.

#### **PROGRAM REQUIREMENTS**

The doctoral curriculum is designed to develop competencies that are needed for someone who intends to teach exercise physiology, pursue research or apply exercise physiology in practice. Doctoral research may use human or animal subjects.

The minimum credit-hour requirement for the doctorate is 90 semester hours beyond the bachelor's degree. However, only in rare instances does a student fulfill the educational and research expectations within this minimum-hour requirement. Any deficiencies in a doctoral student's academic preparation must be corrected very early in the approved academic program.

Specific requirements and deficiencies are determined by the student's academic advisor and filed with the school in the first year. The following course groupings are used as guidelines for program planning:

- Departmental Requirements (6)
- · Research Tools (12)
- Exercise Physiology Concentration (28-30)
- Research (2-15)
- Dissertation (30)

#### **EDPF 85535**

#### **INTERPROFESSIONAL STUDIES (3)**

Comprehensive analysis of issues affecting professional practice in education and human service resource settings. Examination of questions related to interprofessional collaboration on policy, research and practice.

#### **EDPF 89571**

#### **COMPARATIVE AND INTERNATIONAL EDUCATION (3)**

Comparative analysis of contemporary educational policies and structures in large- and small-scale societies throughout the world.

#### **EDPF 89581**

#### PROSEMINAR IN CULTURAL FOUNDATIONS (3)

Doctoral seminar to familiarize Ph.D. students with cultural and social foundations of education as a field of study so that they may locate their inquiry within the relevant knowledge base and academic disciplines that comprise the cultural foundations of education.

#### **EDPF 89582**

#### **SOCIAL PERSPECTIVES OF EDUCATION (3)**

Examines selected social factors that influence the development of educational policies and patterns of research relating to school and non-school educational settings.

#### School of Health Sciences Exercise/Leisure and Sport (ELS)

#### ELS 50612

EXPH

PH EX

#### **EXERCISE LEADERSHIP FOR THE ELDERLY AND SPECIAL POPULATIONS (3)**

Designed to provide the students with a knowledge base in exercise leadership in the senior population and includes special populations. Students participate in the leading, supervision and evaluation of the participant within the exercise program. They also assist in the collection of functional fitness data. Health Sciences

#### **EES 53093**

#### VARIABLE TITLE WORKSHOP IN EXERCISE, LEISURE-AND -SPORT (1-3)

Workshop in exercise, leisure and sport studies; topics vary. Repeat registration permitted. Maximum 4 hours may be applied to degree. S/U grading.

#### ELS 55015

#### PSYCHOLOGY OF COACHING (3)

Factors affecting athletic performance emphasizing skill, motivation, personality and practice conditions.

#### ELS 55020

#### CONTEMPORARY ATHLETIC COACHING (3)

A focus on the philosophy, skills, strategies and tactics of coaching within contemporary society.

#### ELS 55022

#### **EVENT PLANNING AND PRODUCTION (3)**

Students will learn the proper planning process that all sport events undergo. Students will then apply these concepts in actual events that they develop and hold.

#### ELS 55023

#### MARKETING AND PROMOTIONS IN SPORT AND **RECREATION (3)**

Analysis of marketing from a sport and recreation manager's perspective. Emphasis on marketing strategy and tactics in sport and recreation systems. Extensive use of case studies.

#### ELS 55024

#### SPORT IN GLOBAL PERSPECTIVE (3)

This course is designed to encourage students to critically analyze how sport relates to general features of globalization and to provide insight into the connection between global and local politics (including ethnic) religious, gender, environmental and sociospatial politics). The underlying assumption is that sport is part of a growing network of global interdependencies that bind human beings together.

## ELS 55026

#### SPORT IN THE MEDIA (3)

This course offers an introduction to current scholarship and issues concerning sport and the media, including critical analysis of media representations with attention to gender, race, sexuality, and disability, an examination of the structure of sports journalism and production, and an analysis of the role of mediated sport in our culture more generally. As such, the roles of institutions, producers, tests, and audiences and their relationships to each other are examined.

#### **ELS 55038**

#### ORGANIZATION AND ADMINISTRATION OF ATHLETIC TRAINING (3)

Investigation into current philosophies and legal aspects of athletic training. Organization and administration of all aspects of athletic training programs. Prerequisite: ATTR 25036.

#### ATTR ELS 55040

#### PATHOLOGY AND PHARMACOLOGY FOR ALLIED HEALTH **CARE PROVIDERS (3)**

Investigation of specific pathological conditions presented by professionals, including physicians and pharmacists. Will discuss common pathologies, associated pharmacological treatments and physiologic effects for various afflictions. Prerequisite: ATTR 25036.

#### ELS 55051

#### ELEMENTARY SCHOOL PHYSICAL EDUCATION METHODS (3)

Approaches to teaching in elementary school physical education. Focusing on sequential curriculum development and on learning outcomes in three domains. Prerequisite: Permission.

2008-2009 Kent State University Graduate Catalog

ELS 55053

ELEMENTARY SCHOOL PHYSICAL EDUCATION CONTENT (3)

Physical education content for the elementary school child with emphasis on developmentally appropriate learning in three domains. Prerequisite: Permission.

ELS 55058

SECONDARY SCHOOL PHYSICAL EDUCATION METHODS (3)

Approaches to teaching in secondary school physical education. Focus on sequential curriculum development and on learning outcomes in three domains. Prerequisite: Permission.

**ELS 55059** 

SECONDARY SCHOOL PHYSICAL EDUCATION CONTENT (3)

Introduction and development of content, management and organizational skills related to sports and activities utilized in secondary school physical education. Prerequisite: Permission.

**₽£**\$ 55065

EXERCISE TESTING (3)

Lecture and laboratory experiences dealing with the administration and interpretation of exercise tests. Prerequisite: PEP 35075 and 45080, or permission.

ELS 55070 EXPH ELECTROCARDIOGRAPHY FOR THE EXERCISE PHYSIOLOGIST (3)

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. Prerequisite: Graduate standing and special approval.

ELS 55080 EXPH

**PHYSIOLOGY OF EXERCISE (3)** 

Physiological bases of muscular activity with special attention to general effects of exercise on body function. Laboratory included.

ELS 56000
TOURISM DEVELORMENT AND RECREATIONAL TRAVEL (3)

Investigation of tyavel and tourism development using an interdisciplinary social science approach. Prerequisite: LEST 36060 or permission.

ELS 56001
PRINCIPLES AND METHODS OF COMMUNITY INCLUSION (3)

Interdisciplinary approach to the principles and methods of designing an inclusive environment. Focus is on characteristics of disability groups and societal consideration to making adaptations and accommodations. Students complete a service learning component that focuses on inclusion of people with disabilities in community life. Prerequisite: RPTM 26001.

ELS 56030

DYNAMICS OF LEISURE BEHAVIOR (3)

Analysis of leisure behavior through examination of socialpsychological theories and research. Prerequisite: RPTM 36040 and 36075 and PEP 25068 and PSYC 21621, or permission.

ELS 56040

THERAPEUTIC RECREATION PROGRAM TECHNIQUES (3)

Intervention/facilitation techniques employed in therapeutic recreation practice. Integration of theory into program plans used in TR for treatment and leisure education services for people with illnesses or disabilities. Prerequisite: LEST 36080 or permission.

ELS 56041

ADVANCED THERAREUTIC RECREATION PROGRAM

**TECHNIQUES (3)** 

Advanced intervention/facilitation techniques employed in therapeutic recreation practice. Professional issues related to therapeutic recreation practice. Prerequisite: LEST/RPTM 46040.

**ELS 56060** 

ADMINISTRATION OF LEISURE SERVICES (3)

Administrative practices of private and public leisure service agencies. Organization, philosophy, personnel and fiscal management, public relations and legal concerns will be examined. Prerequisite: LEST 36040, 36075, 36092 or 36192, or permission.

ELS 56070 PARK PLANNING (3)

Understanding the relationship between recreation places and the people who use them. This includes the planning, design and functioning of public and commercial recreation places. Prerequisite: RPTM 36040 & RPTM 36075.

ELS 56071

MAINTENANCE AND OPERATION OF AREAS AND FACILITIES (3)

A systems approach for effective maintenance and operation of areas and facilities. Prorequisite: LEST 36040 and 36075, or permission.

**ELS 56080** 

LEGAL ISSUES IN SPORT AND RECREATION (3)

Designed to alert potential recreation and sport professionals to the litigious environment prevalent in the US, increase awareness of their legal responsibility and risk management.

ELS 60610/70610

PHYSIOLOGY OF AGING: IMPLICATIONS FOR HUMAN BEHAVIOR (3)

Examine physiological changes that accompany advancing age. Special attention is paid to the effect of these changes on

sensory, motor and cognitive behavior.

#### CONTEMPORARY ISSUES IN ATHLETIC TRAINING (3)

A comprehensive examination of contemporary issues, trends, and problems affecting athletic training professionals related to the domains of practice for athletic trainers.

#### ÈK\$ 62012

#### **EDUCATION AND SUPERVISION PROCESSES IN ATHLETIC** TRAINING (3)

A comprehensive examination of educational learning theories, curriculum design, evaluation and supervision strategies in athletic training education programs from didactic and clinical perspectives. Additional applications for continuing education programs will be included.

#### ÆĽŠ 62014

#### **ADVANCED CLINICAL APPLICATIONS IN ATHLETIC** TRAINING (3)

A comprehensive examination of advanced topics in athletic training such as advanced evaluation skills, multi-dimensional approaches to therapeutic rehabilitation skills and applications in non-traditional athletic training settings such as industrial medicine and physician-extender.

#### ∕**ĔĽS 6201**6

#### **CLINICAL INQUIRY IN ATHLETIC TRAINING (3)**

Principles of athletic training research methodologies with a focus on clinical athletic training research. Completion of a clinical research project will be required in this course.

#### ELS 63018/73018

#### ETHICS IN EXERCISE, LEISURE AND SPORT (3)

Examination of selected situations in exercise, leisure and sport from an ethical reasoning perspective. A problem-oriented, case study approach based upon contemporary moral issues and moral theory.

#### **ELS 63050**

## RESEARCH PROCESSES IN EXERCISE, LEISURE AND SPORT

The research process and statistical concepts applied to exercise, leisure and sport.

#### **ELS 63051**

#### QUANTITATIVE AND RESEARCH METHODS IN EXERCISE, LEISURE AND SPORT (3)

Research design and statistical methods applied to exercise, leisure and sport. Prerequisite: ELS 63050.

#### ELS 63094/73094

## COLLEGE TEACHING IN EXERCISE, LEISURE AND SPORT (2)

Guided teaching experiences in educational settings. Repeat registration permitted. Prerequisite: Permission.

#### ELS 63095/73095

#### **RESEARCH SEMINAR (1)**

Presentation and discussion of research by faculty and students. A total of 2 credits may be applied toward degree requirements. S/U grading.

## ELS 63096

#### INDIVIDUAL INVESTIGATION IN EXERCISE, LEISURE AND **SPORT (1-3)**

Independent study completed under the supervision of a faculty member. Written approval of supervising faculty member and school director required prior to registration. Repeatable to 6 credit hours. IP permissible. Prerequisite: Permission.

## ELS 63098

RESEARCH (1-15)

EXPH

Research or individual investigation. Repeat registration permitted. IP permissible.

#### ELS 63193

#### VARIABLE TITLE WORKSHOP IN EXERCISE, LEISURE AND **SPORT (1-3)**

Workshop in exercise, leisure and sport; topics vary. Repeat registration permitted. Maximum 4 hours applied to the degree. S/U grading. Prerequisite: Permission.

#### **E**≰S 63195

#### SPECIAL TOPICS IN EXERCISE, LEISURE AND SPORT (1-3)

Selected and varied topics of relevance in exercise, leisure and sport. Repeat registration permitted.

## ELS 63199

ŤHESIS I (2-6)

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

#### EXPT ELS 63299 THESIS II (2)

Thesis students must continue registration each semester until all degree requirements are met. S/U grading; IP permissible. Prerequisite: ELS 65199.

#### ELS 65006/75006

#### CONTEMPORARY ISSUES IN SPORT MANAGEMENT (3)

A comprehensive examination of current topics impacting administrations of professional and amateur sport programs from the local to international level.

#### ELS 65007/75007

#### MOTOR SKILL ACQUISITION AND PERFORMANCE (3)

Examination of contemporary motor learning and control theories and laboratory experiences, with emphasis upon motor skill acquisition and performance as studied experimentally. Laboratory included. Prerequisite: ELS 6/75030.

#### ELS 65008/75008

#### SOCIOLOGY OF SPORT AND PHYSICAL ACTIVITY (3)

Sociological analysis of sport from a theoretical and empirical perspective.

ORGANIZATION/MANAGEMENT QE SPORTS PROGRAMS (3)

A study of the pragmatic understanding necessary in the organization and management of a sports program at the high school, college or professional level.

CONTEMPORARY ISSUES IN SPORT PEDAGOGY (3) **ELS 65025** 

Investigation and study of current problems, issues and trends in sport pedagogy. Prerequisite: £LS 65044 and 65055.

SOCIAL PSYCHOLOGY OF SPORT AND RECREATION (3)

Psychological, social and developmental factors of participation and behavior in sport, exercise and recreational activities. Theoretical and applied perspectives addressed.

LEGAL ISSUES IN SPORT AND RECREATION (3)

Provides students with a basic understanding of tort, contract and constitutional law in relation to sport and leisure.

ELS 65034/75034

CONTEMPORARY SPORT LAW (3)

Legal principles of antitrust law, injunctions, labor law and agency in sport, with a focus on professional sports. Prerequisite: PERD 65033 or equivalent.

ELS.65036

SPORT IN HIGHER EDUCATION (3)

Identification of contemporary problems and issues in collegiate sport, their history and the role of sport in colleges and universities, now and in the future.

ELS 65038/65038

SPORT PROMOTION AND FUNDRAISING (3)

Analysis of contemporary sports promotions strategies as well as fundraising tactics.

FINANCIAL ASPECTS OF SPORT AND RECREATION (3)

Review of basic accounting sources and uses of funds, capital budgeting, leasing and investments as they apply in a sports and recreation context. Financial software used in the sport and recreation industry will be introduced.

LEADERSHIP OF SPORT AND RECREATION (3)

Study of theoretical and applied constructs foundational to the leadership behavior applied to sport and recreation.

SUPERVISION PROCESSES IN SPORT PEDAGOGY (3)

A course designed to enhance ability to develop more effective teaching/learning environments through the use of systematic observation and application of supervisory theory.

PEDAGOGICAL ANALYSIS OF PHYSICAL EDUCATION AND

An analysis of contemporary pedagogical models, practices and theories relevant to the multidimensional environments of physical education and sport.

FACILITY MANAGEMENT AND OPERATIONS (3)

Analysis of manager tent competencies necessary to operate sport, recreation, convecation or convention facilities. Conceptual and technical aspects of planning and design introduced.

CURRICULUM DEVELOPMENT IN SPORT PEDAGOGY (3)

The analysis, development and design of curricular theory and practice in physical education and sport. An examination of current and future issues in curriculum implementation.

PHILOSOPHICAL AND SOCIAL BASES OF LEISURE AND

Overview of philosophical and social foundations of leisure and sport. Contemporary theories and perspectives will be examined.

CONTEMPORARY ISSUES IN LEISURE AND RECREATION (3)

Seminar to identify contemporary problems in recreation and leisure, and seek methods for their resolution. Prerequisite: Permission.

ADMINISTRATIVE PROBLEMS IN RECREATION AND LEISURE

SERVICES (3)

Special problems in recreation and leisure service agencies, legal powers and liability, departmental organization, financing, personnel policies and human resource development. Prerequisite: LEST 46060 or ELS 56060.

ELS 65064

CONCEPTS AND TECHNIQUES IN THERAPEUTIC

Issues in the application of concepts in therapeutic recreation from a multidisciplinary perspective; study of evaluation and research. Prerequisite: LEST 46041 or ELS 56041.

E28 65080/75080

EXPH

PHYSIOLOGICAL BASIS OF EXERCISE AND SPORT (3)

Application of physiological concepts to human performance. Includes role of testing, training strength and endurance, nutritional considerations, environmental influences and adapted exercise programs. Prerequisite: ELS 55080 or equivalent.

EXPH

#### ELS 65081/75081

## ENÉRGY METABOLISM AND BODY COMPOSITION (3)

Measurement of metabolic response to exercise. Topics include ergometry, spirometry, energy expenditure, body composition and performance correlates of strength, power and endurance. Prerequisite: ELS 55080 and Graduate standing.

### Eb\$ 65082/75082 CARDIO-RESPIRATORY FUNCTION (3)

Measurement of the cardiovascular-respiratory response to exercise. Includes resting spirometry, lung function during exercise, electrocardiography, blood pressure, PWC testing and exercise prescription. Prerequisite: ELS 55080 and Graduate standing.

#### ELS 65092

## INTERNSHIP IN SPORT AND RECREATION MANAGEMENT (24)

Field experience involving supervised contact with sport and recreation administrators. Students will work as understudies with these administrators in all phases of their positions. Repeat registration permitted. IP permissible.

#### ELS 65192/75192

## INTERNSHIP IN PHYSICAL FITNESS TESTING PROGRAMS (2-8)

Field experience in physical fitness programs and testing in Kent State adult fitness program cooperating agencies. S/U grading; IP permissible. Repeat registration permitted. Prerequisite: Permission.

#### ELS 65292

#### INTERNSHIP IN LEISURE STUDIES (1-4)

Field experience involving supervised contact with recreation and leisure professionals. Involves experience in all phases of agency administration. Repeat registration permitted. S/U grading; IP permissible. Prerequisite: Permission.

#### ELS 65392

## **ADVANCED PRACTICUM IN PHYSICAL EDUCATION (10)**

A sixteen-week practicum in K-12 physical education, combining full-time student teaching and student teaching seminar. Eight weeks of student teaching at the preschool- to fifth-grade level and eight weeks at the sixth- to twelfth-grade level. S/U grading; IP permissible. Prerequisite: Permission.

#### ELS 65592/75592

## INTERNSHIP IN MOTOR DEVELOPMENT (1-12)

Supervised and supervisory experiences in motor development for all ages and abilities, including conceptual bases for assessment, individualizations, task analysis. Maximum of 6 hours applies to degree. Repeat registration permitted. IP permissible Prerequisite: Permission.

#### ELS 65692

### INTERNSHIP IN ATHLETIC COACHING (2-4)

Supervised experience in organized sport focused upon the duties of a coach; can be at one or more levels (youth, school, college, professional) and sports. A focus on the philosophy, skills, strategies and tactics of coaching within contemporary society. S/U grading; IP permissible. Prerequisite: Permission.

#### ELS 65792\

### INTERNSHIP: SPORT STUDIES (1-6)

Supervised field experience in a sport or physical education setting. 60 hours of involvement per credit. S/U grading; IP permissible. Prerequisite: Permission.

#### ELS 73020

## KNOWLEDGE GENERATION IN EXERCISE, LEISURE AND SPORT (3)

This course examines issues involved in the generation, organization, dissemination, and use of scientific and scholarly knowledge in exercise, leisure and sport.

#### ₹ES 73052

## ADVANCED RESEARCH DESIGN AND STATISTICS IN EXERCISE, LEISURE AND SPORT (3) EXERCISE P KYSING

Advanced topics in research and statistical analysis with computer applications in exercise, leisure and sport. Prerequisite: Permission.

## \$15 75004 EXP A

#### BIOMECHANICS (3)

Survey of biomechanics, with particular emphasis on skeletal muscle mechanics.

## ED\$ 75075 EXPH

## MUSCLE FUNCTION AND EXERCISE (3)

Characteristics of skeletal muscle related to contraction during exercise, strength, elasticity, fatigue and training. Electromyograph analysis of muscle function emphasized. Lecture and laboratory. Prerequisite: ELS 55080 and 75004 and doctoral standing.

## EKS 75076 EXPH

## **ENVIRONMENTAL STRESS AND EXERCISE (3)**

Effects of heat, cold, pressure, pollution and psychological stress upon physiological responses to exercise. Lecture and laboratory. Prerequisite: Permission.

## ECS 75083 EXPH

## **EXERCISE ENERGY METABOLISM (3)**

Energy transformations during exercise. Emphasis on controlling mechanisms that regulate the anabolic and catabolic responses to both acute and chronic exercise. Prerequisite: ELS 65081, ELS 65082, and CHEM 70247.

#### ELS 75084

#### CARDIOVASCULAR/RESPIRATORY DYNAMICS DURING EXERCISE (3)

Responses of the cardiovascular and respiratory systems to exercise. Use of noninvasive methods to measure cardiorespiratory function emphasized. Lecture and laboratory. Prerequisite: ELS 65081 and 65082.

## ELS 75085

## EXPH

## ANTHROPOMETRY AND BODY COMPOSITION IN THE **EXERCISE SCIENCES (3)**

Theory of selected procedures for the measurement of body composition and physique and their applications in the sports sciences. Laboratory seminar format. Prerequisite: ELS 65081 and permission.

#### ELS 75097

## COLLOQUIUM IN SPORT AND RECREATION STUDIES (3)

Consideration of current scholarly issues in sport and recreation studies related to potential student research topics. Repeatable with permission.

#### ELS 83098

## EWH

#### RESEARCH (1-15)

Research for doctoral students. Repeat registration permitted. IP permissible. Prerequisite: Permission.

## ELS 83199

## EXPT

#### DISSERTATION I (15)

Doctoral dissertation, for which registration in at least two semesters is required, first of which will be semester in which dissertation work is begun and continuing until the completion of 30 hours. S/U grading; IP permissible. Prerequisite: Special approval and Doctoral standing.

#### ELS 83299

#### **DISSERTATION II (1 OR 15)**

Continuing registration required of doctoral students who have completed the initial 30 hours of dissertation and continuing until all degree requirements are met. S/U grading; IP permissible. Prerequisite: ELS 83199.

## Geronfology (GERO)

#### GERO.51093

## VARIABLE TITLE WORKSHOP IN GERONTOLOGY (1-3)

Workshop setting dealing with a topic or topics in the field of gerontology, Prerequisite: Graduate student standing. S/U grading.

#### **GERO 51095**

#### SPECIAL TOPICS IN GERONTOLOGY (1-4)

Discussion of a major topic or topics within the field of gerontology, Prerequisite: Graduate student standing.

#### **GERO 51096**

## INDIVIDUAL INVESTIGATION IN GERONTOLOGY (1-3)

Independent study in the area of gerontology. Prerequisite: graduate student standing.

2008-2009 Kent State University Graduate Catalog

#### **GERO 54030** ADULT DEVELOPMENT AND AGING (3)

Examines development processes across adulthood. Evaluation of theoretical models and scientific literature.

#### GERO 54092

## PRACTICUMUN GERONTOLOGY (3-10)

Observation and participation in long-term care and community agencies. Frerequisite: Graduate student standing.

#### **GERO 61091**

## SEMINAR IN GERONTOLOGY (1-3)

Seminar dealing with topics in the field of gerontology. Prerequisite: gradylate student standing.

#### **GERO 61191**

## INTERDISCIPLINARY SEMINAR IN GERONTOLOGY (3)

Course is designed to assist students in developing the knowledge and skills needed to understand major issues in gerontological theory, research and practice from a multidisciplinary perspective. Prerequisite: graduate student standing

#### GERO 64022

#### FAMILY LIFE IN THE LATER YEARS (3)

Research on families in the later years is reviewed, with a particular emphasis on its utility to family life practitioners. Prerequisite: Graduate student standing.

## Health Education and Promotion (HED)

#### HED 50093/70093

## VARIABLE TITLE WORKSHOP IN HEALTH EDUCATION AND

#### PROMOTION (1-3)

Discussion of major issues in health and safety education. Content, emphasis and prerequisites vary depending on workshop. S/U grading.

#### **HED 51561**

### ENVIRONMENTAL/HÈALTH (3)

Effects on human/health of overpopulation, and various sources of energy and the resultant environmental pollutants.

#### **HED 52041**

#### **HEALTH COUNSELING (3)**

Techniques of counseling applied to health education. Individual and group approaches relative to personal, family and societal/health issues. The course includes 20 field/clinical hours.

## HEALTH AND LEARNING: STRATEGIES FOR STUDENTS AND

TEACHERS (3)

Focus on health issues/education/environment policy and practice strategies to respond to threats confronting students utilizing a coordinated school/community strategy to promote health to improve academic outcomes. CPR and first aid certification required for completion of course.

#### Angela L Ridgel Ph.D

Assistant Professor School of Health Sciences 163F Gym Annex Kent Campus (330)-67-2-74 x95 aridgel@kent.edu

#### Education

Marshall University - Ph.D.

Major: Biomedical Sciences

Villanova University - M.S.

Major: Biology

The College of William and Mary - B.S.

Major: Biology

Minor: Anthropology

#### **Higher Education Work Experience**

**Assistant Professor** 08/2008 - Present Kent State University Dept. of Exercise Physiology Post-doctoral Fellow 03/2006 - 03/2008 Cleveland Clinic Dept. of Biomedical Engineering Research Associate 04/2004 - 03/2006 Case Western Reserve University Dept. of Biology Post-doctoral Fellow 01/2001 - 03/2004 Case Western Reserve University Dept. of Biology

#### **Professional Experience**

Multisport Editor
Ohio Sports and Fitness Magazine
Editor and writer of multisport section of local sports magazine

#### **Publications**

#### Journal Articles, Refereed

Ridgel, A.L., Thota, A., Vitek, J.L. and J.L. Alberts. (2009). Forced, not voluntary, exercise improves motor function in Parkinson's disease patients". Neurorehabilitation and Neural Repair. 23(6), 600-608

Rosenstein, L., Ridgel, A.L., Thota, A., Samame, B., and J.L. Alberts. (2008). The effects of combined robotic therapy and repetitive task practice on upper extremity function of a chronic stroke patient. American Journal of Occupational Therapy. 62(1):28-35

Ritzmann, R.E., A.L. Ridgel and A.J. Pollack (2008). Multi-unit recording of antennal sensitive units in the central body complex of the cockroach, Blaberus discoidalis. Journal of Comparative Physiology A. 194(4):341-360

Ridgel, A.L., B.E. Alexander and R.E. Ritzmann. (2007). Descending control of turning behavior in the cockroach, Blaberus discoidalis. Journal of Comparative Physiology A 193:385-402

Ridgel, A.L. and R.E. Ritzmann (2005). Effects of neck and circumoesophageal connective lesions on posture and locomotion in the cockroach. Journal of Comparative Physiology A 191(6):559-573

Ritzmann, R.E., A.J. Pollack, J. Archinal, A.L. Ridgel and R.D. Quinn. (2005). Descending control of body attitude in the cockroach, Blaberus discoidalis, and its role in inclined climbing. Journal of Comparative Physiology A 191(3):253-264

Ridgel, A.L., R.E. Ritzmann and P.L. Schaefer. (2003). Effects of aging on behavior and leg kinematics during locomotion in two species of cockroach. Journal of Experimental Biology 206(24):4453-4465.

Ridgel, A.L., S.F. Frazier and S.N. Zill. (2003). Post-embryonic development of cuticular caps of campaniform sensilla of the cockroach leg: potential implications in scaling force detection. Arthropod Structure and Development 32(2/3):167-173.

Ridgel, A.L., S.F. Frazier and S.N. Zill. (2001). Dynamic responses of tibial campaniform sensilla studied by substrate displacements in freely moving animals. Journal of Comparative Physiology A 187(5): 405-420.

Ridgel, A.L., S.F. Frazier, R.A. DiCaprio and S.N. Zill. (2000). Encoding of forces by cockroach tibial campaniform sensilla: implications in dynamic control of posture and locomotion. Journal of Comparative Physiology A 186 (4): 359-374.

Ridgel, A.L., S.F. Frazier, R.A. DiCaprio and S.N. Zill. (1999). Active signaling of leg loading and unloading in the cockroach. Journal of Neurophysiology 81(3): 1432-1437.

Zill, S.N., A.L. Ridgel, R.A. DiCaprio and S.F. Frazier. (1999). Load signalling by cockroach trochanteral campaniform sensilla. Brain Research 822: 271-275.

#### Reviews

(,

51

Ridgel, A.L. and R.E. Ritzmann. (2005) Insights into age-related locomotor declines from studies of insects. Ageing Research Reviews 4(1): 23-39.

#### **Presentations**

#### Local Invited

Dept. of Health Sciences, Cleveland State University, Title: "Forced-exercise improves motor function in Parkinson's disease"

#### International Non-Refereed

Improved motor function and cortical activation in Parkinson's disease patients following acute forced-exercise. Society for Neuroscience Meeting

Forced-exercise improves motor function in human Parkinson's disease patients. Society for Neuroscience Meeting

#### **National Refereed**

Society for Neuroscience Meeting. Title: "Improved motor function and cortical activation in Parkinson's disease patients following acute forced-exercise.

American College of Sports Medicine Annual Meeting. Title: "Forced-exercise improves motor function in human Parkinson's disease patients"

#### Service to the Profession

#### College

Member - Faculty Recruitment Team EHHS Dean's Faculty Recruitment

2008 - Present

National

Reviewer - Journal of Applied Biomechanics External reviewer for journal

2007 - Present

#### **Grants**

Angela Ridgel (09-2009) The effects of acute exercise rate on motor improvements in Parkinson's disease, School of Exercise, Sport and Leisure, \$500

Angela Ridgel (09-2004) Neural control of walking in absence of higher centers, NIH, \$65,398

3 of 3

12/8/2009 1:50 PM

#### Jacob Edward Barkley Ph.D

Assistant Professor School of Health Sciences 163 E Gym Annex Kent Campus (330)672-0209 jbarkle1@kent.edu

#### Education

State University of New York at Buffalo - Ph.D.

Major: Exercise Science/Applied Physiology

State University of New York at Buffalo - M.S.

Major: Exercise Science/Applied Physiology

State University of New York College at Brockport - B.S.

Major: Physical Education/Exercise Physiology

#### **Higher Education Work Experience**

Assistant Professor
Kent State University
Assistant Professor in the School of Exercise Leisure and Sport. Teaching, advising and doing research in the Exercise Science program.

Graduate Research Assistant
SUNY University at Buffalo
Served as a research assistant in the Division of Behavioral Medicine in the Department of Pediatrics.

Graduate Teaching Assistant
SUNY University at Buffalo
Served as a teaching assistant in the Department of Exercise and Nutrition Sciences.

#### **Professional Experience**

Personal Trainer
K.C.'s Fitness, Buffalo NY

Wellness Center Coordinator
Rich Products, Buffalo NY

Research Assistant
Department of Physical Education and Sport
Brockport State College

#### **Dissertation Advisement**

Matthew Muller, The Influence of Interval versus continuous exercise on thermoregulation, torso hemodynamics, and finger dexterity in the cold (50 C), Committee member, Fall 2007 - Summer 2009

David Bellar, The relationship between, age, cognitive function, cardiovascular fitness, and serum blood markers of cognitive function in healthy older adults, Committee member, Fall 2006 - Spring 2009

Judith Juvancic-Heltzel, The effect of variety on the reinforcing value and amount of physical activity in children, younger adults and older adults, Co-director, Fall 2006

Collinsworth, Tiffany, The effect of sleep depravation on the afterdrop phenomenon in healthy college-aged males, Committee member, Fall 2005 - Fall 2008

Pierce, Katherine, The effect of sleep depravation and cold air exposure on thermoregulation and cognitive function cold in college aged males., Committee member, Fall 2005 - Fall 2008

Farnell, Greg, Thermal, Metabolic and Immunological Responses to Cold Exposure in Lean and Overweight Males., Co-director, 2004 - Fall 2007

Rittenhouse, Melissa, The effect of peer influence on physical activity patterns in lean and at-risk-for/overweight boys., Co-director, Fall 2004 - Fall 2008

#### **Publications**

#### Journal Articles, Refereed

Barkley, J.E., J.N. Roemmich and L.H. Epstein. (2009) Reinforcing Value of Interval and Continuous Physical Activity in Children. Physiology and Behavior, Aug (1-2):31-6.

Barkley, J.E., A. Penko. (2009) Physiologic Responses, Perceived Exertion and Hedonics of Playing a Physically Interactive Video Game Relative to a Sedentary Alternative and Treadmill Walking in Adults. Journal of Exercise Physiology *Online*. June 12(3): 12-23.

Kamimori, G.H., E.J. Ryan, R. Otterstetter, J.E. Barkley, E.L. Glickman, and H.Q. Davis. (2009) Catecholamine Response to Hypoxia-Induced Acute Mountain Sickness. Aviation, Space and Environmental Medicine Apr;80(4):376-80.

Bellar, D., M. Muller, E.J. Ryan, M.V. Bliss, J.E. Barkiey, and E.L. Glickman. The Effects of Combined Elastic and Free Weight Tension versus Free Weight Tension on One Repetition Maximum Strength in the Bench Press Journal of Strength and Conditioning Research. (In-press).

Barkley, J.E., J.N. Roemmich, E.J. Ryan, D. Bellar and M.V. Bliss. (2009) Variety of Exercise Equipment and Physical Activity participation in Children. Journal of Sport Behavior (In-review).

Roemmich, J.N., J.E. Barkley, C.L. Lobarinas, J.H. Foster, T.M. White, and L.H. Epstein (2008). Association of Liking and Reinforcing Value with Children's Physical Activity. Physiology & Behavior. 18.93(4-5):1011-1018.

Barkley, J.E., and J.N. Roemmich (2008). Validity of the CALER and OMNI-Bike Ratings of Perceived Exertion. Medicine and Science in Sport and Exercise. 40(4): 760-66. (D)

Roemmich, J.N., J.E. Barkley, L. D'Andrea, M. Nikova, A. D. Rogal, M.A. Carskadon and P.M. Suratt. (2006). Overweight Following Adenotonsillectomy in Children with Obstructive Sleep Disordered Breathing: Association with Decreases in Motor Activity and Hyperactivity. Pediatrics, 117(2):e200-8.

Roemmich, J.N., J.E. Barkley, C. Kuo, L.H. Epstein, T.M. White, J.H. Foster, and R. Paluch. (2006). Validity of CERT and OMNI-walk/run Ratings of Perceived Exertion During Treadmill Exercise. Medicine and Science in Sport and Exercise 38(5):1014-9.

Gosselin, L.E., J.E. Barkley, M.J. Spencer, K.M. McCormick, and G.A. Farkas. (2003) Ventilatory dysfunction in mdx mice: Impact of tumor necrosis factor-alpha deletion. Muscle Nerve, 28: 336-343.

#### **Presentations**

#### International Invited

Barkley, J.E. Increasing the Variety of Exercise Equipment Increases Physical Activity in Children. International Forum on Sport, Exercise and Leisure. Shijizhuang, China. May 2008.

Barkley, J.E. Laboratory Experiences for a senior/Masters Level Exercise testing Class. International Forum on Sport, Exercise and Leisure. Shijizhuang, China. May 2008.

Barkley, J.E. Curriculum Trends in Exercise Science. International Forum on Sport, Exercise and Leisure. Shijizhuang, China. May 2008.

#### **National Refereed**

Barkley, J.E., J.N. Roemmich, E.J. Ryan, D. Bellar, M.V. Bliss and M.A. Rittenhouse (2008). The Effect of Increasing the Variety of Exercise Equipment on the Physical Activity Level of Children. Medicine and Science in Sport and Exercise, 40(5) Supplement: S320, May 2008. 55th Meeting of the American College of Sports Medicine, Indianapolis, IN.

Barkley, J.E., J.N. Roemmich, and L.H. Epstein (2007 May). Relationship Between A Computer Task To Assess The RRV Of Interval Versus Continuous Exercise And Free Choice Exercise. Power-point presentation at the 54rd Meeting of the American College of Sports Medicine, New Orleans, LA.

Roemmich, J.N., Barkley, J.E., Lobarinas, C.L., Epstein, L.H., Foster, J.H., and White, T.M. (2007 May). Liking and Reinforcing Value: Independent Predictors of Children\'s Physical Activity. Power-point presentation at the 54rd Meeting of the American College of Sports Medicine, New Orleans, LA.

Barkley, J.E., J.N. Roemmich, L.H. Epstein, and J. McNelis. (2006 June). Reinforcing Value of Interval and Continuous Exercise Above and Below the Ventilatory Threshold. Power-point presentation at the 53rd Meeting of the American College of Sports Medicine, Denver, CO.

Barkley, J.E., J.N. Roemmich, C.Kuo, L.H. Epstein, T.M. White, J.H. Foster, and R. Paluch. (2005 June). Validity of Omni and Cert RPE Scales in Children. Power-point presentation at the 52nd Meeting of the American College of Sports Medicine, Nashville, TN.

Roemmich, J.N., J.E. Barkley, L. D'Andrea, M. Nikova, P. Rogal, M.A. Carskadon and P.M. Suratt. (2005 June). Overweight Following Adenotonsillectomy in Children with Obstructive Sleep Disordered Breathing: Association with Decreases in Motor Activity and Hyperactivity. Poster presented at the 52st Meeting of the American College of Sports Medicine, Nashville, TN.

Barkley, J.E., J.N. Roemmich, C.Kuo, L.H. Epstein, L. Gopolan, and C. Gurgol. Predictors of Self-Reported Physical Activity of Children. (2004 May). Power-point presentation at the 51st Meeting of the American College of Sports Medicine, Indianapolis, IN.

Barkley, J.E., M. Spencer, G.A. Farkas, K.M. McCormick, and L.E. Gosselin. (2002 June). Impact of TNF-Alpha Elimination on Ventilation and Diaphragm Contractility in Dystrophic Mice. Poster presented at the 49th Meeting of the American College of Sports Medicine, St. Louis, MO.

Barkley, J.E., J. Hartel, J. Granchelli, G.A. Farkas, and L.E. Gosselin. (2001 May). Impact of Prednisone on Ventilation and Diaphragm Muscle Contractility in mdx Mice. Poster presented at the 48th Meeting of the American College of Sports Medicine, Baltimore, MD.

#### Service to the Profession

Department

Committee - The School of Exercise, Leisure and Sport Curriculum Committee Representative for the Physical Education unit on the committee.

2007 - Present

**National** 

Workshop Instructor - ACSM Health Fitness Instructor (HFI)

2007 - 2007

MemberThe American College of Sports Medicine (ACSM)

2004 - Present

#### Grants

(8-2010) The effect of peer influence on a session of physical activity in young children, SELS, \$500

Barkley, J.E. (08-2008) Energy expenditure and the reinforcing value of the Nintendo Wii in children, SELS, \$500

Barkley, J.E. (06-2008) The effect of peer influence on physical activity patterns in lean and overweight male children, Kent State University Research and Graduate Studies, \$6,500

Barkley, J.E. (05-2009) The effect of peer influence on physical activity patterns in lean and overweight male children, Kent State University Research Council, \$2,462

Barkley, J.E., Bellar, D. and Bliss, M. (-2008) The effect of increasing the variety of resistance training equipment on the amount of physical activity children perform., School of Exercise, Leisure and Sport, \$500

Barkley, J.E., Dix, L. and Atkins, A. (-2007) Reinforcing value of interval and continuous exercise above and below the ventilatory threshold in lean and overweight children., School of Exercise, Leisure and Sport, \$500

Barkley, J.E. (-2005) The Effect of Exercise Intensity on Insulin Sensitivity in Obese, Insulin Resistant Children, Gatorade Sports Science Institute, \$1,500

Barkley, J.E. (-2005) Reinforcing value of interval and continuous exercise above and below the ventilatory threshold., Mark Diamond Research Foundation, \$1,093

Kimberly Peer, Ph.D. (2008) An investigation of the effectiveness of biomechanical stimulation using the Swiss Wing, Private Industry Grant, \$20,000

Altering the relative reinforcing value of a prescribed bout of physical activity in lean and at-risk-for/overweight children, Ohio Board of Regents, \$28,619

#### Michael Kalinski Ph.D.

Associate Professor School of Health Sciences 264G Gym Annex Kent Campus (330)672-0210 mkalinsk@kent.edu

#### Education

Research Institute of Biochemistry, National Academy of Science, Kyiv, Ukraine - Ph.D. Major: Biology	1987
Shevchenko State University, Kyiv, Ukraine - B.S. Major: Biology-Biochemistry	1976
Uzhorod State University, Uzhorod, Ukraine - M.S. Major: Biology	1971
Kyiv Institute of Physical Education, Ukraine - B.S.  Major: Physical Education  Minor: High School Teacher	1965

#### **Publications**

#### **Book Chapters**

Morozov, V. I., Kalinski M.I. Intense exercise stimulates blood neutrophil degranulation in humans and rats. Book chapter in: Weight Loss, Exercise and Health Research, Editor: Carrie P. Saylor, Nova Science Publishers, Inc. New York, 195-212, 2006.

Tomiak T. M. Kalinski, Enhancement of strength and endurance of respiratory system after specialized training of respiratory muscles. In book: Process of improvement of training in elite athletes, 79 - 81, Book, ISBN: 83-89630-15-X, Warsaw, Poland, 2004.

#### **Books Authored**

Kalinski, M.I., C.A. Conn. Ergogenic Aids: Performance-Enhancing Substances In Sport and Exercise, Sport Publisher, New Delhi, 2008.

Vorobets, Z. D., O. Korchynska, M.I. Kalinski, et al. Medical Biology, Textbook for the medical colleges, Ukraine, Kyiv, 2009. In press.

Vorobets, Z. D., O. Korchynska, M.I. Kalinski, et al. Practical Training in Medical Biology, Lviv, Ukraine, 2007.

Honsky, Y.I., Maximchuk, T. P., Kalinski, M.I. Human Biochemistry, Textbook for the medical colleges, 746 pages, Ukrainian State Medical Publisher, Ukraine, 2002.

Kalinski, M.I., Antipenko, A. Ye., Dunbar, C.C., Michielli, D.W., Exercise and Intracellular Regulation of Cardiac and Skeletal Muscle Human Kinetics Publishers, Inc., Champaign, IL, USA, 1995.

Antipenko, A.E., Kalinski, M.I., Lyzlowa, S.N. Myocardial Metabolic Regulation under Different Functional Conditions, University Publishing House, Russia.

Kalinski, M.I. Nutrition, Health, Exercise, Science Publisher, Kyiv, Ukraine.

Kalinski, M.I., Rogozkin, V.A. Exercise Biochemistry, Kyiv, Ukraine.

Menshikov, V.V., Volkov, N.I., Kalinski, M.I. et al. Biochemistry and Exercise Biochemistry, Moscow, USSR.

Kalinski, M.I., Kursky, M.D., Osipenko, A.A. Biochemical Mechanisms of Adaptation During Exercise, Kyiv, Ukraine.

#### Journal Articles, Refereed

Kalinski M.I., Kuehne T.V., Mishchenko V. Low- and High-Resistance Isokinetic Strength Training in Rehabilitation Programs of Overweight Women. Journal of Sport and Sports Sciences, June issue, Vol. 31, N3, p. 2-8, 2008.

Hoyt, Trey, Fort, Inza L., Kalinski, M.I., Physiological impact of hypohydration on thermoregulation, cardiovascular function, and substrate usage during exercise, Med. Sport., vol. 12, (4): 2008

Kalinski, M.I., Characterization of biochemical and immunological responses to various types of exercise linked to muscle injury. Med. Sport., vol. 11, (1): 1-6, 2007.

Morozov, V. I., P.V. Tsyplenkov, N.D. Golberg, , M. I. Kalinski The effects of high-intensity exercise on skeletal muscle neutrophils myeloperoxidase in untrained and trained rats. European Journal of Applied Physiology, 92, N6, 2006.

Pshybulsky V., Kalinski M.I. Effect of 9 weeks of preparatory training program on fitness tests of professional soccer players. Acta Universitatis Carolinae Kinanthropologica, vol. 41, N1, p.27-35, 2006.

Kalinski M.I. Adenylyl cyclase system of different skeletal muscles during exercise. Bykovinskiy Medical Journal, vol. 9, N2, pp 3-6, 2005.

Kerner, M. S., A. B. Kurant, and M. I. Kalinski. Leisure-time physical activity, sedentary behavior, and fitness of high school girls. European Journal of Sport Sciences, N4, p.1-17, 2004.

Dunbar, C.C. and M.I. Kalinski. Using RPE to regulate exercise intensity during a 20-week training program for postmenopausal women. Perceptual and Motor Skills 99:688-690, 2004.

#### **Presentations**

#### International Invited

Kalinski, M.I. Doping use and abuse in European countries in light of 2008 Olympic Games in China", National University of Kyiv Mohyla Academy, Kyiv, Ukraine.

Keynote presentation Kalinski, M.I. Hormonal, Signal Transduction and Immune Responses during Exercise. XIX Annual conference of the Physiological Society of India "Current Approach of Physiology to Therapeutics and Rehabilitation", Faridabad, India.

Kalinski, M.I. Immune function during exercise. Guru Nanak Dev University in Amritsar, Punjab, India.

Kalinski, M.I. Anabolic steroid research in sports superpowers. Guru Nanak Dev University in Amritsar, Punjab, India.

Kalinski, M.I. Nutritional requirements in endurance sport, Panjab University, Chandigarh, India.

Kalinski, M.I. Adverse effects of steroids abuse. Panjab University in Chandigarh, India.

Kalinski, M.I. Creatine supplements in sport. Combined symposium "Sport Excellence" SAI National Institute of Sport South Centre and Bangalore University, Bangalore, Karnataka, India.

Kalinski, M.I. Protein requirements for strength development in athletes. Combined symposium "Sport Excellence" SAI National Institute of Sport South Centre and Bangalore University, Bangalore, Karnataka, India.

Kalinski, M.I. Catecholamines and exercise, Punjabi University, Patiala, India, 2007.

#### International Refereed

Mechanisms of anabolic steroids action. Ukrainian Biochemical Congress, Charkiv, Ukraine, 2006.

Anabolic steroids new breakthroughs. Ukrainian Biochemical Congress, Charkiv, Ukraine, 2006.

Signal Transduction System in Different Tissues and the Effects of Exercise Training. International Conference Current Issues and New Ideas in Sport Science, October, Kaunas, Lithuania, 2006

Gradual education in Biological and Sport Sciences in the USA, Palladin Institute of Biochemistry, National Academy of Science, Kyiv, Ukraine, 2006

Kenote presentation Biochemical mechanisms of muscle injuries during exercise, 1st International Congress on Sport Medicine, Krakow, Poland, 2006

Pshybulsky V., Kalinski M.I. Influence of standard out-season training program upon aerobic capacity of high performance soccer players of different playing position, 10th Annual Congress of the European College of Sport Science, Serbia, 2005.

Adenylyl cyclase system of different skeletal muscles during exercise, International Conference in Medical and Clinical Medicine, Chernivci, Ukraine, 2005.

Education at Kent State University, Bukovinian State University, Chernivci, Ukraine, 2005

Danilova M., Chimich O., Kalinski M., Morozov V. Microhidrin treatment effects on hematological and biochemical indices in healthy males after incremental treadmill exercise, 10th Annual Congress of the European College of Sport Science, Serbia, 2005.

Kalinski, M.I., Mishchenko V., Tomiak T. Changes of cardiorespiratory response sensitivity and fast kinetics after strenuous training workloads in young versus adult kayakers, 9th Annual Congress of the European College of Sport Science, France, 2004.

Kalinski, M.I., Vorobets Z. D. Regulation of Contraction of Cardiac Muscle: Phosphorylation of Phosphatidylinositides during Activation of Muscarinic Acetylcholine Receptor of Myocardium Sarcolemma. 9th Annual Congress of the European College of Sport Science, France, 2004.

#### **National Refereed**

Kalinski M. I., V.S. Mishchenko, T. Tomiak. Influence of Strenuous Training on Cardiorespiratory Response Sensitivity and Primary Kinetics in Elite Rowers. 51st Annual Meeting of American College of Sports Medicine, Indianapolis, 2004.

Levensky, C.M., Kalinski, M.I., J.L. Moore, A.D.Gilbertson, Physical Activity Levels Associated with Patients taking Psychotropic Medication, 51st Annual Meeting of American College of Sports Medicine, Indianapolis, 2004.

#### State Non-Refereed

Kalinski M.I. Secret steroid research in elite sport. Youngstown State University, Youngstown, 2005.

#### Service to the Profession

#### International

Speaker - Spain, Alcala de Henares University
Visiting Professor, Spain, Alcala de Henares University, Department of Physiology.

Speaker - Italy, University of Bologna

Visiting professor, University of Bologna, Italy, Department of Physiology, Faculty 2006 - 2006 of Exercise and Sport Sciences.

Advisory Board - The Brazilian Journal of Kinanthropometry & Human
Performance (Brazil)
International consultant, The Brazilian Journal of Kinanthropometry & Human
Performance (Brazil)

2006 - Present

#### Ellen Glickman Ph.D

Professor School of Health Sciences 262 Gym Annex Kent Campus (330)672-2930 eglickma@kent.edu

#### Education

University of Pittsburgh - Ph.D.

1989

Major: Exercise Physiology

The influence of body composition on temperature regulation during immersion in 18, 22 and 26°C water for 120 minutes

Queens College, City University of New York - MS.Ed.

1985

Major: Exercise Physiology

William Smith College - B.A.

1983

Major: American Studies/Honors

#### **Higher Education Work Experience**

Professor 08/1995 - Present

Kent State University

Assiatant Professor promoted to Associate Professor

08/1989 - 08/1995

Louisiana State University

#### **Professional Experience**

Senior Research Associate

09/1988 - 07/1989

Western Psychiatric Institute and Clinic Department of Psychophysiology

#### **Dissertation Advisement**

Murray, Leigh, The hematological and thermoregulatory effects of aspirin ingestion during recovery from acute cold exposure,, Summer 2006

Otterstetter, Ronald, Effect of aspirin on thermoregulatory and hematologic resposnes of males during acute cold exposure, Director, Spring 2004

Potkanowicz, Edward, The effect of ethnicity and body composition on the thermal and metabolic responses of men during acute cold exposure, Director, Spring 2003

Caine, Natalie, The effect of sleep deprivation on the thermal, metabolic and hormonal resposnes to cold exposure, Director, Spring 2002

Blegen, Mark, The effect of hypoxia and exercise on the immunologic, thermal and metabolic resposnes of males 18 - 35 years of age, **Director**, Spring 2001

Christopher Cheatham, *Physiological, cardiovascular and thermoregulatory responses of nicotine during cold exposure*, **Director**, Spring 2000

#### **Publications**

#### Journal Articles, Refereed

J. Philip Karl, Harris R. Lieberman,, Sonya JC Cable, Kelly W. Williams, Ellen L. Glickman, Andrew J Young, Ph.D, and James P McClung, Ph.D (2009) Poor Iron Status is not Associated with Overweight or Overfat in Non-Obese Pre-menopausal Women, J. Am Coll Nutr Feb; 28 (1) 37-42.

Spitznagel, M.B., Updegraff, J., Pierce, K., Walter, K., Collinsworth, T., Glickman, E., Gunstad, J., (2009). Cognitive function during acute cold exposure with or without sleep deprivation lasting 53 h. Aviat Space Environ Med. 80:703-708.

TJ Smith, MA Pikosky, A Grediagin, C Castaneda-Sceppa, EL Glickman, AJ Young (2009) Aerobic fitness level does not modulate protein in response to increased in exercise: a controlled study. Nutrition and Metabolism. Jun 16;6(1):28

Benitez A, Gunstad J, Hughes J, Glickman E, Alexander T, Spitznagel MB, Juvancic-Heltzel J, Murray L. (2009) Troponin and S100 beta are associated with depression in healthy older adults Aging Mental Health 13(6) 894-8.

Keary T, J Gunstad, D Neal, E Glickman, T Alexander, M Spitznagel, J Juvancic-Heltzel, (2008) Light to moderate alcohol consumption is associated with S100B and amyloid beta levels in healthy older adults. Experimental Aging Research 34(2) 101-113.

Blankfield RP, Iftikhar I, Glickman E, Harris S (2008) Temperature and blood pressure after amlodipine overdose. Wilderness and Environmental Medicine 19 (1) 39-41

Stanek K, Gunstad J, Leahey T, Glickman E, Alexander T, Spitznagel MB, Juvancic-Heltzel J, Murray L (2008) Serum derived neurotrophic facto is associated with reduced appetite in healthy older adults. Journal of Nutrition Health and Aging

S Yadavalli, J Gunstad, E Glickman, T Alexander, M Spitznagel, J Juvancic-Heltzel, L Murray T Collinsworth (2008) Increased S 100b is associated with reduced cognitive function in healthy older adults. Neuropsychobiology; 57(3) 121-125.

Gunstad, J., Benitez, A., Smith, J., Glickman, E., Spitznagel, MB, Alexander, T., Juvancic-Heltzel, J., & Murray, L. (2008). Serum-brain derived neurotrophic factor is associated with cognitive function in healthy older adults. *Journal of Geriatric Psychiatry and Neurology, May 23*.

Pikosky MA, Smith TJ, Grediagin A, Castaneda-Sceppa C, Byerley L, Glickman E, Young AY (2008) Increased protein maintains nitrogen balance during exercise induced energy deficit Med Sci Sports Exerc 40(3) 505-12.

Gunstad, J., Spitznagel, M., Keary, T.A., **Glickman, E.,** Alexander, T., Karrer, J., Stanek, K., Reese, L., & Juvancic-Heltzel, J. (2008). Serum leptin levels are associated with cognitive function in older adults. Brain Research, 21 July.

Gunstad, J., Spitznagel, M., Keary, T.A., **Glickman, E.,** Alexander, T., Karrer, J., Stanek, K., Reese, L., & Juvancic-Heltzel, J. (2008). Serum leptin levels are associated with cognitive function in older adults. Brain Research, 21 July.

Gary H. Kamimori, Edward John Ryan, Ronald Otterstetter, Jacob Edward Barkley, Ellen Lisa Glickman and Harry Quiqq Davis (2009) Catecholamine Response to Hypoxia-Induced Acute Mountain Sickness. Aviation Science and Environmental Medicine; 80(4) 376-80

Farnell GF, K Pierce, T Collinsworth, L Murray, R Demes, J Juvancic Heltzel, E Glickman

(2008) The influence of ethnicity on thermoregulation following acute cold exposure. Wilderness and Environmental Medicine Winter;19(4):238-44.

Blegen MC, , M., C. Cheatham, N. Caine, C. Woolverton, and E. Glickman. (2008) The immunogical responses to exercise of varying intensities in normoxic and hypoxic environments *Journal of Strength and Conditioning Research* 14 August

Leahey, T., Myers, T., Gunstad, J., Glickman, E., Spitznagel, M., Alexander, T., & Juvancic-Heltzel, J. (2007). AB40 is associated with cognitive function, body fat, and physical fitness in healthy older adults. *Nutritional Neuroscience*. 10(5-6) 205-209.

K Rarick, M Pikosky, A Grediagin, T Smith, E Glickman, J Alemany, J Staab, AJ Young, B Nindl (2007) Energy flux more so than energy balance, protein intake, or fitness level influences insulin like growth factor 1 system responses during seven days of increased physical activity. Journal of Applied Physiology, November 103 (5) 1613-21.

Fulco CS, M Zupan, S Muza, PB Rock, K Kambis, T Payn, M Hannon E Glickman, A Cymerman (2006) Carbohydrate supplementation and endurance performance of moderate altitude residents at 4300 m. Int J. Sports Medicine.

Cheatham CC, N Caine-Bish, M Blegen, ES Potkanowicz, GH Kamimori, JL Marcinkiewicz, RO Otterstetter, M Kalinski, EL Glickman (2006) The effects of nicotine on the metabolic and hormonal responses during acute cold exposure. Wilderness and Environmental Medicine 17(3) 147-157.

Fulco CJ, CS Fulco, MD Kellogg, E Glickman, AJ Young (2006) Voluntary muscle function after creatine supplementation in acute hypobaric hypoxia. Medicine in Science and Sports in Exercise 38(8) 1418-1424.

Castellani J, AJ Young, M Ducharme, G Giesbiecht, E Glickman, R Sallis (2006) The American College of Sports Medicine Position Stand on Exercise in The Cold; Medicine in Science and Sports in Exercise 38(11) 2012-29.

J Castellani, AJ Young, M Ducharme, G Gie**piese Malisman**, R Sallis (2006) The American College of Sports Medicine Position Stand on Exercise in The Cold; Medicine in Science and Sports in Exercise 38 (11) 2012-29.

Pichette S, P Senders, E Glickman-Weiss, N Caine, I Dietz (2000, February). The effectiveness of a pilot multidisciplinary outpatient pediatric weight management program in improving selected clinical outcomes after a 10-week intervention program. Ohio Dieticians Association Meeting, Cleveland, OH.

Scharschmidt T, E Glickman-Weiss (1999, April). The effects of gender and menstrual phase on carbohydrate utilization during cold air exposure. 108th Annual Meeting of the Ohio Academy of Science, Cleveland State University, Cleveland, OH.

MWACSM 1997: Tutorial with CC Dunbar on Ratings of Perceived Exertion for Exercise Prescription.

Midwest ACSM (MWACSM) 1997: Environmental Physiology Symposium.

SEACSM 1992: Aerobic metabolic requirements of the firefighter instructor.

Southeast American College of Sports Medicine (SEACSM) 1992: A comparison of formulas to determine mean skin temperature during prolonged cold water immersion.

#### International Refereed

Glickman, E (2006, August). Exercise testing, exercise prescription and exercise programming in the enhancement of physiologic and overall well being in the older adult. Oxford Roundtable, Oxford, England.

Glickman E, CC Cheatham, N CAine, M Blegen (2002, July). The influence of ethnicity on the thermosensitivity during cold water immersion. International Conference on Environmental Systems, San Antonio, TX.

Glickman E, N Caine, E Potkanowicz, C Cheatham, M Blegen, CM Hearon (2002, September). The effect of age and ethnicity on metabolism and carbohydrate utilization during acute cold exposure. International Conference on Environmental Ergonomics, Fukuoka, Japan.

Potkanowicz E, N Caine, R Otterstetter, EL Glickman (2002l September). Thermal sensation of old vs young males at 12, 18, and 27°C for 120 minutes. International Conference on Environmental Ergonomics, Fukuoka, Japan.

Caine N, ES Potkanowicz, M Blegen, R Oterstetter, M Kibbel, EL Glickman (2002, September). The effect of sleep deprivation on thermoregulation in males and females exposed to 12°C for 180 minutes. International Conference on Environmental Ergonomics, Fukuoka, Japan.

Garrison T, AG Nelsen, E Glickman-Weiss, J Kokkonen (2000 July). Niacin ingestion speeds removal of ammonia following high intensity arm cranking. European College of Sports Sciences, Jyvaskyla, Finland.

Glickman-Weiss E, CM Hearon, AG Nelson, R Prisby, N Caine (1998, October). The perceptual and physiological response of high and low fat women exposed to 5°C for 120 minutes. The Eighth International Conference of Environmental Ergonomics, San Diego, CA.

Glickman-Weiss E, CM Hearon (1996). Does shivering thermogenesis enhance the individual\'s ability to maintain rectal temperature during immersion in cold water? The Seventh International Conference on Environmental Ergonomics (ICEE), Jerusalem, Israel.

#### Service to the Profession

#### National

Committee - American College of Sports Medicine (ACSM) Membership Committee

2000 - 2000

Committee - American College of Sports Medicine (ACSM) Task Force on Education and Allied Health

2000 - 2000

Editorial Boards - Wilderness Medical Society Editorial Review Board

1998 - Present

Committee - American College of Sports Medicine (ACSM) Co-Liasion Environmental Physiology Section	1997 - 1997
Member - American College of Sports Medicine (ACSM) ACSM \"Mentor \" Program	1996 - 1996
Reviewer - American College of Sports Medicine Abstract Reviewer, Environmental Physiology Section Manuscript Reviewer, Medicine and Science in Sport and Exercise	1995 - 1995
Member - American College of Sports Medicine (ACSM) American College of Sports Medicine, Fellow (FACSM)	1993 - Present
MemberAmerican College of Sports Medicine (ACSM)	1984 - Present
Regional Coordinate - Mid-West ACSM Coordinator CEC\'s	1999 - 1999
Member - Mid-West ACSM Board of Trustees	1998 - Present
Coordinate - Mid-West ACSM Coordinator CEC\'s	1997 - 1997

#### **Grants**

Glickman-Weiss E, M. Blankemeyer, N. Caine (06-1999) The effects of physical activity and family intervention assessments on weight loss in severely obese African- American and Caucasian adolescent males and females, , \$9,640

Glickman-Weiss E (09-2000) Influence of Gender, Age, and Ethnicity on Core Thermosensitivity and Responses to Cold, , \$136,881

Glickman-Weiss E: Co-Investigator with others in the Department of Kinesiology , Departmental Enhancement Grant, \$800,000

E Glickman-Weiss and AG Nelson, R Day How do altering substrate availability and environmental extremes affect nitrogen retention?, Brigham Young University, Division of Math and Science, Laie, HI, \$7,500

E Glickman-Weiss, AG Nelson, R Day Ammonia production in trained and untrained individuals following intense incremental exercise, Brigham Young University, Division of Math and Science, Laie, HI, \$7,500

E Glickman-Weiss Can a Strength Training Program Designed to Increase Respiratory Muscular Strength Enhance Respiratory Parameters in College Aged-Women?, RAGS, \$6,500

B. Sampson, Co-Investigators: AG Nelson, E Glickman-and R Day (1996) The effect of creatine loading on exercise performance in cardiac patients., Brigham Young University, Division of Math and Science, Laie, HI, \$2,200

AG Nelson and E Glickman-Weiss and R Day The thermal and metabolic responses of an acute dosage of capsaicin and creatine acute heat exposure, Brigham Young University, Division of Math and Science, Laie, HI, \$0

E. Glickman-Weiss (1997) Can a Strength Training Program Designed to Increase Respiratory Muscular Strength Enhance Respiratory Parameters in College Aged-Women?, RAGS, \$0

E. Glickman-Weiss (1997) Summer Faculty Award/Grant, United States Air Force Office of Scientific Research (AFOSR), \$0

E. Glickman-Weiss (1996), United States Army Battelle Grant for Summer Faculty, \$0

Prisby R and E Glickman-Weiss The thermoregulatory and metabolic responses of high and low fat females to resting cold water immersion, Ohio Association for Health Physical Education & Dance, \$1,000

(1998) Does carnatine supplementation reduce NH3 accumulation during maximal exercise?, Brigham Young University, Division of Math and Science, Laie, HI, \$1,000

Influence of Gender, Age, and Ethnicity on Core Thermosensitivity and Responses to Cold, RAGS, \$2,500

Influence of Gender, Age, and Ethnicity on Core Thermosensitivity and Responses to Cold, RAGS, \$325

Glickman-Weiss E and CC Cheatham (1999) The effects of cold acclimation on thermosensitivity, metabolic and hormonal responses during cold exposure., Wilderness and Environmental Medicine, \$4,000

Glickman-Weiss E To move HYPOXICO SYSTEM which was leased free of charge for 1-yr. to conduct research in hypoxic-environments., RAGS, \$800

Glickman-Weiss E and L Lowery (1999) The effects on an herbal supplement on the thermoregulatory, cardiovascular and metabolic responses to 12 and 27ŰC for 120 minutes., Bodyonics, \$14,000

E. Glickman-Weiss, R Day and AG Nelson (2000) The effect of †Adrenerlan†on the thermal and metabolic responses of college-aged males during exposure to the heat., Brigham Young University, Division of Math and Science, Laie, HI, \$1,000

Glickman E, N Caine and G Rodway (2001) The thermal, metabolic, cardiovascular and perceptual responses that occur during acclimation on a ranger squad while performing operations at altitude in Denali National Park, RAGS, \$3,500

N Caine and E Glickman (2001) The acute of acute cold exposure and sleep deprivation on the thermal and metabolic responses of men and women., Wilderness Medical Society, \$4,000

Malloy-McFall, EL Glickman Effect of an herbal supplement on thermoregulatory, cardiovascular and metabolic responses during submaximal exercise., RAGS, \$3,500

E.L. Glickman E.S. Potkanowicz (2004) The influence of ethnicity on thermoregulation during immersion in 20 and 27°C for 120 minutes, RAGS, \$2,500

C Collier, MA Devine, E Glickman, M LaVine, M Parr, K Peer, K Newsham, T Walton (2004) Partnerships in transforming teaching and learning with technology. COMPETES (Challenge Obesity: Media Powered Experiences to Engage Students), Office of the Provost and Information Services Division, KSU, \$12,000

E. Glickman, K. Peer, K. Newsham (2004) Conduct Anaerobic Exercise Testing with the Biodex, SportLegs, \$12,500

E Glickman, L. Murray (2004) The hematological and thermoregulatory responses of a high and low aspirin dosage in men following acute cold exposure., RAGS, \$3,500

E Glickman and R Otterstetter (2004) The effect of aspirin ingestion on the thermoregulatory and hematologic responses of African American and Caucasian males during and following acute cold exposure., 2004 Research Challenge FY 05/06, \$61,761

A. Rood, J. Marcinkiewicz, E Glickman BioMEMS Hot Flash sensor Suite, Orbital Research Inc., \$0

E Glickman, R. Demes, S Montain, S Chevront Efficacy of Foot Cooling during exercise-heat stress. MOU with US Army Research Institute of Environmental Medicine., Ohio research Challenge Grant, \$0

E Glickman, R. Demes Efficacy of Foot Cooling during exercise-heat stress. MOU with US Army Research Institute of Environmental Medicine., RAGS, \$3,500

EPC Agenda | 25 January 2010 | Attachment 23 | Page 47

E Glickman, K Peer, K. Newsham, A Kraynak, L Sawyer, Bob Smith, Angie Ha, Greg Smith, Julian Montoro Rodrguez, Lenora Sawyer, Dianne Kerr, Amy Thompson \"Center for Study of Lifespan, Health and Human performance†application to the Graduate College of Education, Health and Human Services, , \$7,500

E Glickman (2005) Exercise testing, exercise prescription and exercise programming in the enhancement of physiologic and overall well being in the older adult. Oxford Roundtable, Oxford, England, RAGS, \$500

A Rood, E Glickman A wearable technology for biomechanical and physiological monitoring of activities of daily living., With Orbital Research Inc, submitted to NASA, \$8,000

E Glickman Effect of Sodium Chloride Ingestion and Sublingual Nifedipine on Core Body Temperature, Blood Pressure, and Oxygen Consumption, subcontract with Dr. Robert Blankfield (Cleveland Clinic Foundation, Research), , \$4,000

E Glickman, R Otterstetter (2003) The effect of a dietary supplement on aerobic performance, SportLegs Company, \$20,000

E Glickman and J Gunstad Heart rate and cognitive function in the older adult., Ohio Board of Regents, \$50,000

E Glickman and N Caine-Bish The effect of cystine supplementation on physical performance., Ohio Board of Regents, \$50,000

E, Glickman-Weiss (1995) Armstrong Laboratory: Division of Crew Technology (AL/CFTF) 倜Comparative Effects of Dynamic and Static Strength Training on +Gz tolerance†focal point: Lt Col Jim Dooley, Ph.D. (Chief, AL/CFTF)., AFOSR: Summer Faculty Award, \$17,500

E Glickman The effect of cystine donor on exercise performance, Congressionally Developed Medical Research Program Grant (CDMRP), \$0

E, Glickman-Weiss (1996) Armstrong Laboratory: Division of Crew Technology (AL/CFTF) focal point: Lt Col Jim Dooley, Ph.D: "Can a Strength Training Program Designed to Increase Respiratory Muscular Strength Enhance Respiratory Parameters in Pilotsâ€, United States Air Force Office of Scientific Research (AFOSR), Summer Faculty Award/Grant, \$17,500

Hughes JW, EL Glickman, J Rosneck, D. Waechter, R. Josephson (2004) Depression and Risk of Mortality among Patients in Cardiac Rehabilitation: The Roles of Physical Activity and Adherence to Exercise Rehabilitation, 2003 Ohio Research Challenge FY 04/05, \$59,945

# KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

	Prepa	aration Date	7-Dec-09	Curriculum Bulletin				
	Effec	tive Date	Fall 2010	Approved by EPC				
Department	School of Health Science	es						
College	EH - Education, Health a	nd Human	Services					
Degree	Physician Education  Exercise Physiology Program Code EXPH							
Program Name			/	AFII				
Concentration(s) J	Concentration	n(s) Code(s	, J					
Proposal	Revise Program		-					
Description of proposal:  The intent of this proposal is to change the title of the Physical Education PhD program to Exercise Physiology.  Olso - inachvate Exercise Physiology concentration  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 no impact on students, staff, programs, or policies. There will also be no fiscal impact. Since this is only a title change, there will be no encroachment or duplication issues.								
Units consulted (oth TLC, FLA	er departments, programs	s or campus	es affected by	this proposal):				
		QUIRED EN	DORSEMENT	ократичных оборожений по продости по продости по продости по продусти по продусти по продусти по продусти по п В Станция по продусти				
Offene	Mowan			1219109				
Department Chair /	School Director / Campus	Dean	•					
Marcy E	torla	لكر		115110				
College Dean	nay But	Corla		117/10				
Dean of Graduate S	tudies (for graduate prop	osals)						
Provost and Senior	Vice President for Acade	mic Affairs						



#### **Transmittal Memo**

Date: December 10, 2009

To: Daniel Mahony, Dean

College of Education, Health, and Human Services

From: Lynne, Rowan, Interim Director

School of Health Sciences

Re: Proposal for MS and PhD in Exercise Physiology

#### Summary statement describing the proposed action:

The intent of this proposal is to:

- 1. elevate the Exercise Physiology (EXPH) concentration within the MA degree in Exercise, Leisure, & Sport (ELS) to its own degree, Master of Science in Exercise Physiology (MS EXPH)
- 2. change the title of the Exercise Physiology doctoral program. Because this program has existed as the sole concentration within the PhD in Physical Education, and the Physical Education major as it stands now, really is Exercise Physiology the name change better reflects the program curriculum.

#### <u>Listing of all curricular/consultative bodies that have approved this action:</u>

- Exercise Physiology faculty, November 2009
- School of Health Sciences Curricular Committee, December 9, 2009

#### School of Health Sciences

#### **Proposal Summary**

Title: Proposal for a PhD in Exercise Physiology

**Subject Specification:** The intent of this proposal is to change the title of the Exercise Physiology doctoral program. Because this program has existed as the sole concentration within the PhD in Physical Education, and the Physical Education major as it stands now, really is Exercise Physiology the name change better reflects the program curriculum.

Background Information: The School of Health Sciences has established the independent Exercise Science Undergraduate Major with two concentrations, one is termed exercise physiology and the other exercise specialist. As part of the split in the college disciplines from Physical Education as to bring consistency to the program areas the PhD program needed to change its name as well. The new name will be called Exercise Physiology. There will be no impact on any of the students, staff and the effect, fiscal impact of the action. If this action is not approved the PhD in Physical Education will not correctly describe the degree that the students earn and the faculty that support that degree program do not match the degree program area (i.e., physical education versus exercise physiology).

Alternatives and Consequences: There are no alternatives.

Specific Recommendation and Justification: The justifications for this action is to bring consistency to our degree program.

Timetable and Actions Required: Approved by: program area (November, 2009), School of Health Sciences Curriculum Committee (December 9, 2009), presented to: EHHS Curriculum Committee (December 18, 2009), EPC (February 25, 2010), Faculty Senate (March, 2010), Board of Trustees (April, 2010), OBR (August 2010) to be effective Fall, 2010.

# KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Date 26-Oct-09		Curriculum Bulletin					
		Effective Date	Fall 2010	Approved by EPC					
Department	Teaching, Learning	g and Curriculum	(TLC)						
College	, , ,								
Degree									
Program Name	Curriculum & Inst	ruction Prog	ram Code 🥩	الأ					
Concentration(s)	Physical Education		•	entration(s) Code(s) PETE					
Proposal	Revise Program								
Description of propo	sal:								
The purpose of this proposal is to revise and move a concentration from one master's degree to another. The PETE concentration is currently housed under the master's degree in Exercise, Leisure and Sport (ELS) and the proposal moves PETE to be a concentration under the master's degree in Curriculum and Instruction. This places the concentration in the school (TLC) in which PETE faculty now reside, the ELS degree now residing in the School of Foundations, Leadership and Administration. The proposal further revises the concentration to make it consistent with the other C&I master's concentations. This entails the inclusion of a required Curriculum course and a revised research requirement that are consistent with requirements in the C&I master's degree									
Does proposed revision change program's total credit hours? ☐ Yes ☐ No Current total credit hours: 40 Proposed total credit hours 40									
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. This is approved by C&I.									
Units consulted (other departments, programs or campuses affected by this proposal):  C&I									
REQUIRED ENDORSEMENTS									
My I	Strokhan			11,12,09					
Department Chair / S College Dean	Sorlo	mpus Dean		115110					
	range Con	Kortan		117/10					
Executive Dean of R	egional Campuses /	Dean of Gradua	te Studies						
Senior Vice Presider	nt for Academic Affa	irs and Provost	<u> </u>						

#### **Proposal Summary**

#### Title:

Revision to the master's concentration in Physical Education Teacher Education (PETE)

#### **Subject Specification:**

The purpose of this proposal is to revise and move a concentration from the master's degree in Exercise, Leisure and Sport to the master's degree in Curriculum and Instruction.

#### **Background Information:**

The PETE concentration is currently housed under the master's degree in Exercise, Leisure and Sport (ELS) and the proposal moves PETE to be a concentration under the master's degree in Curriculum and Instruction. This places the concentration in the school (TLC) in which PETE faculty now reside, the ELS degree now residing in the School of Foundations, Leadership and Administration. Hence this action conforms to the mission of the sponsoring unit.

The proposal further revises the concentration to make it consistent with the other C&I master's concentations. This entails the inclusion of a required Curriculum course and a revised research requirement that are consistent with other C&I master's programs. See attached requirements sheet

This action will not have any negative impact on current programs, offerings, students and staff. The positive impact will be a greater focus on the field of curriculum and instruction within physical education.

#### **Alternatives and Consequences:**

The alternative to not approving this proposal is that the concentration remains housed within a school that does not include the PETE faculty.

Specific Recommendation and Justification: Approval of the proposal to place PETE as a November, 2009: TLC curriculum committee 1/10/09 par Hore Mitchell, Carriculum Chair Africante December, 2009: EHHS curriculum committee

January, 2010: EPC concentration under the C&I master's degree.

February, 2010: Faculty Senate

Effective Fall 2010

## Kent State University School of Teaching, Learning and Curriculum Master of Arts Degree in Curriculum and Instruction

Physical Education Teacher Education Concentration

## Purpose:

This program leads to a multi-age (pre-K through 12<sup>th</sup> grade) license to teach Physical Education in the State of Ohio. The program is designed to prepare teacher candidates with competencies that meet the Beginning Teacher Standards of the National Association for Physical Education and Sport. The program includes field experience components at the elementary and secondary levels, and culminates with a full semester student teaching experience split between the two levels

### Admission:

Undergraduate degree preparation may be in any field, with applicants <u>not</u> required to have an undergraduate degree in Physical Education. Regardless of the undergraduate degree achieved, candidates must satisfy pre-requisites for admission to the program. The admission requirements outlined below are additional to the requirements for admission into the Master of Arts degree (i.e. candidates must have an undergraduate degree with a Grade Point Average of at least 2.75, two appropriate letters of reference, and a well articulated career goal statement). Over and above these general requirements, admission to the PETE concentration of the MA degree is a two part process (outlined below) that might take time to complete if additional undergraduate coursework is required.

- a) Candidates provide a full resume and transcripts and meet with faculty for an interview
- b) It is essential that candidates enter the program with some background and knowledge in the following areas:
  - i) Physical Education Content
  - ii) Growth and Development
  - iii) Technology

Therefore, candidates are required to complete the following undergraduate courses (or equivalents), either at KSU or another institution, with an overall GPA of 3.0. These courses constitute a total of 24-26 undergraduate credit hours.

Course
PEP 15013 Development & Analysis of Dance (2)
PEP 15014 Development & Analysis of Gymnastics (1)
Spring

PEP 15015 or 15016 Development & Analysis of Game	
Performance I or II (must take at KSU) (2 or 3)	Fall or Spring
PEP 15018 Swimming and Aquatics (1)	Fall or Spring
PEP 15019 Track and Field (1)	Fall or Spring
PEB 10035 Lifetime Fitness (2)	Fall or Spring
PEP 25026 Outdoor Pursuits (3)	Fall or Summer *
PEP 25033 Lifespan Motor Development (3)	Fall, Spring, Summer
PEP 25057 Anatomy & Physiology I (3)	Fall, Spring, Summer
PEP 35054 Biomechanics (3)	Fall, Spring, Summer
ATTR 35025 Essentials of Athletic Injury	
Management (1) OR	
American Red Cross Sports Safety Training	•
EDPF 29525 Educational Psychology (3)	Fall, Spring, Summer

Candidates must also demonstrate technology competence through successful completion of a technology course or presentation of materials.

\* Note. Summer courses cannot be guaranteed.

## **Graduate PETE Program Requirements:**

Research Re	quirement (3 hrs)	
	Research in Educational Services	3
Curriculum	Requirement: (3 hrs)	
C&I 67001	Fundamentals of Curriculum	3
Teacher Lice	ensure Requirements: (34 hrs)	
C&I 55051:	Elementary PE Methods	3
C&I 55053:	Elementary PE Content	3
C&I 55058:	Secondary PE Methods	3
C&I 55059:	Secondary PE Content	3
C&I 65025:	Contemporary Issues in Sport Pedagogy	3
C&I 65055:	Curriculum Development in Sport Pedagogy	3
C&I 65592:	Internship in Motor Development	3
C&I 65392:	Advanced Practicum in PE (Student Teaching and	
	Seminar)	10_
C&I 67330	Reading in Content Areas	3

I.	Research Requirement		Credit Hour S	ummary
	EDUC 65511 Research in Educational Services	s (3)	I	
	Total Hours	3	II. III.	
II.	Required Curriculum and Instruction			
	(C&I) Courses	Total Credits	Total	
	C&I 67001Fundamentals of Curriculum C&I 65055 Curriculum Development in Sport	(3)		
	Pedagogy	(3)		
	C&I 65025 Contemporary Issue in Sport Pedag			
	C&I 55051 Elementary/Methods	(3)		
	C&I 55053 Elementary Content	(3)		
	C&I 55058 Secondary Methods	(3)		
	C&I 55059 Secondary Content	(3)		
	C&I 65592 Internship in Motor Development C&I 65392 Advanced Practicum in Physical	(3)		
	Education	(10)		
	C&I 67330 Reading in Content Areas	(3)		
	Total Hours	37		
III.	Transfer Credits (Course work within 6 Maximum of 12 semester hours or 18 qu	years): uarter hours.		
	<ol> <li>Official transcript must be filed with a School of Education. Only A or B gr transfer.</li> </ol>			
	2. Formal letter of request listing course number, number of credit hours, seme institution must also be completed and the Graduate School of Education.	ester taken and		
	Course Hours			
	Total Hours			

Revised 10/09

<sup>\*</sup> C&I 67001 should be taken as close to the first semester of your program as possible.

# Kent State University Department of Teaching, Learning & Curriculum College and Graduate School of Education, Health and Human Services Kent, Ohio 44242

## Curriculum & Instruction Master's Degree Program Specialization: Physical Education Teacher Education (PETE)

Name	me: Degree to be awarded: MA			
Home	e Address:		E-mail address	:
City: _	City: State: Zip code: Telephone number:			
	<u>Inst</u>	ructions for Fil	ing the Prospectus	
1.	You must schedule a meeting wit work.	h advisor to disc	cuss the prospectus during th	e first semester of course
2.	The prospectus must be complete Hall. Prior to filing the prospectu major advisor. Retain one (1) con	ıs in 418 White I	Hall, make two (2) copies. (	
3.	Research on Teaching in Physica			specified on the prospectus.
4.	A minimum of 5 C&I courses mu			
5.	C&I 67001, Fundamentals of Cur			
6.	Any deviation from the prospectuchanges are to be filed by the sture Roeder, in Room 418 White Hall 330-672-0558 or droeder@kent.e	dent with the Co one semester pr	ordinator of Graduate Educ	ation Programs, Debbie
7.	Degree work must be completed course work at Kent State Univer	within six (6) ye	ars. The starting date is the	first semester of graduate
8.	A minimum of 16 semester hours	s must be taken a	at the 60000 level or higher.	
9.	A minimum of 18 semester hours		•	
10.	Consult the graduate catalog for e	electives prior to	meeting with advisor.	
		Approval of	Prospectus	
Gradua	nate Student (signature)	(print	name)	Date
Gradua	ate Advisor			Date

Revised 04/09 Effective Fall 2009

## **TILLETT, THERESE**

From:

COLLIER, CONNIE

Sent:

Wednesday, January 13, 2010 2:36 PM

To:

TILLETT, THERESE

Subject:

RE: EPC - Physical Education Teacher Education concentration

Therese

Sorry for the delay, I believe it is only MA.

**Thanks** 

Connie

Dr. Connie Collier
Teaching, Learning, and Curriculum Studies
Kent State University
Kent OH 44242-0001
ccollie2@kent.edu
330 672 0225 PHONE
330 672 4106 FAX

From: TILLETT, THERESE

Sent: Monday, January 11, 2010 3:25 PM

To: COLLIER, CONNIE

Cc: WYMER, LUCI; BARBOUR, NANCY; SANDMANN, ALEXA

Subject: EPC - Physical Education Teacher Education concentration

Connie, I'm reviewing the proposal to move the PETE concentration from the ELS major to the C&I major. C&I is both an MA and MEd. However, the proposal mentions the MA degree only. I just want to confirm with you that the MEd degree program is not getting this concentration.

Therese E. Tillett | Director of Curriculum Services | Office of the Provost Kent State University | Library, Ste. 384 | 1 Eastway Dr., | Kent, Ohio 44242 Tel: 330-672-8558 | Fax: 330-672-2645 | tillet1@kent.edu | www.kent.edu Curriculum Services: www.kent.edu/administration/provost/curriculum\_svcs

## KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

		Freparation	Date 10-Dec-09	Curriculum Bulletin
		Effective Dat	te Fall 2010	Approved by EPC
Department	FLA			
College	EH - Edu	ucation, Health and Hum	ıan Services	
Degree .				egres Endorsement
Program Name	<del>-EDA</del> Đ	Program Code -EAK		
Concentration(s)		Concentration(s) Coc	de(s)	
Proposal	Establish	Program - Lead 7	Professional	Educator (Prk-12)
Description of propo	sal:		4.7	
included are current Curriculum & Instruc Administration, EDA	onal Admir courses c ction (C&I) D 66531 I	nistration and Curriculum offered by the Prek-12 E .  These courses are: Et	າ and Instruction p ducational Admini DAD 66526 Funda . EDAD 676542 P	er Leadership to be offered jointly orograms. The courses to be istration Program (EDAD) and amentals of Educational rinciples and Techniques of ulum Leadership.
Does proposed revis	sion chang	e program's total credit	hours? ☐ Yes	⊠ No
Current total credit h		-	al credit hours 15	
The proposed endor preparation and licer includes a lead profe provides a curriculur district pertaining to peer teachers. The aducation. Enrollmen endorsement prograstatewide are submit endorsement prografaculty from EDAD a	esement properties of Piessional economic of Piessional economic of Piessional economic of Piessional Charles of Charles	erations; need; audience ogram in Teacher Leade lek-12 Teachers in Ohio ducator endorsement. Refor the experienced teach, instruction, and the devill be comprised of experienced to bothio Department of Education and the development of the experience of the Dhio Department of Educations and the experience of the exper	e; prerequisites; to ership responds to ership responds to egardless of state her to take a lead velopment and morienced teachers be good because to cation. At this point. Plans to develope to enroll. Staff	fing for this will be provided by
Department Chair / S College Dean College Dean	Su A		ENDORSEMENTS	12,4,09 1510 1710
Executive Dear of Re	egional Ca	mpuses TDean of Gradi	uate Studies	

## Transmittal Memo

To: EHHS Curriculum Council

From: Anita Varrati and James Henderson

RE: New Endorsement Program in Teacher Leadership

Date: November 15, 2009

## **Summary Statement:**

This proposal is for a new 15-credit Endorsement program in Teacher Leadership from PreK-EDAD and C&I. Development of this proposal reflects the collaborative efforts of Drs. Anita Varrati (EDAD) and Dr. James Henderson (C&I) in consultation with ODE and area school district administrators.

Summary statement describing the proposed action:

This proposed endorsement program will have no effect on:

- Current course offerings. It is a collaboration of EDAD and C&I faculty to identify current courses that present the best educational experience for future teacher leaders from both programs.
- On staffing: Current faculty can teach this course.
- On other units. This is a program designed specifically for candidates who currently hold a master's degree in education and a professional educator's license.

Other entities consulted for approval:

- PreK-12 EDAD program
- C&I program
- (TCI Curriculum Committee
- FLA Curriculum Committee

## **Proposal Summary**

## **Purpose and Goals:**

This program is geared for master/experienced teachers who aspire to take a leadership role in their schools and districts. This program is designed to provide knowledge and skills pertaining to teacher leadership in the development of curriculum, the improvement of instruction, and the professional development and mentoring of preservice, novice and peer teachers.

## Need:

The proposed endorsement program in Teacher Leadership responds to impending changes in the preparation and licensing of Prek-12 Teachers in Ohio. These proposed changes to teacher licensing, includes a lead professional educator endorsement. ODE is currently providing grants to universities (Kent is one of four that received this grant) to develop and implement a teacher leadership endorsement program to serve as a statewide model. More importantly, the continued accountability of schools to ensure the success of all students puts continued pressure on school districts and educational preparation institutions to produce and develop teachers who are effective. Well-trained teacher leaders can assist in the development of preservice, novice, and peer teachers as quality educational professionals.

## **Admission Procedures:**

Candidates will meet the following application criteria:

- Is an experienced teacher of at least 9 years in the profession
- Identified as a high quality candidate for teacher leadership by an immediate supervisor
- Has completed a master's degree with a 3.0 GPA minimum

## Requirements for completion/endorsement:

Students will complete the 15-credit program with a GPA of 3.0 or better.

## Required Courses:

C&I 67001 Fundamentals of Curriculum

EDAD 66526 Fundamentals of Educational Administration

C&I 67010 Curriculum Evaluation

EDAD 66531 Instructional Leadership

EDAD 676542 Principles and Techniques of Supervision

## Evidence of need and sustainability:

Based on recent Ohio legislation, teacher licensing and employment has undergone some radical changes. One of those changes is the licensing of teacher leaders. Due to these changes, the Ohio Department of Education (ODE) has provided grant monies for universities to pilot teacher leader endorsement programs to serve as state-wide models. Kent State has received funding to be one of four pilot programs. This selection has put Kent State in a unique position to take a leading role in the development of this newly required endorsement program. In addition to fulfilling state teacher licensure requirements, district administrators have expressed the desire to have courses/programs that qualify teachers for school leadership roles. Concurrent with this pilot program, the Educational Administration (EDAD) and Curriculum & Instruction (C&I) programs have submitted a proposal to ODE to offer this program as part of our curricula after the grant has ended.

## Fiscal and staffing impact:

There should be no impact as courses selected currently exist within the C&I and EDAD programs and can be taught by current staff.

## Lead Professional Educator Endorsement Educational Administration Kent State University (Prospectus—15 hours)

This program is geared for master/experienced teachers who aspire to take a leadership role in their schools and districts. This program is designed to provide knowledge and skills pertaining to teacher leadership in the development of curriculum, the improvement of instruction, and the professional development and mentoring of preservice, novice and peer teachers. The lead professional educator endorsement would be issued to an educator who has taught for a minimum of nine years (four years under the resident educator license, and five years under a professional license and/or a senior professional educator license) and who has also evidenced meeting other qualifying criteria. These criteria would include obtaining a master's degree, meeting the "Distinguished" indicators as referenced in the Ohio Educator Standards, and being either a National Board Certified Teacher or meeting requirements of a "lead teacher" established by the Educator Standards Board.

Date			Student's I.D.#		
Student's Name Student's Signature: _					
Adviso	dvisor's Name: Advisor's Signature:				
Course	Requ	irements (15 credit	hours)		
EDAD **EDAD { *C&I	66531 66542 67001	Fundamentals of Educ Instructional Leadersh Principles and Techni- Fundamentals of Curr Curriculum Leadershi	ques of Supervision riculum		

All course work will be taken at Kent State University unless substitutions are approved in writing by the student's advisor.

<sup>\*</sup>Taken toward the beginning of the program.

<sup>\*\*</sup> Taken toward the end of the program.

## Course Catalogue Description for the Lead Professional Educator Endorsement

The Lead Professional Educator Endorsement responds to changes in the preparation and licensing of Prek-12 Teachers in Ohio. These changes to teacher licensing, include a lead professional educator Endorsement. This endorsement program fulfills a need in Ohio to prepare individuals to serve as teacher leaders, both in official and unofficial roles in their schools. The need for public schools in Ohio to ensure the success of all students puts continued pressure on school districts and preparation institutions to identify and develop teachers who are visionary, deliberative and collaborative leaders. Such highly committed and well-prepared professionals will be able to assist in preparing and supporting preservice, novice and peer teachers who can work as responsible, creative and democratic educators. The lead professional educator endorsement is issued to an educator who has taught for a minimum of nine years (four years under the resident educator license, and five years under a professional license and/or a senior professional educator license) and who has also evidenced meeting other qualifying criteria. These criteria include obtaining a master's degree, meeting the "Distinguished" indicators as referenced in the Ohio Educator Standards, and being either a National Board Certified Teacher or meeting requirements of a "lead teacher" established by the Educator Standards Board. Those who earn the lead professional educator endorsement will be able to add it to a teaching license. An educator can earn this endorsement as an additional criterion in order to qualify for this level of licensure. The lead professional educator endorsement is valid for five years and is renewable.

## KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Date	e 18-Nov-09	Curriculum Bulletin
		Effective Date	Fall 2010	Approved by EPC
Department	LDES			
College	EH - Education, He	ealth and Human	Services	
Degree	PHD - Do	ctor of Philosoph	y	
Program Name	EDUCATIONAL P	SYCHOLOGY	Program Code	EPSY
Concentration(s)	INSTRUCTIONAL	TECHNOLOGY	Concentration(	s) Code(s) ITEC
Proposal	Establish Program	- New con	centration	٦
Description of propo	sal:			
This proposal seeks Psychology doctoral when they apply to t	degree, enabling st	udents to designa	ate this concent	concentration" of the Educational tration as their area of interest edgree.
research coursework Educational Psychol In the proposed Instr primarily from course Educational Psychol 30 credit hours taker by any of the three s	ee (see accompanying, 6 hours of advance of advance of advance of accompanying and 6 hourse of accompanying and 6 hourse of tandard options offer ouring three seme?	ng handout) This ed research course foundational. course "concentration," tional Technology urs altogether, at at least two seme ared by the college	program of stusework, a 12 hoursework that in the rest of the with additional a minimum. The sters. Residence, with 18 hours	developed a program of study ady includes 9 hours of basic our core of courses related to includes the residency seminar. I courses would be selected all possible coursework in the dissertation involves at least acy requirements can be satisfied se completed during two are plan" developed by the student
Does proposed revis		's total credit hou	rs?	⊠ No
Current total credit h	ours: 75	Proposed total cr	edit hours 75	
enrollment and staffice. This doctoral program	ng considerations; n n of study was deve in 2007, after the co	eed; audience; pi loped and approv bliege Graduate (	erequisites; tea ed by the Educ Council decided	chment and duplication issues; acher education licensure): cational Psychology/Instructional I that existing doctoral program
Units consulted (other	er departments, prog	rams or campuse	s affected by t	his proposal):
T				

The Educational Psychology and Instructional Technology faculty have collaborated on this proposal. One other program area's coursework included in the proposed program of study is Evaluation and Measurement, whose research courses are requirements. There was little change in required coursework for research in this program of study compared to the previous set of doctoral program requirements, so impact should not change. On the other hand, this program of study does not include some coursework that was previously required in Foundations. When the prior set of doctoral requirements were officially abandoned, each program area was given the right to determine its own requirements, and Educational Psychology/ Instructional Technology decided to stress research, rather than foundational coursework in its doctoral program. The Foundations program area has been informed of this change in doctoral requirements for our students.

## REQUIRED ENDORSEMENTS

H. Sellmann Jankines	1214109
Department Chair / School Director / Campus Dean	•
Monday Farlow	1161/0
College Dean/	
Mary But Starte	117110
Executive Dean of Regional Campuses / Dean of Graduate Studies	
Interm	
	/
Senior Vice President for Academic Affairs and Provost	

## KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

	Preparation Da	ate 18-Nov-09	Curriculum Bulletin
	Effective Date	Fall 2010	Approved by EPC
Department	LDES		
College	EH - Education, Health and Huma	n Services	
Degree	PHD - Doctor of Philosop	phy	
Program Name	<b>EDUCATIONAL PSYCHOLOGY</b>	Program Code	EPSY
Concentration(s)	Concentration(s) Code	(s)	
Proposal	Revise Program		
Description of prop	oosal:		
for its doctoral degreesearch coursewo	sychology/Instructional Technology pree (see accompanying handout) Thork, 6 hours of advanced research colology and 6 hourse of foundational.	is program of stuursework, a 12 h	udy includes 9 hours of basic our core of courses related to

In the proposed Instructional Technology "concentration," the rest of the courses would be selected primarily from course offerings in Instructional Technology (with additional possible coursework in Educational Psychology), totalling 45 hours altogether, at a minimum. The dissertation involves at least 30 credit hours taken over the course of at least two semesters. Residency requirements can be satisfied

by any of the three standard options offered by the college, with 18 hourse completed during two

Does proposed revision change program's total credit hours? ☐ Yes ☐ No Current total credit hours: 75 Proposed total credit hours 75

and the committee (option C)...

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 doctoral program of study was developed and approved by the Educational Psychology/Instructional Technology program in 2007, after the college Graduate Council decided that existing doctoral program

semesters (option A), during three semesters (option B), or an "alternative plan" developed by the student

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

requirements could be revised by individual program areas.

The Educational Psychology and Instructional Technology faculty have collaborated on this proposal. One other program area's coursework included in the proposed program of study is Evaluation and Measurement, whose research courses are requirements. There was little change in required coursework for research in this program of study compared to the previous set of doctoral program requirements, so impact should not change. On the other hand, this program of study does not include some coursework that was previously required in Foundations. When the prior set of doctoral requirements were officially abandoned, each program area was given the right to determine its own requirements, and Educational Psychology/ Instructional Technology decided to stress research, rather than foundational coursework in its doctoral program. The Foundations program area has been informed of this change in doctoral requirements for our students.

## REQUIRED ENDORSEMENTS

H. Bellmann Teykus	1214109
Department Chair / School Director / Campus Dean	
Manue Fortrer	1510
College Dean Rang Broken	
Executive Dean of Regional Campuses / Dean of Graduate Studies	, ,
Senior Vice President for Academic Affairs and Provost	//

## Kent State University Memorandum

To: M. Dellman-Jenkins, Director: Lifespan Development & Educational Sciences

N. Barbour, Associate Dean: Education, Health, & Human Services

From: C. Was, Program Coordinator, Educational Psychology

D. Tiene, Program Coordinator, Instructional Technology

Date: December 1, 2009

Subject: Program of Study for Educational Psychology Doctoral Degree Program and

Instructional Technology Concentration.

The Educational Psychology/Instructional Technology program area has developed a revised program of study for its Educational Psychology Doctoral Degree, which has a required set of courses, but for which elective coursework will vary depending upon whether or not the student is interested in a "Concentration" in Instructional Technology. This curricular proposal seeks to officially establish a revised program of study for the Educational Psychology Doctoral Degree Program. It also seeks to officially establish a "Concentration" within that program for Instructional Technology, so that students interested in this discipline can designate this concentration as their area of interest when they apply to the degree program and when they graduate with the degree. Two separate Certification of Curriculum Proposals have been submitted as part of this proposal, one for the Educational Psychology Doctoral Degree Program of Study and the other for the establishment of the Instructional Technology "Concentration," included as part of that same Program of Study. This proposed Program of Study has also been provided with these materials.

This proposal is being submitted to the appropriate curriculum committees for approval, so that it will take effect by Fall Semester of 2010. The review process will be conducted by the School of Lifespan Development and Educational Sciences (LDES) Curriculum Committee on December 2, 2009, the College of Education, Health and Human Services (EHHS) Curriculum Council on December 18, 2009, and the university's Educational Policy Council on January 25, 2010.

## **Proposal Summary**

Title: Program of Study for Educational Psychology Doctoral Degree Program (and Instructional Technology concentration)

**Subject Specification:** The Educational Psychology/Instructional Technology program area has developed a program of study for its Educational Psychology (EPSY) doctoral degree, which has a required set of courses, but for which elective coursework will vary depending upon whether or not the student is interested in a "concentration" in Instructional Technology (ITEC)

Background Information: General graduate course requirements for the College of Education, Health, and Human Services were eliminated a few years ago by the Graduate Council, leaving program areas to decide for themselves what courses to require of students. The Educational Psychology/Instructional Technology program area consequently decided on how its new program of study would be structured. Consensus was reached about a set of requirements for the doctoral program. A common core was established that included both research courses and foundational coursework in Educational Psychology and its application to Instructional Technology. But depending upon student interests, the remainder of the coursework could be primarily focused either in Educational Psychology or in Instructional Technology, with the latter choice resulting in the attainment of a "concentration" in Instructional Technology.

Alternatives and Consequences: This proposed action will officially establish a revised program of study for the Educational Psychology Doctoral Degree Program. It will also officially establish a "concentration" within that program for Instructional Technology, so that students interested in this discipline can designate this concentration as their area of interest when they apply to the degree program and when they graduate with the degree.

Specific Recommendation and Justification: Two separate Certification of Curriculum Proposals have been submitted as part of this proposal, one for the Educational Psychology Doctoral Degree and the other for the Instructional Technology "concentration" to be established as an option associated with that degree. Both the Educational Psychology option and the Educational Psychology with a concentration in Instructional Technology option will use the same program of study (see accompanying handout). Students can indicate their interest in specializing in Instructional Technology by selecting "yes" for this concentration in the basic information section at the beginning of the form. They will also then be expected to select more Instructional Technology (ITEC) courses beyond the core requirements than Educational Psychology (EPSY) courses. If they are intrested in a degree in Educational Psychology with no concentration, the reverse will be true, with Educational Psychology courses outnumbering Instructional Technology courses in the program of study.

**Timetable and Actions Required:** This proposal is being submitted to the appropriate curriculum committees for approval, so that it will take effect by Fall Semester of next year (2010): the Lifespan Development and Educational Sciences (LDES) Curriculum Committee, the Education, Health and Human Services (EHHS) Graduate Council, and the university's Educational Policy Council.

## Doctor of Philosophy: Educational Psychology Kent State University

## **PROGRAM OF STUDY**

Doctoral Student:		SSN#	<b>#:</b>
Address:		· <del></del>	
City:	State:	Zip:	
Telephone:		*	
Concentration in Instru	ctional Technolog	gy: yes no	Date of Filing:
			<u>Signatures</u>
Major Advisor (or Co-A	Advisor):		<del></del>
Member (or Co-Adviso	or):		
At-Large Member:	-		
Minor or Cognate Advi	sor:	-	
Optional Member:			
Doctoral Comprehens	ive Examination	Option (choose	one):
	n 2 *Opt		,
			work. Refer to Ph.D. Handbook
			formation about each option

## **REQUIRED DOCTORAL COURSES**

## BASIC RESEARCH STUDENT MUST TAKE ALL BASIC RESEARCH COURSES

Course Number	Course Title	Credit Hours	(Anticipated) Completion
EVAL 75510	Statistics I for Educational Services	3	
EVAL 85515	Quantitative Research Designs and Applications for Educational Services	3	
EVAL 85516	Qualitative Research Designs and Application for Educational Services	3	

## ADVANCED RESEARCH STUDENT MUST TAKE AT LEAST 6 CREDITS OF ADVANCED RESEARCH COURSES

Course Number	Course Title	Credit Hours	(Anticipated) Completion
EVAL 85517	Advanced Quantitative Research for Educational Services	<del>-</del>	
	or	3	
EVAL 85518	Advanced Qualitative Research for Educational		
	Services		
EVAL 78716	Educational Statistics II		
	or	3	
EVAL 78807	Evaluation in Education		
	Elective Research Courses:		

## **FOUNDATIONS**

Course Number	Course Title	Credit Hours	(Anticipated) Completion
EPSY 80090	Doctoral Residency Seminar (Required for all students)	3	
EPSY 89091	Seminar: College Teaching (Required for Teaching Assistants)	3	

## EDUCATIONAL PSYCHOLOGY/INSTRUCTIONAL TECHNOLOGY CORE STUDENT MUST TAKE UP TO 12 CREDIT HOURS

Course Number	Course Title	Credit Hours	(Anticipated) Completion
EPSY 65524	Learning Theories*	3	
ITEC 57403	Instructional Design*		
	or	3	
ITEC 67442	Designing Online Courses*		
ITEC 77495	ST: Instruction, Technology and Learning**	3	1
EPSY 78905	Educational Psychology**	3	<u> </u>

<sup>\*</sup> If not taken during master's work

## EDUCATION PSYCHOLOGY SPECIALIZATION ELECTIVES ELECTIVES ADDED TO MAKE 45 CREDIT HOURS FOR COURSEWORK

Course Number	Credit Hours	(Anticipated) Completion	
EPSY 89098	Research in Learning and Development	3	
EPSY 68904	Learning Theories Applied in Education	3	
EPSY 89095	Special Topics in Learning and Development	1-3	
EPSY 89096	Individual Investigation in Learning and	1-3	
EPSY 89098	Development Research in Learning and Development	1-15	
EPSY 65520	Child and Adolescent Development	3	
EPSY 65521	Adult Development	3	
EPSY 65523	Life Span Development	3	
PSYC 70604	Cognitive Development	3	
PSYC 70413	Cognitive Neuropsychology	3	
PSYC 71350	Physiological Psychology	3	
SPED 63200	Introduction to Exceptionalities	3	
	Other electives as approved by the committee:		

<sup>\*\*</sup> Taken together as early as possible, preferably in the first year of doctoral work

## INSTRUCTIONAL TECHNOLOGY SPECIALIZATION ELECTIVES ELECTIVES ADDED TO MAKE 45 CREDIT HOURS FOR COURSEWORK

		Credit	(Anticipated)
Course Number	Course Title	Hours	Completion
ITEC 57413	Digital Video In Education	3	
ITEC 77442	Designing Online Courses	3	
ITEC 77444	Teaching Online Courses	3	
ITEC 77449	Research in Online Teaching and Learning	3	
ITEC 77410	Simulation-Games in Education	3	
ITEC 77411	Designing Visuals for Instruction	3	
ITEC 77417	Advanced Instructional Design	3	
ITEC 77420	Current Issues in Instructional Technology	3	
ITEC 77425	Managing Technological Changes	3	
ITEC 77432	Designing Multimedia For Instruction	3	
ITEC 77434	Emerging Technologies	3	
ITEC 77435	Virtual Reality	3	
ITEC 77436	Distance Education	3	_
ITEC 77437	Authoring Systems	3	
ITEC 77438	Instructional Application of the Internet	3	
ITEC 77491	Seminar: Educational Media	1-4	
ITEC 77492	Advanced Practicum and Internship in	1-10	
	Instructional Technology		
ITEC 77496	Individual Investigation in Instructional	1-10	
	Technology		
ITEC 77498	Independent Research in Instructional	1-10	
	Technology		
	Other electives as approved by the committee:		
	_	1	

If specific courses were taken at the master's level, then the committee should substitute others to bring the total course hours up to a minimum of 45. The Advisory Phase Committee may require more coursework beyond the 45 hours.

## DISSERTATION (minimum 30 credit hrs.)

EPSY 80199 Dissertation I (15 hrs.) EPSY 80299 Dissertation II (15 hrs.)

## Residency Plan

Please indicate below the option selected for completion of residency. In the space provided, present a summary of professional activities to be included in the residency plan.

## OPTION A

A full academic year of two consecutive semester:

- for a minimum of 18 semester credit hours
- with attendance at residency seminar each semester
- with professional activities

## OPTION B

A full academic year of two consecutive semesters and one summer session:

- for a minimum of 18 semester credit hours
- with attendance at residency seminar each academic year semester
- with professional activities

## OPTION C

Alternative Plan. Requires approval by Advisor and Program Area Coordinator (must be attached).

NOTE: With Option B, the summer session may be at either end of the academic year. With Option B, students must be enrolled for a minimum of eight credit hours, excluding dissertation hours, during two of these terms.

Professional Activities Anticipated During Residency (list below):

## KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Date	13-001-09	Curriculum Bulletin
		Effective Date	Fall 2010	Approved by EPC
Department	Lifespan Developm	nent and Educatio	nal <del>Sciences</del>	5+0-
College	EH - Education, He	alth and Human S	Services	
Degree	MED - Ma	ster of Education	and MA-	Master of Arts
Program Name	Community Coun		am Code CC	
Concentration(s)	Concen	tration(s) Code(s)	_	/ 2
Proposal	Revise Program A	Jame change progression/	to Clini	cal Mental Health Co n (see sep. CCP form)
Description of propo	sal:	•	•	
Counseling and Rel Community Counse CACREP changed to "Community Counse with our learned soo Counseling program Mental Health Coun	ated Educational Pro ling program as an a cheir accreditation ca eling" is now titled "Co ciety and accreditation to "Clinical Mental I seling" is a more acc gram will not operate	ograms (CACREP occredited "Comm tegories. Accordir linical Mental Hearn body, we propodealth Counseling curate description	<ol> <li>Previously, (unity Counseling to CACREP alth Counseling se to change to change to the program of the program</li> </ol>	ncil for Accreditation of CACREP accredited the ang program". However, in 2009, what used to be titled y". So, in order to stay congruent the name of our Community o congruency, the title "Clinical and the scope of practice of our ed name change but will be more
Does proposed revision Current total credit h	sion change progran nours: 60	n's total credit hou Proposed total cr		⊠ No
enrollment and staff	ing considerations; r	eed; audience; pr	erequisites; te	chment and duplication issues; acher education licensure):
	practices, staffing, a ly a change in the pr		not chagne as	a result of this proposal being
Units consulted (oth	er departments, pro	grams or campuse	es affected by	this proposal):
departments, progra School Director) sug Program be obtaine	ams or campuses we ggested that consulta d. Therefore, Dr. Ma	re initially consult ition with the Psyc ria Zaragonza fro	ed. However, I chology Depart in the Psycholo	rint materials, no other Dr. Mary Dellman-Jenkins (LDES tment and the School Psychology ogy Department Dr. Richard pported this proposal.
		REQUIRED END	ORSEMENTS	
	m- Tenkens			11 112109
Amalis	School Director / Cal	mpus Dean		115110
Executive Dean of F	any Broken	Dean of Graduat	e Studies	1/7/10
	nt for Academic Affa			/

Curriculum Bulletin \_\_\_\_\_

Approved by EPC \_\_\_\_\_

## KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 13-Oct-09

Effective Date Fall 2010

Department	Lifespan Development and Educational Sciences (LDES)
College	EH - Education, Health and Human Services
Degree	MED - Master of Education and MA-Master of Arts
Program Name	Community Counseling Program Code CCON
Concentration(s)	n/a Concentration(s) Code(s) n/a
Proposal	Establish Program Policy
Description of proportion to new accreditation.  Prior to beginning Clare-practicum examination.  Prior to beginning Clare-practicum examination plans with successfully passed times, they are dismissemesters, the CHD analysis, pass rates, During the second successfully program graduation until they comprehensive examination to determ this policy is not in accreditation.  *** Please note that their program. Howe the could be forseable could be forseable courrent total credit home. This policy on policy change.  Units consulted (other consulted could be forseable)	sal: ation standards (CACREP, 2009), the Community Counseling program is proposing a ge to take effect Fall 2010. The new policy is as follows: Students in the Community are required to successfully pass a pre-practicum examination and a comprehensive HDS 6/77636 Practicum I: Community Counseling, student must successfully pass a mation that addresses the six prerequisite courses to CHDS 6/77636. If students fail, ill be made but they are restricted from taking CHDS 6/77636 until they have the pre-practicum examination. If students fail the pre-practicum examination three issed from the program. During the Fall 2009, Spring 2010, and Summer 2010 S faculty will be conducting a pilot study on this examination to determine content and administration procedures.  The emester of a Community Counseling student's internship, students must successfully we examination that addresses the required course work in the Community. If students fail, remediation plans will be made but they are restricted from have successfully passed the comprehensive examination. If students fail the nination three times, they are dismissed from the program. During the Fall 2009, Immer 2010 semesters, the CHDS faculty will be conducting a pilot study on this mine content analysis, pass rates, and administration procedures.  The effect for Fall 2010, the CHDS program is in danger of not being awarded CACREP this policy is not intended to increase the number of credit hours that are required of ever, in very few curcumstances and depending on the nature of the remediation plan, that additional credit hours could be required.

## **REQUIRED ENDORSEMENTS**

R. Sellmann- Jenkins	11 112 109
Department Chair / School Director / Campus Dean	
Manne Farton	1151/0
College Dean Rang Broken	1/7/10
Executive Dean of Regional Campuses / Dean of Graduate Studies	
Senior Vice President for Academic Affairs and Provost	//

## Kent State University Inter-Office Correspondence

Data: October 28, 2009

To: Mary Dellman-Jenkins, Interim Director, School of Lifespan Development and Educational Sciences (LDES)

Nancy Barbour, Ph.D., Associate Dean for Administrative Affairs and Graduate Education

Dan Mahoney, Ph.D., Interim Dean for the College and Graduate School of Education, Health, and Human Services

From: Jason McGlothlin, Ph.D., Coordinator, Counseling and Human Development Services (CHDS) Master's Programs

John West, Ed.D., Coordinator, Counseling and Human Development Services (CHDS) Doctoral Program

RE: Program Name Change

#### **Proposal Summary**

- A. Title: Community Counseling Program Name Change
- **B. Subject Specification:** The intent of this proposal is to change the name of the "Community Counseling (CCON)" program to "Clinical Mental Health Counseling (CMHC)".
- C. Background Information: Currently, the Community Counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Previously, CACREP accredited the Community Counseling program as an accredited "Community Counseling program". However, in 2009, CACREP changed their accreditation categories. According to CACREP, what used to be "Community Counseling" is now "Clinical Mental Health Counseling". So, in order to stay congruent with our learned society and accreditation body, we propose to change the name of our Community Counseling program to Clinical Mental Health Counseling. In addition to congruency, the title "Clinical Mental Health Counseling" is a more accurate description of the program and the scope of practice of our graduates. The program will not necessarily operate any differently with this proposed name change but will be more congruent with national standards.
- **D.** Alternative and Consequences: If this proposal is not approved we would remain the "Community Counseling" program. Other alternatives are not considered and would not make sense. The only reason for this proposal is to stay congruent with accreditation standards and to present a more accurate description of the scope of practice of our graduates.
- **E. Specific Recommendation and Justification:** It is recommended that the name of the Community Counseling program be changed to "Clinical Mental Health Counseling" to accurately describe the program's scope of practice and to be congruent with national accreditation standards.
- F. Timetable and Actions Required:
  - November 2009: School Curriculum Committee Approval
  - December 2009: College Curriculum Committee and EPC Approval
  - January 2010: Faculty Senate Approval
  - February 2010: Board of Trustees Approval
  - February 2010: Ohio Board of Regents Approval
  - Summer 2010: Modify all program handbooks, program website, prospectus, etc. to reflect name change
  - · Fall 2010: Implementation of program name change

Certification of Curriculum Proposal (CCP)

See Attached.

## Kent State University Inter-Office Correspondence

Data: October 28, 2009

To: Mary Dellman-Jenkins, Interim Director, School of Lifespan Development and Educational Sciences (LDES)

Nancy Barbour, Ph.D., Associate Dean for Administrative Affairs and Graduate Education

From: Jason McGlothlin, Ph.D., Coordinator, Counseling and Human Development Services (CHDS) Master's Programs

John West, Ed.D., Coordinator, Counseling and Human Development Services (CHDS) Doctoral Program

RE: Revision of Program and Courses in the CHDS Programs

#### Transmittal Memo

The Counseling and Human Development Services (CHDS) Program contains a Community Counseling master's degree program, a School Counseling master's degree program, and a doctoral program in CHDS. On behalf of the faculty in the CHDS Program, we are submitting recommendations for course revisions and program revisions in the CHDS Program. The submitted revisions are a result of (1) changes in our accreditation (the Council for Accreditation of Counseling and Related Educational Programs; CACREP); and (2) revisions to update prospectus.

1) As a result of the 2009 CACREP standards inclusion of student outcome measures, the CHDS faculty are recommending a program policy change for the School Counseling master's degree program. If this policy is not in effect for Fall 2010, the CHDS program is in danger of not being awarded CACREP accreditation. This policy is not intended to increase the number of credit hours that are required of students in their program. However, in very few circumstances and depending on the nature of the remediation plan, it could be forseable that additional credit hours would be required. The policy would read as follows and would be depicted in the Graduate Catalog:

Due to new accreditation standards (CACREP, 2009), the School Counseling program is proposing a program policy change to take effect Fall 2010. The new policy is as follows: Students in the School Counseing program are required to successfully pass a pre-practicum examination and a comprehensive examination.

Prior to beginning CHDS 6/78036 School Counseling Practicum, students must successfully pass a pre-practicum examination that covers parts of the four prerequisite courses to CHDS 6/78036. If students fail, remediation plans will be made but they are restricted from taking CHDS CHDS 6/78036 until they have successfully passed the pre-practicum examination. If students fail the pre-practicum examination three times, they are dismissed from the program. During the Fall 2009, Spring 2010, and Summer 2010 semesters, the CHDS faculty will be conducting a pilot study on this examination to determine content analysis, pass rates, and administration procedures.

During the second semester of a School Counseling student's internship, students must successfully pass a comprehensive examination that covers all of the required course work in the School Counseling program. If students fail, remediation plans will be made but they are restricted from graduation until they have successfully passed the comprehensive examination. If students fail the comprehensive examination three times, they are dismissed from the program. During the Fall 2009, Spring 2010, and Summer 2010 semesters, the CHDS faculty will be conducting a pilot study on this examination to determine content analysis, pass rates, and administration procedures.

2) As a result of the 2009 CACREP standards inclusion of student outcome measures, the CHDS faculty are recommending a program policy change for the Community Counseling master's degree program If this policy is not in effect for Fall 2010, the CHDS program is in danger of not being awarded CACREP accreditation. This policy is not intended to increase the number of credit hours that are required of students in their program. However, in very few curcumstances and depending on the nature of the remediation plan, it could be forseable that additional credit hours would be required. The policy would read as follows and would be depicted in the Graduate Catalog:

Due to new accreditation standards (CACREP, 2009), the Community Counseling program is proposing a program policy change to take effect Fall 2010. The new policy is as follows: Students in the Community Counseling program are required to successfully pass a pre-practicum examination and a comprehensive examination.

Prior to beginning CHDS 6/77636 Practicum I: Community Counseling, students must successfully pass a prepracticum examination that covers parts of the six prerequisite courses to CHDS 6/77636. If students fail, remediation plans will be made but they are restricted from taking CHDS 6/77636 until they have successfully passed the pre-practicum examination. If students fail the pre-practicum examination three times, they are dismissed from the program. During the Fall 2009, Spring 2010, and Summer 2010 semesters, the CHDS faculty will be conducting a pilot study on this examination to determine content analysis, pass rates, and administration procedures.

During the second semester of a Community Counseling student's internship, students must successfully pass a comprehensive examination that covers all of the required course work in the Community Counseling program. If students fail, remediation plans will be made but they are restricted from graduation until they have successfully passed the comprehensive examination. If students fail the comprehensive examination three times, they are dismissed from the program. During the Fall 2009, Spring 2010, and Summer 2010 semesters, the CHDS faculty will be conducting a pilot study on this examination to determine content analysis, pass rates, and administration procedures.

- 3) Currently, the Community Counseling program is accredited by CACREP. Previously, CACREP accredited the Community Counseling program as an accredited "Community Counseling program". However, in 2009, CACREP changed their accreditation categories. According to CACREP, what used to be "Community Counseling" is now "Clinical Mental Health Counseling". So, in order to stay congruent with our learned society and accreditation body, the CHDS faculty propose to change the name of our Community Counseling program to "Clinical Mental Health Counseling". In addition to congruency, the title "Clinical Mental Health Counseling" is a more accurate description of the program and the scope of practice of this program's graduates. The program will not operate any differently with this proposed name change but will be more congruent with national standards.
- 4) CHDS 6/77695 Special Topics in Community Counseling: Given the proposed name change from "Community Counseling" to "Clinical Mental Health Counseling" the CHDS faculty are requesting the title of this course be changed from CHDS "Special Topics in Community Counseling" to "Special Topics in Clinical Mental Health Counseling".
- 5) CHDS 6/77698 Individual Research in Community Counseling: Given the proposed name change from "Community Counseling" to "Clinical Mental Health Counseling" the CHDS faculty are requesting the title of this course be changed from CHDS "Individual Research in Community Counseling" to "Individual Research in Clinical Mental Health Counseling".
- 6) CHDS 6/77636 Practicum I: Community Counseling is the first course in which students in the Community Counseling program are exposed to actual clients in a face-to-face supervised setting. The CHDS faculty are satisfied with the course description and content of CHDS 6/77636 however, they believe that since CACREP no longer accredits a program titled "Community Counseling" the name of this course should be changed to "Practicum I: Clinical Mental Health Counseling". In addition to the proposed name change of this course, it was found that the term "guidance bureau" was used in the description of this course. The term "guidance bureau" used to be the name of the Counseling and Human Development Center (CHDC). Therefore, it is also proposed that the catalog description be changed to reflect the current name of the Counseling and Human Development Center.

- 7) CHDS 6/77637 Practicum II: Community Counseling is a course that typically follows CHDS 6/77636. Students in CHDS 6/77637 continue to work with clients in a face-to-face supervised setting and this is one of the courses students take before matriculating to internship where they would diagnosis and treat mental and emotional disorders. The CHDS faculty are satisfied with the course description and content of CHDS 6/77637 however, they believe that since CACREP no longer accredits a program titled "Community Counseling" the name of this course should be changed to "Practicum II: Clinical Mental Health Counseling".
- 8) In addition to the course name change of CHDS 6/77637 Practicum II: Community Counseling, the CHDS faculty also recommend that CHDS 6/77628 Diagnosis in Counseling become a prerequisite for CHDS 6/77637. This recommendation is to allow students another opportunity to practice their diagnostic skills in CHDS 6/77637 (in a supervised setting) before going into internship. This should not be a burden on students in that CHDS faculty currently advise students to take CHDS 6/77628 early in their program as it is already a prerequisite for three other courses (CHDS 6/78128 Individual Appraisal in Counseling, CHDS 88167 Advanced Counseling Procedures, and CHDS 6/78130 Psychopathology for Counselors).
- 9) CHDS 6/78236 Principles of Measurement and Appraisal is a course required of all CHDS master's students. The faculty are pleased with all components of this course. However, with the change in name of the Community Counseling program, to Clinical Mental Health Counseling, it is proposed that the catalog description be changed to reflect this proposed name change.
- 10) CHDS 6/77664 Addictive Behavior and Treatment Issues is currently a course that has not been offered in several years. However, given a revitalized focus on substance abuse issues in the profession, we are proposing to revitalize this course and offer it as an additional elective for the Clinical Mental Health Counseling program. The Clinical Mental Health Counseling program currently has eight elective courses under the category of Methods of Intervention and Prevention of Mental and Emotional Disorders. We also propose to change the name of this course to "Theories and Practices in Addictions Counseling". This name change reflects more of a foundational and theoretical basis of addictions counseling. Lastly, we propose that this course be a prerequisite for CHDS 6/77665 Substance Abuse Counseling. CHDS 6/77665 has no other prerequisite courses.
- 11) CHDS 6/77665 Substance Abuse Counseling is currently a course offered once a year in the Clinical Mental Health Counseling program. It is also considered to be an elective course under the category of Methods of Intervention and Prevention of Mental and Emotional Disorders. We are proposing that the title of this course be changed to "Treatment Planning in Addictions Counseling". This proposed title change is a result of a greater focus on assessment, diagnosis, and treatment of addictions. We are also proposing that the proposed course CHDS 6/77664 become a prerequisite for this course. Given that CHDS 6/77664 is a foundational and theories based course, it makes sense that a solid foundation be laid prior to learning about treatment planning and diagnostic indicators of addictions.
- 12) CHDS 6/77663: Community Counseling is typically one of the first courses that students in the Community Counseling program take because it is an orientation to the profession and covers legal and ethical issues. The CHDS faculty are satisfied with the course content of CHDS 6/77663 however, they believe that since CACREP no longer accredits a program titled "Community Counseling" the name of this course should be changed to "Orientation to Clinical Mental Health Counseling".
- 13) CHDS 6/78529: Couples Therapy: Theory and Techniques currently has the prerequisite "CHDS 6/78525 Introduction to Family Therapy and/or permission; doctoral standing". The CHDS faculty are satisfied with the course description and content of CHDS 6/78529 however, the listed prerequisites are no longer needed. This course has operated over the past several years without these prerequisites and therefore, formally deleting them from the catalog description sends a more accurate message to students.
- 14) CHDS 6/78533: Family Therapy: Theory and Techniques currently has the prerequisite "CHDS 6/78525 Introduction to Family Therapy and/or permission". The CHDS faculty are satisfied with the course description and content of CHDS 6/78533 however, the listed prerequisites are no longer needed. This course has operated over the past several years without these prerequisites and therefore, formally deleting them from the catalog description sends a more accurate message to students.
- 15) CHDS 6/78536: Practicum in Marriage and Family Therapy is a course in which students see clients under supervision in the Counseling and Human Development Center (CHDC). The CHDS faculty recommends changing the name of this course to "Practicum in Couples and Family Therapy". The deletion of the word "marriage" from the title and replacing it with "couples" more accurately depicts relationship issues presented by clients.

- 16) The Community Counseling program currently offers CHDS 77692: Internship in Community Counseling offered with an option of 2-6 credit hours. The CHDS faculty recommend deleting this course from the curriculum and replacing it with two new classes (Internship I: Clinical Mental Health Counseling for 3 credit hours and Internship II: Clinical Mental Health Counseling for 3 credit hours). Currently, students are required to take CHDS 77692: Internship in Community Counseling for 6 credit hours over one semester or over two semesters for 3 credit hours each semester. There are three significant problems that have occurred with the current configuration of this class: (1) students need to accrue 600 hours of experience in this course and taking it in one semester is very difficult to accrue so many hours; (2) students need to complete their 600 hours of experience in a location that conducts diagnosis and treatment of mental and emotional disorders, not many of these sites will let interns complete an internship over only one semester; and (3) with the new CACREP standards, there is too much course content to acceptably deliver this course in one semester.
- 17) The School Counseling program currently offers CHDS 78092: Internship in School Counseling offered with an option of 2-6 credit hours. The CHDS faculty recommend deleting this course from the curriculum and replacing it with two new classes (Internship I: School Counseling for 3 credit hours). Currently, students are required to take CHDS 78092: Internship in School Counseling for 6 credit hours over one semester or over two semesters for 3 credit hours each semester. There are three significant problems that have occurred with the current configuration of this class: (1) students need to accrue 600 hours of experience in this course and taking it in one semester is very difficult to accrue so many hours; (2) students need to complete their 600 hours of experience in a school, not many of these schools will let interns complete an internship over only one semester; and (3) with the new CACREP standards, there is too much course content to acceptably deliver this course in one semester.

### Impact on Students in this Unit and in Other Units or Programs:

All of the above revisions only pertain to students in the CHDS Program and therefore do not affect other units. Most (16 of the 17) revisions presented above do not have any impact on students in this unit. The one revision that may have impact on our students is the addition of an elective course (CHDS 6/77664).

- The proposed program policy change to include pre-practicum examinations and comprehensive examinations will keep the Community Counseling and School Counseling programs in compliance with national accreditation standards. The inclusion of these examinations would help faculty screen and monitor students. Given the nature of these examinations, students would be affected by the rigor of studying for such examinations. If students successfully pass both examinations, it would not affect the length of their program. However, if students do not successfully pass either or both examinations, remediation would take place and may prolong their programs of study.
- The addition of CHDS 6/77628 Diagnosis in Counseling to the list of prerequisite coursework to CHDS 6/77637 should not be a burden on students in that CHDS faculty currently advise students to take CHDS 6/77628 early in their program as it is already a prerequisite for three other courses (CHDS 6/78128 Individual Appraisal in Counseling, CHDS 88167 Advanced Counseling Procedures, and CHDS 6/78130 Psychopathology for Counselors). In addition, making this course a prerequisite to CHDS 6/77637 will hopefully increase the student's readiness to diagnosis clients in their supervised internship.
- The addition of CHDS 6/77664 as an elective course in the Community Counseling program is believed to have little impact on students. In fact, it would provide additional choices for students to complete their required number of elective courses. It would possibly increase a student's marketability in the profession and increase credentialing possibilities. The addition of this course would not increase the number of total semester hours needed to graduate. The addition of this course may attract students to the program but at the same time, it may level out the enrollment in some elective courses (e.g., Counseling Adolescents and Counseling Children are typically larger classes because they are taken by both School Counseling students and Community Counseling students; the addition of CHDS 6/77664 may reduce the number of Community Counseling students in these two classes to make them more manageable). Lastly, requiring CHDS 6/77664 to be a prerequisite for CHDS 6/77665 should not be an undue hardship on students given that the Community Counseling program is flexible enough that advising such a course sequence is possible.
- Deleting CHDS 6/78525 Introduction to Family Therapy from being a prerequisite to CHDS 6/78529: Couples Therapy: Theory and Techniques and CHDS 6/78533: Family Therapy: Theory and Techniques is actually how the CHDS Program has been operating for some time. Therefore, such a revision would not have any effect on students in the unit.

- The following proposed changes in course name would have no affect on students:
  - "Practicum in Marriage and Family Therapy" to "Practicum in Couples and Family Therapy"
  - "Community Counseling" to "Orientation to Clinical Mental Health Counseling"
  - "Practicum I: Community Counseling" to "Practicum I: Clinical Mental Health Counseling"
  - "Practicum II: Community Counseling" to "Practicum II: Clinical Mental Health Counseling"
  - "Special Topics in Community Counseling" to "Special Topics in Clinical Mental Health Counseling"
  - "Research in Community Counseling" to "Research in Clinical Mental Health Counseling"
  - "Addictive Behavior and Treatment Issues" to "Theories and Practices in Addictions Counseling"
  - "Substance Abuse Counseling" to "Treatment Planning in Addictions Counseling"
- In addition, the proposed program name change from "Community Counseling" to "Clinical Mental Health
  Counseling" would have no affect on students. In fact, it is believed that prospective students would more accurately
  locate and understand the nature of this degree with the name Clinical Mental Health Counseling.
- Requiring students to take their internship over two semesters (either the community counseling internship or the school counseling internship) may have an impact on some of our students. Approximately 99% of the community counseling students and 90% of school counseling students currently take their internship experience over two semesters. Therefore, requiring students to take internship over two semesters would only affect approximately 11% of our students. For this 11% of our students, it would prolong their program an additional semester. However, the consequence of an extended semester is far outweighed by the improved quality of education they would experience (e.g., opportunities to experience seasonal changes at the internship site). In addition to an increase in quality, this requirement is needed in order for the CHDS Program to remain CACREP accredited.

### Responsive Memos From All Units Potentially Affected:

The impact of this proposal on other units would seem to be minimal or does not exist. All of the proposed revisions pertain only to the CHDS Program. As a result, there would not appear to be a need to secure memos, addressing the impact of this proposal, from other units on campus. However, Dr. Maria Zaragoza from the Psychology Department and Dr. Richard Cowan from the School Psychology Program were consulted regarding the change in our program's name from "Community Counseling" to "Clinical Mental Health Counseling". Drs. Zaragoza and Cowan agreed that this name change would not affect their areas and further agreed that this was an appropriate program name change.

#### Workflow Documentation:

Workflow documentation has been completed on the following:

- CHDS 67636 Practicum I: Community Counseling
  - o Title and Title Abbreviation change to "Practicum I: Clinical Mental Health Counseling
  - o Catalog description change
- CHDS 77636 Practicum I: Community Counseling
  - o Title and Title Abbreviation change to "Practicum I: Clinical Mental Health Counseling
  - o Catalog description change
- CHDS 67637 Practicum II: Community Counseling
  - o Title and Title Abbreviation change to "Practicum II: Clinical Mental Health Counseling
  - o Addition of prerequisite 6/77628 Diagnosis in Counseling
  - Catalog description change
- CHDS 77637 Practicum II: Community Counseling
  - o Title and Title Abbreviation change to "Practicum II: Clinical Mental Health Counseling
  - o Addition of Prerequisite 6/77628 Diagnosis in Counseling
  - Catalog description change
- CHDS 67663: Community Counseling
  - o Title and Title Abbreviation change to "Orientation to Clinical Mental Health Counseling"
  - Catalog description
- CHDS 77663: Community Counseling
  - o Title and Title Abbreviation change to "Orientation to Clinical Mental Health Counseling"
- CHDS 67664 Addictive Behavior and Treatment
  - o Title and Title Abbreviation change to "Theories and Practices inn Addictions Counseling"
  - o Content Change
  - Catalog Description

- CHDS 77664 Addictive Behavior and Treatment
  - o Title and Title Abbreviation change to "Theories and Practices in Addictions Counseling"
  - Content Change
  - o Catalog Description
- CHDS 67665 Substance Abuse Counseling
  - Title and Title Abbreviation change to "Treatment Planning in Addictions Counseling"
  - o Catalog Description
  - o Prerequisites
- CHDS 77665 Substance Abuse Counseling
  - Title and Title Abbreviation change to "Treatment Planning in Addictions Counseling"
  - Catalog Description
  - o Prerequisites
- CHDS 68126 Principles of Measurement and Appraisal
  - o Catalog description
- CHDS 78126 Principles of Measurement and Appraisal
  - o Catalog description
- CHDS 68529: Couples Therapy: Theory and Techniques
  - o Deletion of Prerequisite CHDS 6/78525 Introduction to Family Therapy and/or permission; doctoral standing
  - Catalog Description Change
- CHDS 78529: Couples Therapy: Theory and Techniques
  - o Deletion of Prerequisite CHDS 6/78525 Introduction to Family Therapy and/or permission; doctoral standing
  - o Catalog Description Change
- CHDS 68533: Family Therapy: Theory and Techniques
  - o Deletion of Prerequisite CHDS 6/78525 Introduction to Family Therapy and/or permission
  - o Catalog Description Change
- CHDS 78533: Family Therapy: Theory and Techniques
  - o Deletion of Prerequisite CHDS 6/78525 Introduction to Family Therapy and/or permission
  - o Catalog Description Change
- CHDS 68536: Practicum in Marriage and Family Therapy
  - o Title and Title Abbreviation change to "Practicum in Couples and Family Therapy"
- CHDS 78536: Practicum in Marriage and Family Therapy
  - Title and Title Abbreviation change to "Practicum in Couples and Family Therapy"
- CHDS 77692: Internship in Community Counseling
  - o Deletion of Course
- CHDS 78092: Internship in School Counseling
  - o Deletion of Course
- Addition of Four New Courses:
  - o Internship I: Clinical Mental Health Counseling (3 credit hours) CHDS 77792
  - Internship II: Clinical Mental Health Counseling (3 credit hours) CHDS 77892
  - Internship I: School Counseling (3 credit hours) CHDS 78192
  - Internship II: School Counseling (3 credit hours) CHDS 78292

## CCP and BDS Documentation (Given significant computer glitches that occurred during Workflow entry, it was suggested that the following proposals be submitted in paper format):

- CHDS 67695 Special Topics in Community Counseling
  - o Title and Title Abbreviation change to "Special Topics in Clinical Mental Health Counseling"
- CHDS 77695 Special Topics in Community Counseling
  - o Title and Title Abbreviation change to "Special Topics in Clinical Mental Health Counseling"
- CHDS 67698 Individual Research in Community Counseling
  - o Title and Title Abbreviation change to "Individual Research in Clinical Mental Health Counseling"
  - Catalog description
- CHDS 77698 Individual Research in Community Counseling
  - o Title and Title Abbreviation change to "Individual Research in Clinical Mental Health Counseling"
  - Catalog description

### Additional Documentation:

- Memo Regarding Proposed Program Name Changes
- Certification of Curriculum Proposal: Program Revision Regarding Name Change
- Certification of Curriculum Proposal: Program Policy Change for Community Counseling program
- Certification of Curriculum Proposal: Program Policy Change for School Counseling program
- Revised Prospectus to Reflect the Clinical Mental Health Counseling program
- Revised Prospectus to Reflect the School Counseling program

### Memos Concerning Duplication, Encroachment, Impact, Support

The only request that is being made in this document is a program name change from "Community Counseling" to "Clinical Mental Health Counseling". This title is specific to the counseling profession and is seen in no way encroaching or impacting other programs. This change should not affect any department, college and regional campus resources because the infrastructure of the program already exists; it is only a name change. Nevertheless, Dr. Maria Zaragoza from the Psychology Department and Dr. Richard Cowan from the School Psychology Program were consulted regarding the change in our program's name from "Community Counseling" to "Clinical Mental Health Counseling". Drs. Zaragoza and Cowan agreed that this name change would not affect their areas and further agreed that this was an appropriate program name change.

#### **Current Catalog Copy**

## Master of Education and Master of Arts

### **Community Counseling**

The mission, intent and purpose of the Community Counseling Program at Kent State University is to prepare students for employment as counselors in community-based human service agencies (e.g., substance abuse facilities, mental health centers, child and family service agencies, etc.) as well as private counseling facilities.

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) has conferred accreditation to the community counseling program at Kent State University. The community counseling program is also approved by the State of Ohio Counselor, Social Work and Marriage and Family Therapist Board.

#### Admission

A selective admission procedure is used. Application deadlines are:

- October 1st
- March 1st
- June 1st

Requirements for admission in Counseling and Human Development Services (CHDS) master's degree program include:

- The first requirement of the admission process is that the applicant qualify for graduate standing in the Graduate School of Education, Health and Human Services at Kent State University. The academic criteria include an overall undergraduate grade point average of 2.75 (A=4.0).
- Present satisfactory recommendations from two persons regarding the applicant's professional experience and potential strengths as a counselor (preferably from counselors and/or professors who know the applicant's potential as a graduate student in community counseling).
- Faculty review of application materials. In reviewing materials and interviewing applicants, the faculty assess applicants with regard to each applicant's:
- potential success in forming effective interpersonal relationships.
- aptitude for graduate study, including technological competencies and computer literacy (see note).
- · career goals in relationship to the program.
- openness to self-examination.
- openness to personal and professional development.

Note: Technological competence and computer literacy include using software to develop Web pages, presentations and professional papers; using audiovisual equipment such as video recorders and playback units; using computerized testing programs; using e-mail; helping clients search for various types of counseling-related information via the Internet; being able to subscribe and participate in and sign off counseling-related listservs; and using the Internet for continuing education opportunities in counseling (ACES Technology Interest Network, 1999).

#### **Program Requirements**

The M.Ed. or M.A. degree curriculum is a minimum of 60 semester hours, including a 600 clock-hour internship. This program is designed to fulfill the educational requirements for licensure as a Professional Clinical Counselor in the state of Ohio. The program may be pursued on a part-time or full-time basis, although some full-time study is urged. For information contact:

Jason M. McGlothlin Community Counseling Program Coordinator 310 White Hall 330-672-2662 jmcgloth@kent.edu http://www.ehhs.kent.edu/chds

### **Proposed Catalog Revisions**

Yellow Highlights = Revisions Regarding Program Name Change Green Highlights = Revisions Regarding Inclusion of Policy Change Implementing Examinations

## Master of Education and Master of Arts Clinical Mental Health Counseling

The mission, intent and purpose of the Clinical Mental Health Counseling Program at Kent State University is to prepare students for employment as counselors in community-based human service agencies (e.g., substance abuse facilities, mental health centers, child and family service agencies, etc.) as well as private counseling facilities.

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) has conferred accreditation to the Clinical Mental Health Counseling program at Kent State University. The Clinical Mental Health Counseling program is also approved by the State of Ohio Counselor, Social Work and Marriage and Family Therapist Board.

#### Admission

A selective admission procedure is used. Application deadlines are:

- October 1st
- March 1st
- June 1st

Requirements for admission in Clinical Mental Health Counseling master's degree program include:

- The first requirement of the admission process is that the applicant qualify for graduate standing in the Graduate School of Education, Health and Human Services at Kent State University. The academic criteria include an overall undergraduate grade point average of 2.75 (A=4.0).
- Present satisfactory recommendations from two persons regarding the applicant's professional
  experience and potential strengths as a counselor (preferably from counselors and/or professors who
  know the applicant's potential as a graduate student in Clinical Mental Health Counseling).

•	Faculty review of application materials. In reviewing materials and in	iterviewing applicants, the faculty
	assess applicants with regard to each applicant's: potential success in	n forming effective
	interpersonal relationships; aptitude for graduate study, inc	cluding technological competencies
	and computer literacy (see note);	; openness to self-
	examination; openness to personal and professional development.	

Note: Technological competence and computer literacy include using software to develop Web pages, presentations and professional papers; using audiovisual equipment such as video recorders and playback units; using computerized testing programs; using e-mail; helping clients search for various types of counseling-related information via the Internet; being able to subscribe and participate in and sign off counseling-related listservs; and using the Internet for continuing education opportunities in counseling (ACES Technology Interest Network, 1999).

### **Program Requirements**

The M.Ed. or M.A. degree curriculum is a minimum of 60 semester hours, including a 600 clock-hour internship.

program is designed to fulfill the educational requirements for licensure as a Professional Clinical Counselor in the state of Ohio. The program may be pursued on a part-time or full-time basis, although some full-time study is urged. For information contact:

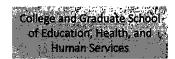
Jason M. McGlothlin
Clinical Mental Health Counseling Program Coordinator
310 White Hall
330-672-2662
jmcgloth@kent.edu
http://www.ehhs.kent.edu/chds

## Clinical Mental Health Counseling Prospectus -- Page 2

Date	Course #	Title	Semester	Prac. I	Other	See	CACREP		entative So	
Taken	CURE		Hours	Prereq.	Prerequisites	Note	Core Area	Fall	Spring	Summer
·	CHDS 6/77663	Orientation to Clinical Mental Health Counseling	3	X		7 & 10	х*	×		Х
	CHDS 6/77530	Introduction to Counseling	3	x		7	x	х	x	x
	CHDS 6/77531	Individual Counseling Procedures	3	х		7	х	х	х	x
· · ·	CHDS	Diagnosis in Counseling	3			7	X*	×	х	
	6/77628 CHDS	Psychopathology for Counselors	3		CHDS 6/77628		X*	**:*	х	X
	6/78130 CHDS	Group Work: Theory and	3	X		7	x	х	x	x
	6/77820 CHD\$	Techniques				***	X*			
	6/77580 CHDS	Multicultural Counseling	3					<b>X</b>	X	X
	6/78182	Career Development and Guidance	3	X		7	X	×	X	
	CHDS 6/78126	Principles of Measurement and Appraisal	3	x	ペンド ・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・	7	x	×	ed areas	Х
	EPSY 65523	Life Span Development	3		2 4 4 5 4 5 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6	10	x	х	х	x
	EVAL 65511	Research in Educational Services	3			10	X*	×	x	х
J	CHDS 6/77636	Practicum I: Clinical Mental Health Counseling	3			3, 10 & 11	X*	х	х	x
	CHDS	Practicum II: Clinical Mental Health	3		CHDS 6/77636 CHDS 6/77628	3 & 10	X*	×	x	x
	6/77637 CHDS	Counseling Individual Appraisal in Counseling	3	74. 75.	CHDS 6/78126	10		x	x	x
	6/78128 CHDS	Internship I: Clinical Mental Health		版 	CHDS 6/77628	2,4&				
	77792 CHD\$	Counseling Internship II: Clinical Mental	3	8'' 6': 3 & 5 mm. 4.15.mm. 1 . 44 5 4 75	See Note 2 CHDS 77792	12 2, 4 &	- MILITARY - MILITARY	X	Х	X
	77892	Health Counseling	3		See Note 2	12	3 (4	X	Х	Х
	CURC			Group	A Electives CHDS 6/77531			V A. 8 2015-	001001008	
	CHD\$ 6/78538	Advanced Multicultural Counseling	3	* 5	CHDS 6/77580	5			1978	X
	CHDS	Theories and Practices in								4028-03
	6/77664	Addictions Counseling					200		4 A X X X A X X X X X X X X X X X X X X	
	CHD\$ 6/77665	Treatment Planning in Addictions Counseling	3		CHDS 6/77664	5 & 10	Ferritors A	х		
	CHDS 6/78529	Couples Therapy: Theory and Techniques	3			5	Brigger	х	11.6	
	CHDS	Family Therapy: Theory and	3	1000012 T		5		790	х	
	6/78533 CHDS	Techniques  Counseling Adolescents	3		CHDS 6/77530	5		x	×	X
	6/78066 CHDS	Counseling Children	3		CHDS 6/77531 CHDS 6/77530	5	d Harman	- <b>x</b>	x	х
	6/78067 CHDS				CHDS 6/77531 CHDS 6/77530					To the state of th
	6/88168	Advanced Counseling Theories	3		& 6/77636	5	A Server a	X 82. <i>8</i> 8		
	CHDS 6/78181	Gestalt Therapy	3			5	<ul><li>(日本の) できる</li><li>(日本の) できる</li><li>(</li></ul>		X	vicing to
				Group	B Electives		V. ** *	A		
	CHDS 6/88167	Advanced Counseling Procedures	3	11000000000000000000000000000000000000	CHDS 6/77628 CHDS 6/77636	5	See a grand		x	x
	CHDS	Advanced Individual Counseling	_	****	& Permission	3, 5 &			.,	
	6/87571	Practicum	3	B. Land	CHDS 6/77637 CHDS 6/77637	10	1 × 1 × 1	×	X	X
	CHDS 6/78536	Practicum in Couples and Family Therapy	3		CHDS 6/78529 CHDS 6/78533	3 & 5	**	×	x	x



Student Signature





Date



## **Clinical Mental Health Counseling Master's Degree Program**

Student Name:	Banner ID #:	_ Degree:X M.Edn/aM.A.				
Address:	Telephone: (Home)	(Work)				
NOTE 1: " * " indicates a CACREP Specialty Area						
NOTE 2: CHDS 77792 combined with CHDS 77829 (600 clock hours, on advisement remaining). Courses listed on this prospectus as being a "CACREP Core Area" must	· -					
<b>NOTE 3:</b> You must register yourself into practicum. If you cannot get into a section that individuals on the Wait List will get into their preferred section. Professional leads to the work of the w						
NOTE 4: Obtain a copy of the Community Counseling Internship Manual in 310 Wh	nite Hall or on the internet at http://chdsw	educ.kent.edu for guidelines.				
NOTE 5: A minimum of 12 semester hours of advisor approved electives need to come from Group A and Group B. Of these 12 hours, at least six semester hours of advisor approved electives need to come from Group A and at least three semester hours of advisor approved electives need to come from Group B. At least three additional hours of advisor approved electives can then come from either Group A or Group B. According to the Ohio Counselor, Social Worker and Marriage and Family Therapist Board, Group A electives reflect courses addressing Methods of Intervention and Prevention of Mental and Emotional Disorders reflect courses addressing the Treatment of Mental and Emotional Disorders. Additional Board approved electives in Groups A & B may become available so students are to consult with their advisor when selecting electives.						
<b>NOTE 6:</b> It is the student's responsibility to make a copy of this prospectus for the Services in <b>418</b> White Hall.	nselves and their advisor and submit the o	original copy to Graduate Student Admissions &				
<b>NOTE 8:</b> The tentative course schedule is truly tentative. It is not guaranteed that enrollment dependent.	courses will be offered during the semeste	er listed. Furthermore, courses are				
		nents. Also, refer to the CHDS program				
<ul> <li>EVAL 65511 Research in Educational Services used to have a "EDUC" or</li> <li>CHDS 6/78128 Individual Appraisal in Counseling used to be titled "Indi</li> <li>CHDS 6/77663 Orientation to Clinical Mental Health Counseling used to</li> <li>CHDS 6/77636 Practicum I: Clinical Mental Health Counseling used to b</li> <li>CHDS 6/77637 Practicum II: Clinical Mental Health Counseling used to b</li> <li>CHDS 6/77665 Treatment Planning in Addictions Counseling used to be</li> </ul>	a "EDPF" prefix vidual Appraisal of Personality, Interest, and the titled "Community Counseling" e titled "Practicum II: Community Counseling titled "Practicum III: Community Counse titled "Substance Abuse Counseling"	ng" ling"				
Clinical Mental Health Counseling. After students register for CHDS 6/77636, they student pass the examination, they can begin CHDS 6/77636. However, if they do	will take this examination (see posted exa- not pass (fail) this examination, they we w	m schedules on the CHDS website). If ill de-enrolled (e.g., dropped) from CHDS				
Internship I: Clinical Mental Health Counseling (see posted exam schedules on the	CHDS website). If student pass the examir	nation graduate. However, if they do not				
		cudents from admit term (including				
NOTE 7: It is advisable to take the following classes as soon as possible: Orientation to Clinical Mental Health Counseling; Introduction to Counseling; Individual Counseling Procedures; Group Work: Theory and Techniques; Career Development and Guidance; Principles of Measurement and Appraisal; and Diagnosis in Counseling.  NOTE 8: The tentative course schedule is truly tentative. It is not guaranteed that courses will be offered during the semester listed. Furthermore, courses are enrollment dependent.  NOTE 9: It is expected that you consult your Kent.edu e-mail to stay abreast of important program and university announcements. Also, refer to the CHDS program website located at http://chdsw.educ.kent.edu for downloadable documents and program updates.  NOTE 10: Over the years, some courses have changed title or prefix. For example:  • EPSY 65523 Life Span Development used to have a "EDUC" or a "EDPF" prefix  • EVAL 65511 Research in Educational Services used to have a "EDUC" or a "EDPF" prefix  • CHDS 6/78528 Individual Appraisal in Counseling used to be titled "Individual Appraisal of Personality, Interest, and Motivation"  • CHDS 6/7863 Drientation to Clinical Mental Health Counseling used to be titled "Community Counseling"  • CHDS 6/77637 Practicum I: Clinical Mental Health Counseling used to be titled "Practicum I: Community Counseling"  • CHDS 6/77667 Practicum I: Clinical Mental Health Counseling used to be titled "Practicum I: Community Counseling"  • CHDS 6/77667 Treatment Planning in Addictions Counseling used to be titled "Practicum II: Community Counseling"  • CHDS 6/77667 Treatment Planning in Addictions Counseling used to be titled "Practicum II: Community Counseling"  • CHDS 6/77667 Treatment Planning in Addictions Counseling used to be titled "Practicum II: Community Counseling"  • CHDS 6/77667 Treatment Planning in Addictions Counseling used to be titled "Substance Abuse Counseling"  • CHDS 6/77667 Treatment Planning in Addictions Counseling Used to be titled "Practicum II Community Counselin						

Advisor Signature

From:

Zaragoza, Maria

Sent:

Wednesday, October 28, 2009 5:53 PM

To:

MCGLOTHLIN, JASON

Subject:

RE: Program Name Change

Hi Jason: Thanks for consulting us about this. I've run this by the relevant administrators in our department, and we have no concerns with the program name change you propose.

Best wishes for continued success with your program,

Maria

From: MCGLOTHLIN, JASON

Sent: Wednesday, October 28, 2009 11:06 AM

To: Zaragoza, Maria

**Subject:** Program Name Change

Maria – I hope all is going well. I am the coordinator or the Community Counseling program here in the College of Education, Health, and Human Services. Our program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). CACREP has recently developed new standards and in these new standards, they no longer use the term "community counseling". Instead, they use the term "Clinical Mental Health Counseling". As a result of this accreditation change, we are proposing that we change the name of our program from "Community Counseling" to "Clinical Mental Health Counseling". Also, in courses that use the term "community counseling" (either in title or description) we propose that we replace that terminology with "clinical mental health counseling". It was recommended by our school director that I run this by you to ensure that there is no encroachment concerns. It would seem to us that this would not be a concern because it is a counseling related accreditation change. Please let me know your thoughts. I wish you well. Cheers, Jason

#### Jason M. McGlothlin, Ph.D., PCC-S

Associate Professor Coordinator, CHDS Master's Degree Programs Counseling and Human Development Services 310 White Hall PO Box 5190 Kent State University Kent, Ohio 44242-0001 Office: 330-672-0716

Secretary: 330-672-2662 FAX: 330-672-2472

E-Mail: jmcgloth@kent.edu

Web: http://chdsw.educ.kent.edu/mcglothlin Program Web: http://chdsw.educ.kent.edu

#### MCGLOTHLIN, JASON

From: COWAN, RICHARD

Sent: Wednesday, November 11, 2009 4:02 PM

To: MCGLOTHLIN, JASON

Cc: ANHALT, KARLA; MCLOUGHLIN, CAVEN; SANSOSTI, FRANK

Subject: RE: Program Name Change

Hí Jason,

Thank you for the courtesy of the email and allowing the School Psychology program faculty to consider your request. We as a faculty unanimously agreed that we do not believe it would result in any form of encroachment as related to the SPSY training program.

Good luck with all of the curriculum changes.

Richard

Richard J. Cowan, Ph.D., NCSP
Associate Professor & Coordinator,
School Psychology Program
Kent State University
School of Lifespan Development and Educational Sciences
405 White Hall
Kent, OH 44242

Direct Line/Voicemail: 330.672.4450

Fax: 330.672.2512

E-mail: rcowan1@kent.edu

From: MCGLOTHLIN, JASON

Sent: Wednesday, November 04, 2009 11:00 AM

To: COWAN, RICHARD

Subject: Program Name Change

Richard – I hope all is going well. Our program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). CACREP has recently developed new standards and in these new standards, they no longer use the term "community counseling". Instead, they use the term "Clinical Mental Health Counseling". As a result of this accreditation change, we are proposing that we change the name of our program from "Community Counseling" to "Clinical Mental Health Counseling". Also, in courses that use the term "community counseling" (either in title or description) we propose that we replace that terminology with "clinical mental health counseling". It was recommended by the LDES Curriculum Committee that I run this by you to ensure that there is no encroachment concerns. It would seem to us that this would not be a concern because it is a counseling related accreditation change. Please let me know your thoughts. I wish you well. Cheers, Jason

#### Jason M. McGlothlin, Ph.D., PCC-S

Associate Professor Coordinator, CHDS Master's Degree Programs Counseling and Human Development Services 310 White Hall PO Box 5190 Kent State University



### Interdepartmental Correspondence Hugh A. Glauser School of Music

TO: Therese Tillett, Director, Curriculum Services

FROM: Denise A. Seachrist, Ph.D., Interim Director Mexical Stackwist

DATE: January 6, 2010

SUBJECT: Proposal to Temporarily Suspend Admissions to the Doctoral Program in

Musicology-Ethnomusicology

CC: Dr. John Crawford, Interim Dean, College of the Arts

On February 20, 2009, the School of Music Graduate Studies Committee voted in favor of suspending admission into the doctoral program in Musicology-Ethnomusicology.

The rationale for the temporary suspension is that we are currently assessing the Ph.D. program in its entirety. A national survey was conducted Spring 2009, and we are now evaluating the data. Additionally, the retirement of a senior faculty member in the area of Ethnomusicology four years ago has left the division with only one full-time musicologist and one full-time ethnomusicologist. The faculty resources have restricted the programmatic offerings necessary for a vital program. It is our desire to not compromise the educational experience for those students currently in the program. Admitting additional students into the program at this time would not be in the best interest of either the new or currently enrolled students. Finally, the construction project in Music and Speech has limited the availability of the Music Library resources vital to this program.

Currently, thirteen students are enrolled in the doctoral program in Musicology-Ethnomusicology.

The temporary suspension is for the period of Fall 2009 – Fall 2012. Once the School of Music has collected data from its national survey, we will be able to assess the Ph.D. program more fully and will then make decisions regarding possible inactivations or changes to the programs.



### Interdepartmental Correspondence Hugh A. Glauser School of Music

TO:

Therese Tillett, Director, Curriculum Services

FROM:

Denise A. Seachrist, Ph.D., Interim Director Cleans A. Saschust

DATE:

January 6, 2010

SUBJECT: Proposal to Temporarily Suspend Admissions to the Doctoral

Program in Music Education

CC:

Dr. John Crawford, Interim Dean, College of the Arts

On February 20, 2009, the School of Music Graduate Studies Committee voted in favor of suspending admission into the doctoral program in Music Education.

The rationale for the temporary suspension is that we are currently assessing the Ph.D. program in its entirety. A national survey was conducted Spring 2009, and we are now evaluating the data. Additionally, the resignation of one full-time faculty member and the unsuccessful tenure of another left the division with only two full-time faculty members in a division which requires four. The faculty resources have restricted the programmatic offerings necessary for a vital program. It is our desire to not compromise the educational experience for those students currently in the program. Admitting additional students into the program at this time would not be in the best interest of either the new or currently enrolled students. Finally, the construction project in Music and Speech has limited the availability of the Music Library resources vital to this program.

Currently, eight students are enrolled in the doctoral program in Music Education.

The temporary suspension is for the period of Fall 2009 – Fall 2012. Once the School of Music has collected data from its national survey, we will be able to assess the Ph.D. program more fully and will then make decisions regarding possible inactivations or changes to the programs.

#### Program Development Plan: Master of Arts in Chemical Physics Kent State University

#### 1. Description

The Chemical Physics Interdisciplinary Program (CPIP) is housed in the Liquid Crystal Institute at Kent State University. The CPIP presently offers two graduate degrees: Master of Science in Chemical Physics and Doctor of Philosophy in Chemical Physics.

We propose to add to these offerings a Master of Arts (MA) in Chemical Physics.

The MA degree program will differ from our existing MS degree in two ways: (1) no masters thesis will be required, and (2) course requirements will be more flexible in scope, requiring a total of 32 semester hours, with at least 16 credit hours at the 60000 level or above, and 16 hours at the 50000 level or above. The selection of courses will be planned by the student with formal approval of his/her faculty advisor. In this regard the new MA in Chemical Physics will mirror the existing MA program in Physics which also offers broad flexibility in course selection.

Rationale: The proposed Master of Arts degree is designed to prepare students to meet the future staffing needs of growing high-tech businesses in Northeast Ohio that make use of liquid crystals and related materials. In addition to traditional full-time graduate students, we hope to attract a growing number of part-time students who are working professionals from high-tech industry. This degree program will provide the flexibility to tailor the curriculum to match each student's academic and career goals.

The National Science Foundation recently announced a call for proposals to support science masters programs; see <a href="http://www.nsf.gov/pubs/2009/nsf09607/nsf09607.htm">http://www.nsf.gov/pubs/2009/nsf09607/nsf09607.htm</a>. That funding initiative aims to help develop masters programs that prepare students "for careers in business, industry, nonprofit organizations, and government agencies by providing them not only with a strong foundation in science, technology, engineering and mathematics (STEM) disciplines, but also with research experiences, internship experiences, and the skills to succeed in those careers. "This is exactly the type of program we aim to develop and once the program is established, we plan to apply for support from NSF.

Besides preparing students for careers in industry, the MA program will also offer a first academic degree for students who plan to enter a doctoral program later, either in our own department or at another university. With this pathway in mind, we will explore the possibility of entering into formal cooperative agreements with partner institutions. For instance, our faculty member Hiroshi Yokoyama has started preliminary discussions with colleagues at King Faud University about developing such a cooperative program. King Faud Univ. would provide financial sponsorship to send their students to KSU to complete an MA in Chemical Physics, then return to their home institution to complete the doctorate.

Like our existing MS and PhD programs, the new MA program will focus on the fundamental physics and chemistry of liquid crystals and related soft materials, their

CPHY 1

interaction with electromagnetic fields, light, and other stimuli, and their applications in displays, biosensors, optical devices, etc.

The proposed MA degree can be completed in two to three semesters of full-time study. A part-time student will require more time to complete the degree, e.g. two to three years, depending on the desired course load.

#### 2. Proposed curriculum

Course requirements for the MA will include 32 credit hours drawn from existing graduate level courses in Chemical Physics and related subjects (Physics, Chemistry, Math, etc.) subject to the approval of the faculty advisor. At least 16 credit hours must be at the 60000 level or above, and 16 hours at the 50000 level or above.

Current Chemical Physics course offerings at the Masters level include:

```
CPHY 60498 Research (1-15 credit hours)

CPHY 62241 Soft Matter: Structures, Textures and Defects (3)

[revised effective 2010: Soft Matter (3)]

CPHY 62242 Physical Methods of Materials Characterization (2)

[revised effective 2010: Characterization of Soft Materials (4)]

CPHY 62245 Physical Properties of Liquid Crystals (3)

[revised effective 2010: Fundamentals of Liquid Crystal Science (4)]

CPHY 64491 Seminar: Liquid Crystals (1)
```

Current related subject course offerings at the Masters level include:

```
PHY 55201 Electromagnetic Theory (4)
PHY 44401 Electromagnetic Waves and Modern Optics (3)
CHEM 50451 Organic Materials Chemistry (3)
CHEM 50478 Synthesis of Organic Liquid Crystals (3)
MATH 52201 Introduction to Numerical Computing I (3)
MATH 52202 Introduction to Numerical Computing II (3)
```

In addition, we are currently developing Masters-level versions of the following Doctoral-level courses, which will be available by the beginning of the proposed MA program:

```
CPHY 72248 Liquid Crystal Optics and Photonics (3)
CPHY 72249 LabView for Data Acquisition and Instrument Control (1)
CPHY 72335 Advanced Liquid Crystalline and Polymeric Materials (3)
CPHY 72640 Liquid Crystal/Polymer Composites (3)
[revised eff. 2010: Liquid Crystal, Polymer and Colloid Composites (4)]
CPHY 72643 Liquid Crystal Displays (3)
[revised effective 2010: Liquid Crystal Applications (4)]
CPHY 72650 Computational Materials Science (3)
[newly established effective 2010]
CPHY 72651 Nanobiotechnology (3)
[newly established effective 2010]
```

1 PHY 2

#### 3. Administrative arrangements

The CPIP graduate coordinator and graduate secretary already in place will manage the administrative duties associated with the program with no anticipated additional costs.

#### 4. Evidence of need for the new degree program

No other school in the Northeast Ohio region offers a Chemical Physics MA that duplicates the offerings of the Chemical Physics Interdisciplinary Program. The program's curriculum and focus are unique not only within the state of Ohio but in the whole US.

In spite of the present economic downturn, high-tech companies in Northeast Ohio are continuing to expand and have hired a substantial fraction of Kent State's recent Chemical Physics MS and PhD graduates. The new MA program will allow us to increase the supply of graduates with advanced knowledge and skills to meet the needs of local industry.

In recruiting for the MA program we will focus much effort on part-time students who are working professionals in high-tech industry. For such students, the new MA (with no thesis) will generally be preferable to the MS (which requires a thesis), because they typically do not have sufficient time available to perform an extended on-campus thesis research project. The great flexibility of the MA program also makes it an attractive option because the curriculum can be adjusted to match each student's particular interests.

The director of the LCI's Industrial Partnership Program (IPP), Prof. Philip Bos, has recently approached several participating IPP companies with a proposal to initiate a joint recruiting effort. According to this plan, new college graduates will be simultaneously recruited to an entry-level industrial position and to the proposed MA program. Each student would then combine work and study on a part-time basis, or else alternate periods of work and full-time study, until completion of the degree. We plan to apply for an NSF grant via the funding initiative mentioned above to support these students.

If successfully established, this innovative joint recruiting effort will represent a significant paradigm shift in graduate education in the sciences. In particular it will make the proposed MA program especially attractive to prospective students. It will also contribute to economic development in Northeast Ohio by attracting and retaining highly capable young scientists and providing a steady stream of well-trained entry-level staff for local high-tech companies.

#### 5. Prospective enrollment

We hope to recruit 5 full- or part-time students to join the MA program in its first year, then increase the number in future years to 8-10 students/year.

#### 6. Special efforts to enroll and retain underrepresented groups

The CPIP has been remarkably successful in recruiting women to graduate study in science. As of fall 2008, our grad student population included about 35% female students (13 out of 37). We will continue to work hard to recruit/retain women in our graduate population.

We have also been successful in recruiting international students who are members of under-represented groups. We presently have three Hispanic students (one from Mexico, two from Venezuela) and one African student (from Cameroon.) Thus our minority population is about 10% (4 out of 37.)

To recruit minority students from the US remains an important goal for our program. We routinely send representatives to recruit at the annual conferences of the National Society of Black Physicists and National Society of Hispanic Physicists as well as large conferences such as the American Chemical Society. We also identify students for recruiting via the GRE Search Service. Through this mechanism we purchase a list of names and contact information for students who plan to pursue graduate study in physics or chemistry and who have shown strong performance on the GRE general or subject test.

We will seek advice/support from Kent State's Office of Diversity and Academic Initiatives to help us improve our recruiting/retention of US minority students. Likewise we will seek guidance from colleagues from under-represented groups, e.g. Dr. Albert M. Green, CEO of Kent Displays Inc., and Prof. Luz Martinez-Miranda of the University of Maryland.

We will also work with Kent State's Physics and Chemistry Departments to locate and recruit highly qualified minority students already on our campus as undergraduates. We will also work with Dr. Geraldine Hayes-Nelson, Associate Dean of Undergraduate Studies, to mentor students in Kent State's Science Learning Communities and prepare students for entry into the proposed graduate program.

Lastly, we will redouble our efforts to visit a diverse set of colleges and universities throughout Northeast Ohio and across the US to recruit students to the program.

#### 7. Availability and adequacy of the faculty and facilities

The Chemical Physics Interdisciplinary Program has 11 tenured and tenure-line full-time faculty, including both an Ohio Research Scholar (Hiroshi Yokoyama) and an Ohio Eminent Scholar (Jonathan Selinger.) In addition there are three affiliated full professors from other departments and several additional visiting and adjunct faculty. This team of faculty teaches all the existing courses in the Chemical Physics Interdisciplinary Program.

The Liquid Crystal Institute has adequate classroom space and teaching lab space to accommodate graduate classes of up to 25 students. At present most classes are of size approximately 6-12 students so there is plenty of room for expansion.

CP444

The Liquid Crystal Institute also has a broad array of well-equipped research laboratory facilities. Full-time MA students will have the opportunity to participate in 20 hour/week lab rotations alongside students in the MS and PhD programs. Our existing lab space is adequate to accommodate these extra students.

#### 8. Additional facilities and staff needed, and plans to meet this need

The new MA program will be taught by existing faculty in courses that are already offered regularly. There is plenty of capacity in all relevant courses. No new faculty will be required. Where needed, teaching assistants for the courses can be provided within CPIP's current GA budget.

Facilities: No new facilities are needed. However we may need to purchase extra equipment for teaching labs to accommodate the increased number of students, or add extra lab sessions. The associated costs are modest.

We are presently investigating the possibility to offer some of our existing courses via **distance learning** in an online format. The availability of online courses would make the new MA program even more attractive to working professionals.

## 9. Projected additional costs associated with the program and evidence of institutional commitment and capacity to meet these costs.

We anticipate that the new MA program will draw enrollment of part-time students. Adding 5 to 10 part-time students will have essentially <u>zero marginal cost</u> to the university because there is plenty of available capacity in all relevant courses.

For part-time students who are working professionals, tuition costs are often paid, in full or in part, by the student's employer. If needed, we will consider applying for a workforce training grant from a state or Federal agency to help cover tuition costs for such students.

Full-time students in the new MA program will require, on average, less stipend and tuition support than students in the MS program, because the time to degree completion will be shorter due to the absence of a thesis requirement. As mentioned above, we will seek funding from the National Science Foundation to support stipend and tuition costs. Eligible students in the MA program may also apply for work-study funds and student loans.

CPH45

# KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Date	9 16-Oct-09	Curriculum Bulletin
		Effective Date	Fall 2010	Approved by EPC
Department	English			
College	AS - Arts and Scie	nces		
Degree	CER6 - Certificate		e	
Program Name	Teaching English			ge Program Code C623
Concentration(s)		ntration(s) Code(s		6623
Proposal	Establish Program		,	
, , , , ,				
Description of propo	osal:			
graduate credits in	Teaching English as SL/EFL is in great d	a Second/Foreigi	n Language (E	te certificate program of 18 SL/EFL). Domestic and especially certification can enhance the
Does proposed revi	sion change prograr	m's total credit hoเ	ırs? ☐ Yes	□No
Current total credit l	nours:	Proposed total c	redit hours 18	
enrollment and staff This graduate certifi graduate degree in drawn from current faculty to meet the r	ing considerations; cate will act as a sta another discipline. N English courses. All needs of a productive	need; audience; p and alone post-bac lo encroachment v courses are curre e MA TESL.	rerequisites; te ccalaureate ce with other units ently offered in	chment and duplication issues; eacher education licensure): rtificate or as an add on to a is perceived as all coursework is a regular rotation by English
Units consulted (oth EHHS (see note of	•	•	•	, ,
	1 Catel	REQUIRED ENI	DORSEMENTS	11 110109
Department Chair /		•		
May (College Dean	son Hale	<i>f</i>		1213109
College Dean /		V		
Executive Dean of F	Regional Campuses	/ Dean of Gradua	te Studies	
Senior Vice Preside	nt for Academic Affa	airs and Provost		/

ENG6

# KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Dat	e 16-Oct-09	Curriculum Bulletin
		Effective Date	Fall 2010	Approved by EPC
Department	English			
College	AS - Arts and Scie	ences , A-		126
Degree	AS - Arts and Science CERR Certificate	Post-Baccalaure	E CER8	-postmaster's certifica
Program Name	7 " Teaching Englisi	n as a Second/Fo	reign Langua	post Master's certifica ge Program Code C835
Concentration(s)		ntration(s) Code(s		
Proposal	Establish Program	· ·		
Description of prope	osal:			
in Teaching English of ESL/EFL is in gre	i as a Second/Foreiç	gn Language (ESL st-MA certification	JEFL). Domes	e program of 18 graduate credits tic and especially global teaching a PhD in a related area as well as
Does proposed revi	sion change progra	m's total credit hou	ırs? ☐ Yes	□ No
Current total credit	hours:	Proposed total c	redit hours 18	
enrollment and staff This graduate certifin another discipline current English counthe needs of a prod	fing considerations; icate will act as a sta i. No encroachment rses. All courses are uctive MA TESL.	need; audience; p and alone post-MA with other units is currently offered	rerequisites; te a certificate or a perceived as a in a regular rot	achment and duplication issues; eacher education licensure): as an add on to a doctoral degree all coursework is drawn from eation by English faculty to meet
Units consulted (oth EHHS (see note of	er departments, pro non-encroachment f	-	•	
Ru	Contell	REQUIRED END	OORSEMENTS	1/1/0109
Department Chair /	School Director / Ca	mpus Dean	·	<del></del>
Mary and	Haley			1213109
College Déan	ary Bro	Carles of Good and	o Chudio	12/17/09
Executive Dean of F	<del> Colonai Caimpuse</del> s	Thean of Gradual	e Studies	
Senior Vice Preside	nt for Academic Affa	airs and Provost	<del>_</del>	

ENG9

Transmittal Memo November, 24 2009

To: Mary Ann Haley, Assistant Dean of Arts and Sciences;

From: Sarah Rilling, Undergraduate Studies Coordinator, English

Re: Revise TEFL Certificate & Establish Graduate Certificates for TESL cc: R. Corthell, Chair English; R. Craig, Graduate Coordinator, English

English requests the following revision. Undergraduate Studies Committee and FAC in English have approved the revision to our undergraduate TEFL Certificate (C134)

### Revise TEFL Certificate (C134)

Replace domestic practicum option (ENG 41092 and 41192, 3 credits each) with new practicum course ENG 41292 Teaching English as a Foreign Language Practicum (6 credits). Also, add an option to a traditional grammar course with a course approved last year (ENG 31008 Grammar for Teaching ESL/EFL). The credit hours remain 18. These changes incorporate the newly designed courses to meet needs of TEFL Certificate students' professional training and record-keeping within English.

II. The Graduate Studies Committee and FAC of English have approved the following Graduate Certificates:

#### Establish Post-Baccalaureate TESL Certificate and Post-MATESL Certificate

The proposal adds two certificate programs at the graduate level, both representing 18 credits of coursework in English (TESL) in a prescribed course of study. All courses already exist and are part of a thriving MA TESL degree program. Post-baccalaureate students can complete the Post-Baccalaureate Certificate whereas post-MA students and doctoral students in other disciplines can seek the Post-MA TESL Certificate.

#### Proposal Summary

Title: Post-MA Certificate in TESL/TEFL

Subject Specification: This proposal adds a Post-MA Certificate in TESL/TEFL to meet the professional needs of students in teaching English as a second/foreign language (ESL/EFL).

#### Background Information:

Doctoral students and students with MA degrees in related disciplines have requested training in ESL/EFL that is more minimal than our current MA TESL (36 credit hours) or MA TESL Teacher's Concentration (48 credit hours) and at a more appropriate level than our current undergraduate Certificate in TEFL (C134 – 18 undergraduate credit hours). A Post-MA Certificate in TESL/TEFL can be completed to accompany existing degrees at Kent or to enhance the preparation of students with a master's degree. TESL faculty currently teach doctoral students in one course to serve the Department's PhD Rhetoric and Composition (ENG 73034 Literate Practices and Sociolinguistics), and three of four TESL faculty have graduate faculty status of A3 or F4. Doctoral students in Education often enroll in a variety of our courses. Since all courses are taught on a regular rotation as part of our programs in English, there will be no additional staff, library resources, or other departmental resources required to initiate and maintain the Post-MA Certificate in TESL/TEFL.

#### Alternatives and Consequences:

This certificate proposal will create a cohesive graduate program of study to prepare teachers for ESL/EFL teaching. The Certificate may be taken by students seeking advanced degrees or as a stand-alone certificate program. Students interested in receiving licensure in ESL in the State of Ohio must still complete the BA TESL with Minor in Education or the MA TESL Teacher's Concentration.

Specific Recommendation and Justification: Since this proposal adds options to our TESL offerings without impacting staff or other institutional resources, the Certificate should be established. The English Department is well poised to meet these professional needs.

Timetable and Actions Required: The following approvals are sought: Graduate Studies Committee in English (October); FAC in English (early November), College Curriculum Committee in A&S (mid to late November).

Proposed Course of Study: Post-MA Certificate in TESL/TEFL

#### Admissions Procedures:

Students apply online by submitting a graduate application and fee, having official transcripts forwarded to Admissions, and for international students, submitting official TOEFL scores (minimum required for admission = 88 internet-based TOEFL). For students already admitted to a graduate degree program, no separate application to the Certificate is required. To complete the Certificate, students must file a Program Declaration Form with the College of Arts and Sciences.

#### Catalogue Copy:

The TESL/TEFL Certificate is offered to post-baccalaureate and post-MA students who are interested in developing professional knowledge and skills in the area of Teaching English as a Second/Foreign Language. The curriculum (18 credits) focuses on providing students with a broad background in the field, in particular linguistics, language teaching methodologies, and language acquisition and use. The Certificate in TESL/TEFL can be taken by students seeking degrees or as a stand-alone certificate.

Course Requirement Sheet for the Post-MA Certificate in TESL/TEFL:

Required (15 credits)

ENG 63033 Second Language Acquisition

ENG 63041 Descriptive Grammar

ENG 63098 Research in Second Language Learning

ENG 73001 Methods of TESL

ENG 73391 Seminar (variable content)

#### One elective (3 credits)

ENG 63037 Pragmatics of Conversation

ENG 63038 Teaching Literature & Culture

ENG 63039 L2 Curriculum & Testing

ENG 63040 Linguistics for the Language Professions

ENG 68492 Practicum in Teaching International Stus (KSU or Kent State U, Dresden)

ENG 73034 Literate Practices and Sociolinguistics

ENG 73391 Seminar (different content)

#### POOTS, KATHY

From:

RILLING, SARAH

Sent:

Saturday, November 07, 2009 10:28 AM

To:

HALEY, MARY ANN

Cc:

POOTS, KATHY

Subject: FW: Graduate TESL Cert Proposals

Dear Mary Ann, I'll submit related paperwork by Tues next week as the two certs were approved by FAC 11/6. This is support material. Thanks. Sarah

Here is the query to EHHS re: TESL graduate Certificates. Dean Barbour's response is in the next email...

X

From: RILLING, SARAH

Sent: Wednesday, October 28, 2009 7:58 PM

To: BARBOUR, NANCY Cc: HALEY, MARY ANN

Subject: RE: Graduate TESL Cert Proposals

Nancy,

No the Certs won't take the place of licensure (Minor in Ed for UG or MA TESL Teacher's Concentration for G) or endorsement.

We've noticed that other states (e.g., community colleges) and international teaching posts are requiring certificates in TESL/TEFL in addition to bachelor's or more advanced degrees. We've had good success with our undergraduate TEFL Certificate, so the addition of the graduate certificates really just capitalize on the resources we have.

A note of non encroachment would be appreciated.

On the paperwork for the Post MA Cert, Therese Tillet recommended CER 8 Post-MA Certificate so I'll have to modify the title from CER 6 on that one to Post MA Cert.

Thanks for your time.

Sarah.

From: BARBOUR, NANCY

Sent: Wednesday, October 28, 2009 5:37 PM

To: RILLING, SARAH Cc: HALEY, MARY ANN

Subject: RE: Graduate TESL Cert Proposals

Sarah,

Will the certificates be in addition to or in place of the licensure? I will look these over. Do you need to have my feedback

regarding any encroachment issues?

Nancy

From: RILLING, SARAH

Sent: Wednesday, October 28, 2009 11:41 AM

To: BARBOUR, NANCY Cc: HALEY, MARY ANN

Subject: Graduate TESL Cert Proposals

Dear Nancy, cc: Mary Ann Haley

Based on advice from our College office, the TESL Program Committee is moving two graduate certificate programs through the curricular vetting process, one at the post-bacc level and one at the post-MA level. We feel these certificates may serve student needs in Education as well as in our own College, so we'd like to share with you our proposals.

Our initial discussions in the TESL Program Committee focused on the need to train students adequately at the post-bacc level to qualify for work as an ESL/EFL teacher, especially in international contexts. The Post-MA discussions revolved around serving the needs of post-MA and doctoral students — providing adequate theory and praxis to prepare students for teaching in the field and/or doctoral research in the area of Teaching English as a Second/Foreign Language.

Thanks.

Sarah

Rilling
Associate Professor and UG Studies Coordinator
Department of English
Kent State University

... . . . . .

#### POOTS, KATHY

From:

RILLING, SARAH

Sent:

Saturday, November 07, 2009 10:30 AM

To:

HALEY, MARY ANN

Cc:

POOTS, KATHY

Subject: RE: New MAT

Hi again Mary Ann, we will sort out their MAT at a later date, but here's Dean Barbour's note of non-encroachment on the two graduate certs for TESL. Thanks. Paperwork to follow. Sarah

From: BARBOUR, NANCY

Sent: Friday, November 06, 2009 5:39 PM

To: RILLING, SARAH Subject: RE: New MAT

Sarah,

 $\star$ 

Not really. Maybe we should get together and talk this out. Lalso want to let you know that the certificate proposal looks fine to

me. Nancy

From: RILLING, SARAH

Sent: Friday, November 06, 2009 5:32 PM

To: BARBOUR, NANCY Subject: RE: New MAT

No, we could still have students without a BA TESL do the MA TESL Teacher's Concentration (where they do 48 grad credits including Ed courses and St Teaching to get initial licensure), but students with a BA TESL (without the Ed Minor) could do the MAT where they really focus just on the Ed component. Does that make sense?

From: BARBOUR, NANCY

**Sent:** Friday, November 06, 2009 4:11 PM

To: RILLING, SARAH Cc: HUTCHISON, JANICE Subject: RE: New MAT

I think this sounds like a good plan. Does that mean that you will not be offering the initial license at the graduate level then?

From: RILLING, SARAH

Sent: Friday, November 06, 2009 1:25 PM

To: BARBOUR, NANCY
Cc: HUTCHISON, JANICE
Subject: New MAT

Dear Nancy,

The TESL Program would like to have ESL added to your options for MAT students. It would be an obvious program for our BA TESL students to complete if they didn't do the Minor in Ed as an undergraduate, and would be a much faster option (and a more appropriate one in our opinion) than our already approved 48 hour MA TESL Teacher's Concentration (MA TESL + Ed courses leading to licensure). I had hoped to talk with Janice about this today at TEC meeting, but unfortunately I couldn't make that meeting.

Is Janice's name Hutchinson? – I've cc'ed her here. If you are interested in adding this option, could you help her with any

11/9/2009

necessary paperwork to add ESL to your content list for your MAT? We'd be happy to cooperate on supervising the students in Student Teaching, etc.

Thanks!

Sarah

Rilling
Associate Professor and UG Studies Coordinator
Department of English
Kent State University



#### INTERDEPARTMENTAL CORRESPONDENCE College of Arts and Sciences

Date: December 4, 2009

To: Mary Ann Stephens, Interim Director, RAGS

From: Mary Ann Haley, Assistant Dean of Curriculum

Subject: Graduate Curriculum Actions

The following curriculum proposal was approved at the December 3, 2009 meeting of the College of Arts and Sciences Curriculum Committee.

#### A. DEPARTMENT OF ENGLISH

Establish Program: TESL Certificate Post-MA [CER8] [18]
 This proposal adds a Post-MA Certificate in TESL/TEFL to meet the professional needs of students in teaching English as a second/foreign language (ESL/EFL).
 Certificate will act as a stand alone post-MA or as an add on to a doctoral degree in another discipline.

Note: Copies of proposals provided to John Stalvey, Associate Dean, Graduate Studies

# KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Date	e 23-Nov-09	Curriculum Bulletin	
		Effective Date	Fall 2010	Approved by EPC	
Department College Degree Program Name	AS - Arts and Scie	nces <1 year and CE	·	ficate Post-Baccalaurate	
Concentration(s)		ntration(s) Code(s	•	C 624	
Proposal	Establish Program			C 629	
Description of propo Establisment of a ce		Conflict Managem	ent.		
Does proposed revis Current total credit h		n's total credit ho Proposed total c		□ No	
Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):  As we are not proposing the creation of any new Applied Conflict Management (ACM) courses, but are relying entirely upon already established ACM courses, and as we are the only conflict-focused degree program on campus, there are no encroachment or duplication issues. Requires no additional staffing as it relies on existing courses already regularly offered in our ACM major and minor. As ACM courses teach applied skills useful in the professional and nonprofessional workplace as well as in daily life, the certificate will be attractive to a broad range of non-traditional, continuing education students, especially those who already have an undergraduate degree from another institution and so cannot take our minor in ACM. There are no teacher education licensure issues. Our Intro to CM course serves as a prerequisite for two of the required courses in the certificate as well as for many of the other courses available in the certificate. The Intro to CM course is likewise required for the certificate.  Units consulted (other departments, programs or campuses affected by this proposal):  None. As we are not proposing the creation of any new Applied Conflict Management (ACM) courses, but are relying entirely upon already established ACM courses, and as we are the only conflict-focused degree program on campus, there are no encroachment or duplication issues.					
		REQUIRED EN	DORSEMENTS	<b>i</b>	
Department Chair / S	School Director / Ca	impus Dean		11/30/09	
May and College Dean	n Haler	<del> </del>		12,3,09	
	Jacianal C	/Doon of Octob	An Obvid!		
Executive Dean of R	egionai Campuses	/ Dean of Gradua	ile Studies	/ /	

Senior Vice President for Academic Affairs and Provost

POL(CACM)4



## CENTER FOR APPLIED CONFLICT MANAGEMENT POLITICAL SCIENCE DEPARTMENT

#### Interdepartmental Correspondence

TO:

Mary Ann Haley, Assistant Dean for Curriculum

College of Arts and Sciences

FROM:

Patrick Coy, Director 7609

Center for Applied Conflict Management

DATE:

December 1, 2009

SUBJECT:

CACM Curricular Revisions Proposed for Fall 2010

At its meetings of April 28, 2009 and November 20, 2009, the faculty of the Center for Applied Conflict Management agreed by consensus to the creation of a new 16-credit certificate in our Applied Conflict Management degree program. The Political Science Undergraduate Studies Committee approved this proposal on November 30, 2009. This certificate will rely entirely upon already existing and regularly offered courses in Applied Conflict Management.

#### Requirements:

The certificate will include three required 3-credit courses and one required 1-credit workshop:

CACM 11001, Introduction to Conflict Management, 3 credits

CACM 33030, Conflict in the Workplace, 3 credits

CACM 34040, Negotiation, 3 credits

CACM 49091, Variable Title Seminar in Conflict Management, 1 credit

#### Electives:

Students will choose two other 3-credit courses in Applied Conflict Management from among the following, for a total of 16 credits:

CACM 21002, Gender, Power and Conflict

CACM 21010, Cross-Cultural Conflict Management

CACM 22020, International Conflict Resolution

CACM 31003, Nonviolence: Theory and Practice

CACM 31010, Conflict Theory

POL CARM) 1

CACM 32020, Strategic Planning

CACM 35050, Environmental Conflict Resolution

CACM 35092, Internship in Conflict Management

CACM 35095, Special Topics in Conflict Management

CACM 38080, Mediation: Theory and Training

#### Focus Areas:

Students are able to choose a focus area of "Administration" (the two remaining courses will be Environmental Conflict Resolution and Strategic Planning), "Human Resources" (Strategic Planning and Mediation), "Diversity" (Gender, Power and Conflict and Cross-Cultural Conflict Management), or students can simply choose any two courses from the above list.

#### Impact on other programs:

As we are not proposing the creation of any new Applied Conflict Management (ACM) courses, but are relying entirely upon already established ACM courses, and as we are the only conflict-focused degree program on campus, there are no encroachment or duplication issues or impacts on other programs.

#### Enrollment and staffing considerations:

As we are not proposing the creation of any new Applied Conflict Management (ACM) courses, but are relying entirely upon already established ACM courses which our present faculty regularly deliver as part of our ACM major and minor, there are no enrollment and staffing issues.

#### Need and audience:

We were originally encouraged by advisors in the College of Arts and Sciences office to consider offering a certificate. They were responding to needs they encountered in their advising work. As ACM courses teach applied skills useful in the professional and nonprofessional workplace as well as in daily life, the certificate will be particularly attractive to a broad range of non-traditional, continuing education students, especially those who already have an undergraduate degree from another institution and so cannot take our minor in ACM as they have no KSU major to which to attach it.

#### Admission procedures:

Admission requirements for the certificate program will be the same as the requirements for admission to Kent State University as an undergraduate student.

#### Prerequisites:

Our Introduction to Conflict Management course serves as a prerequisite for two of the required courses in the certificate as well as for many of the other courses available in the certificate. The Introduction to Conflict Management course is likewise required for the certificate. We generally offer 8-9 sections of this course per semester at varied times, days, and evenings, so it will be no problem for any prospective certificate student to meet the prerequisite.

#### Teacher education licensure:

There are no such issues.

POL (CREM) 2

## **Undergraduate Catalog**

### Certificate

#### **Applied Conflict Management**

College of Arts and Sciences Department of Political Science Center for Applied Conflict Management 321 Bowman Hall P.O. Box 5190 Kent, OH 44242-0001

Tel: 330-672-3143 Fax: 330-672-3362

Web: http://www.kent.edu/cacm

The Applied Conflict Management certificate is an undergraduate program where students learn skills to use in conflict situations in the workplace, in community settings, and in their daily lives at home. We utilize experiential learning, skills exercises, simulations and role plays to meet a growing need for constructive approaches to conflict management. Topics covered include active listening, constructive assertions, principled negotiation, mediation, group facilitation, strategic planning, and much more.

### Course requirements for applied conflict management certificate (16 credits):

Certific	Certificate Requirements 10					
CACM	11001	Introduction to Conflict Management	3			
CACM	33030	Conflict in the Workplace	3			
CACM	34040	Negotiation	3			
CACM	49091	Variable Title Seminar in Conflict Management	1			
Electives: Choose two of the following:				6		
CACM	21002	Gender, Power and Conflict	3			
CACM	21010	Cross-Cultural Conflict Management	3			
CACM	22020	International Conflict Resolution	3			
CACM	31003	Nonviolence: Theory and Practice	3			
CACM	31010	Conflict Theory	3			
CACM	32020	Strategic Planning	3			
CACM	35050	Environmental Conflict Resolution	3			

POLICICIA 5

CACM	35092	Internship in Conflict Management	3
CACM	35095	Special Topics in Conflict Management	3
CACM	38080	Mediation: Theory and Training	3

Total 16

Students choose a focus area of "Administration" (the two remaining courses will be Environmental Conflict Resolution and Strategic Planning), "Human Resources" (Strategic Planning and Mediation), "Diversity" (Gender, Power and Conflict and Cross-Cultural Conflict Management), or students can simply choose any two courses from the above list.

Students must declare their intent to earn the certificate before they have completed half of the required hours. They must satisfy the prerequisites of each course in the program and must pass each course with a minimum grade of C (2.0) to receive the certificate. Courses may not be completed on a pass/fail basis or via credit-by-exam. Transfer credits may, in certain circumstances, be used to fulfill certificate requirements. Minimum cumulative 2.25 GPA required in the program for award of certificate.

Maximum of 9 credits of variable topic (special topics, seminar, etc.) courses.

POL (CACM) 6

# KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Dat	e 2-Nov-09	Curriculum Bulletin
		Effective Date	Fall 2010	Approved by EPC
Department	teaching, learning	and curriculum		
College	EH - Education, F	lealth and Human	Services	
Degree	CER2 - Gertificate	->1<2 years	ER6 - post	baccalaureate thisicate
Program Name	ette- Progra	am Code	'Ce	tificate
Concentration(s)	Conce	entration(s) Code(s	s) 🕜	<b>=</b> / : / <b>-</b> .
Proposal	Establish Progran		Tlach	r-Technical C623 er Education
Description of prop create gradute cert Education		eachers who comp	olete a teachin	g license in Career-Technical
Does proposed rev Current total credit	ision change progra hours: 2 <b>/</b> /	m's total credit ho Proposed total o		<del></del>
				achment and duplication issues; eacher education licensure):
Units consulted (ot	her departments, pr	ograms or campus	ses affected by	this proposal):
v ## ##.V	***************************************	na managar		,
A A	<i>0</i> 1	REQUIRED EN	DORSEMENT	's
Department Chair	School Directar / C	ampus Dean		11 123109
MANUS College Dean	Berly	W	<del></del>	115 110
	Marylo	Carter		1 17 110
- <del>Executive Dean of</del>	Regional Campuse	Interim	ate Studies	/ /
Senior Vice Presid	ent for Academic Af	fairs and Provost		<del></del>

Certificate program for Career-Technical Teacher Education

#### 1. Transmittal Memo

The proposed action is to establish a certificate in Career-Technical Teacher Education. Students who complete the coursework pattern meet the requirements for a certificate. These students also receive a teaching license from the Ohio Department of Education. However, many students will not complete a degree with KSU. Students are eligible to complete the certificate at the graduate levels. The certificate will enable the students to be recognized as completing a program at Kent State University by the Board of Regents. The school curriculum committees approved this proposal.

#### 2. Proposal Summary

- a. Career-Technical Teacher Education Certificate
- Purpose is to provide classes and educational experiences for teachers pursuing a teaching license in Career-Technical Education.
- c. High schools throughout northeast Ohio offer educational programs in career-technical education. These programs are housed in career centers as well as comprehensive high schools and reflect the 16 occupational clusters established by ODE. Most programs are at the secondary level though more programs are being established at the middle school level. These programs must have licensed teachers.
- d. Students are admitted as graduate students.
- e. The requirements for successful completion include a total of 24 semester hour credits (see attached advising sheet). The 24 hours are pedagogy courses specific to teaching subjects in Career -Technical Education. The classes include teaching methodology, curriculum and an onsight mentoring program.
- f. Need and sustainability Career-Technical Education programming has been offered at high schools in Ohio for over 50 years. Much of the programming is supported through federal allocations managed by ODE.
- g. Fiscal and staffing are currently in place by full and part-time faculty

#### 3. Certificate of Curriculum Proposal

3.	Certificate of Curriculum Proposal
4.	Approval Memos
5.	Requirement Sheet
	24 credit hour graduate requirement sheet
6.	TLC curriculum approval – November, 2009 EHHS curriculum approval – December, 2009 EPC curriculum approval – Spring, 2010 Effective date - fall, 2010
7.	Postsecondary (one to two academic years)
8.	Catalogue description: This certificate program consists of coursework leading to completion of professional teacher education in Career-Technical Teacher Education. Completers must also have finished a career-technical education license via the Route B option issued by the Ohio Department of Education.
	Proposal reviewed and approved by:
	Approval group
	Date approved

Graduate Substantial Certification Program Proposal submitted by the Career-Technical Education faculty at Kent State University.

### **Career-Technical Teacher Education Certificate at Kent State University**

- Approved Graduate Program sponsoring the certificate is the Master of Education in Career-Technical Education housed in the School of Teaching, Learning and Curriculum Studies in the College of Education, Health and Human Services at Kent State University.
- 2. The need and demand for the certificate is based on the existing Career-Technical Education programs offered at the secondary level. High schools throughout northeast Ohio offer numerous educational programs in career-technical education. These programs are housed in career centers as well as comprehensive high schools and reflect the 16 occupational clusters established by the Ohio Department of Education.

Most Career-Technical education programs are at the secondary level though more programs are being established at the middle school level. These programs must have licensed teachers. The primary source of teachers for programs of this type is the actual industry or occupational area (e.g. nursing, information technology, culinary, cosmetology, etc.) the teacher teaches. For this reason, teachers are actually hired by local schools into a full-time teaching position and then seek licensure with Kent State University. However, many students will not complete a degree with KSU. The certificate will enable the students to be recognized as completing a program at Kent State University by the Board of Regents. The appropriate program area, school and college curriculum committees at KSU have approved this proposal.

- 3. The educational objectives of the certificate program are to:
  - a. Provide teachers who enter teaching in career-technical education subject areas the opportunity to receive coursework and services leading to licensure provided through the Ohio Department of Education.
  - Provide instruction in curriculum development, instructional methodology, classroom and laboratory management.
  - c. Provide mentoring services to enable teachers to receive on-site support as they practice classroom theory.
- The curriculum for the proposed certificate is indicated on the attached advising sheet. All coursework is offered at the master degree level.
- 5. The proposed certificate includes 24 semester hours of coursework. The 24 hours are directly related to the specific program standards established by the Ohio Department of Education. The courses reflect the specific educational expectations and outcomes for preparation of Career-Technical Education teachers approved by the Ohio Department of Education. The standards can be found in the ODE document Guide for Licensing Teachers in Career-Technical Education.
- 6. The entrance, performance and exit standards of the certificate follow the same procedures graduate student at the masters degree level must follow. All students must meet the standards to be accepted into the Graduate School of Education, Health and Human Services at Kent State University. The standards include a 2.75 undergraduate grade point average, letters of reference and written goals statements. All student files are reviewed and approved by faculty in Career-Technical Education. Students must meet Graduate School performance standards to remain on track to complete the certificate. Upon successful completion of the 24 hours of coursework, students will be awarded the proposed certificate.
- 7. The faculty expertise to deliver the certificate program consists of full-time and parttime faculty members. Two full-time, tenured faculty members have doctoral level
  degrees in Career-Technical Education. In addition, on full-time temporary faculty
  member has a master degree in Career-Technical Education. The three full-time
  faculty members have extensive experience in Career-Technical Education teaching

and teacher education. The program area also has a cadre of experienced, practicing Career-Technical Education teachers and administrators who assist in delivering instruction.

8. No additional resources, courses or faculty are necessary to support the delivery of the proposed certificate program.

## KENT STATE UNIVERSITY Agenda | 25 January 2010 | Attachment 33 | Page 7 CAREER TECHNICAL TEACHER EDUCATION

## With Baccalaureate Degree <u>outside</u> of Education - 24 Graduate Credit Hour Requirement Sheet Licensure Program: Industry Option (Route B)

Student Name_		_Employ	ying Scho	olB	Bldg
Student ID#		_ Teachir	ng Area _		
Home Address				Teaching area name	and code
City		State		Zip Code	
Phone (home)		_ Phone	(work)		Ext
Cell		_ Email	(KSU) _		
Course Number CTTE 56015 CTTE 55377 CTTE 56002 CTTE 56020 CTTE 55372 CTTE 66001 CTTE 66005 CTTE 66004	*Meth of Career & Tech *Career & Tech Ed:Adv. In-Service Teaching I **Curric Design & Applic **Issues in CTTE Subjects Principles & Practices C Special Populations in C Program Evaluation in C  *Total *These two courses me	Educ Meth ation s CTTE CTTE CTTE	3 3 3 3 3 3 3 3 24.0	credit hours	Sem/Yr Completed
*		ve may a <sub>l</sub>	pply towa	<b>Summer I, in three</b> rds a Master's Degi nnor for advising.	
-	y signature below indicates that sursework in compliance of rece	I am fully	aware I m	ust attend and comple	<del>-</del>
Student Si	gnature		Adviso	or Signature	
Date					

Dr. Patrick J. O'Connor, CTTE Program Coordinator

(poconnor@kent.edu) 330 672-0689

Kent State University, PO Box 5190

School of TLC, Career Technical Teacher Educator Program (CTTE)

316 White Hall

Kent, OH 44242-0001

Website: http://www.ehhs.kent.edu/ctte

(See the 24 graduate credit hour Industry Option, Route B, CTE-37 Licensure Process on the reverse side)

#### CTE-37 LICENSURE PROCESS: INDUSTRACOMENTAL DESCRIPTION | Attachment 33 | Page 8

#### With Baccalaureate Degree outside of Education - 24 Graduate Credit Hour Program

A CTE 36 form is secured from the Ohio Department of Education (ODE) by the employing school district and used to determine the eligibility of a prospective Career Technical Teacher Educator (CTTE). The applicant's work experience and educational background are evaluated by the employer as part of this hiring process

(This completed form is retained in the teacher's employment record by the employing school district.)

Once the teacher is hired, the employer and teacher complete and sign a CTE 37 form. (The CTE 36 and CTE 37 forms are found at the ODE website: <a href="www.ode.state.oh.us">www.ode.state.oh.us</a>) This completed and signed-by-the-applicant-and-employing-school-district form ("Initial Two-Year Career-Technical Provisional License <a href="with Deficiencies">with Deficiencies</a>") is sent to Dr. Patrick O'Connor for his signature (see full address below). It is then returned to the employing school district for submission to the ODE along with the "Initial Ohio License" application form (LN) and monies.

## Dr. O'Connor's signature on this returned document deems that he has made the new hired teacher aware of the KSU Route B Program requirements and how to become admitted to KSU as a student.

The above process generates a two year career-technical provisional teaching license that the new teacher teaches on while the Route B licensure program is completed. The teacher has two to four years to complete this program.

(See the reverse side of this form for that list of coursework.)

The teacher may apply for admission to the Graduate School of Education, Health, and Human Services (College of EHHS) after consultation with Dr. O'Connor.

#### You must be admitted to KSU before you can register for classes.

Pay close attention to the payment due dates before and/or after you register for your classes to avoid being automatically de-registered or charged late fees caused by missing payment deadlines.

Near the end of your second year of teaching on the first two-year provisional license, you and your employer will issue to our office a second CTE-37 ("Renewal of Two Year License") to apply for a two year renewal.

### You must have completed a minimum of six semester credit hours and have taught two years to be renewed.

Also near the end of your second year of teaching you will contact your employer or LPDC to apply for the Entry Year process. Upon completion of these requirements (24.0 credit hours and Entry Year) you and your employer will apply to advance from the two year provisional license to the five year career technical teaching license. To do so, ALL the following completed documents are submitted to our CTTE Office: another signed CTE-37 form, the "License Renewal" application form (2 R/A) and required monies. After a final review and confirmation of your meeting all requirements, these documents will be submitted from the KSU College of EHHS to the ODE.

Your Five Year Teaching License should be issued by the ODE within 4-6 weeks from the time our office receives these documents.

Please feel free to contact us any time we can be of assistance, 330 672-2656.

Dr. Patrick J. O'Connor, CTTE Program Coordinator (poconnor@kent.edu) or, Lynda Paul, CTTE Program Assistant lepaul@kent.edu

Kent State University
PO Box 5190
School of TLC., Career Technical Teacher Educator Program
316 White Hall
Kent, OH 44242-0001

Website: http://www.ehhs.kent.edu/ctte

(See the 24 graduate credit hour Industry Option, Route B, Requirement Sheet on reverse side)



## COLLEGE OF BUSINESS AND GRADUATE SCHOOL OF MANAGEMENT

#### DEPARTMENT OF ACCOUNTING

TO: Robert Frank, Provost

Therese E. Tillett, Director of Curriculum Services

**Educational Policies Council** 

FROM: Linda Zucca, Chair, Department of Accounting

**DATE:** January 12, 2010

SUBJECT: Suspension of admissions to the Accounting Concentration in the Ph.D. in

**Business Administration program** 

The College of Business Administration has suspended admissions to the Accounting Concentration in the Ph.D. program in Business Administration for Fall 2010. This decision was made on the basis of funding issues which include faculty sufficiency. The College will continue to admit students to other concentrations in the Ph.D. program in Business Administration.

There are currently six students in the Accounting concentration in the Ph.D. program in Business Administration.

We anticipate resumption of admissions to the Accounting concentration in the Ph.D. program in Business Administration for Fall 2011. This decision is contingent upon outcomes from department's strategic planning process and program review currently being conducted by the Accounting faculty. The Accounting department is in the process of interviewing candidates for two faculty positions which it anticipates filling for Fall 2010.



TO: Educational Policies Council

FROM: Provost and Senior Vice President Robert G. Frank

SUBJECT: Agenda for Monday, 22 February 2010

EPC Undergraduate Council, 3:20 p.m., Kent Student Center, Room 204

DATE: 15 February 2010

In the event that any of the action or information item 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 Therese E. Tillett, director of curriculum services, by Friday, 19 February, to ensure that the materials are available at the meeting for review.

\* There is no EPC Graduate Council meeting this month.

#### **EPC UNDERGRADUATE COUNCIL**

#### **ACTION ITEMS**

Approval of minutes of 25 January 2010.
 Attachment 1

#### University Requirements Curriculum Committee (presented by Dean Donald R. Williams)

2. Designation of Writing-Intensive Course status to PH 44000 Health Disparities.

Effective Fall 2010

Attachment 2

#### Office of the Provost (presented by Provost Robert G. Frank)

3. Revision of the policy for course overload. Eligible students will be able to self-register for semester course overloads based on Kent State GPA guidelines.

Effective Fall 2010

Attachment 3

#### College of Arts and Sciences (presented by Dean Timothy S. Moerland)

4. Merger of the Department of Sociology and the Department of Justice Studies to form the Department of Sociology. All courses, programs, faculty and students from each department will move to the new, merged department.

**Effective Fall 2010** 

Attachment 4

5. Inactivation of the Department of Applied Social and Behavioral Research. The MS in Applied Social and Behavioral Research program (currently suspended) will move to the college until a decision is made to move it another department or inactivate.

**Effective Fall 2010** 

Attachment 5

#### **ACTION ITEMS continued**

#### College of Arts and Sciences continued

Department of Biological Sciences

6. Inactivation of the Horticulture Technology [HORT] major within the Associate of Applied Science [AAS] degree on the Geauga Campus. The degree program remains active on the Salem Campus.

Effective Fall 2010

Attachment 6

Regional College (presented by Executive Dean Wanda E. Thomas)

Division of Professional Studies

7. Inactivation of the Industrial Trades Technology [ITTN] major within the Associate of Technical Study [ATS] degree on the Geauga Campus. The degree program remains active on the Trumbull Campus.

Effective Fall 2010

Attachment 7

#### **INFORMATION ITEMS**

#### **College of Arts and Sciences**

 Inactivation of the Applied Conflict Management [C624] post-baccalaureate certificate, approved at the January EPC meeting. The post-secondary certificate [C144] remains active. Effective Fall 2010

Attachment 8

#### **LESSER ACTION ITEMS**

#### **Associate and Assistant Deans Committee**

 Revision of the language for the course-repeat policy for GPA recalculation, to bring clarity to its meaning. Additions to the policy are underlined: "All course repeats for recalculation must be completed before conferral of the <u>student's</u> first bachelor's degree <u>from any college or</u> university."

Effective Fall 2010

#### **College of Public Health**

Revision of the program requirements for the Bachelor of Science in Public Health [BSPH]
degree program. All prescribed LER/Kent Core courses are being removed. Total credit
hours to program completion decrease, from 122 to 121.

Effective Fall 2010

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

#### COURSE CHANGES

IAKM

COURSE CHANGES						
C Cross-List/Slash E Credit-by-Exam Inact Inactivate C Course Content Fee Fee L LER	ew New s Schedule (activity) P Prerequisite T Title R Repeatable W Writing Intensive S Subject					
Effective Fall 2010						
HONR 13597 Colloquium: The Western Identity (3)	New					
MUS 41299 Senior Project: Music Composition (3) to: (2)						
PH 44000 Health Disparities (3) [WIC]						
TECH 41052 Technology Education for Elementary School (3 Technology and Engineering for K to 8 STEM	3) to:					
TECH 51052 Technology Education for Elementary School (3 Technology and Engineering for K to 8 STEM						
Effective Spring 2011	ı					
CULT 69569 International Education: Foundational Issues (3)	)New					
CULT 79569 International Education: Foundational Issues (3)	International Education: Foundational Issues (3)New					
MUS 43241 Marching Band Techniques and Literature (2)	to: (1)HD					
MUS 53241 Marching Band Techniques and Literature (2)	to: (1)HP					
Corrections to 25 January 201	0, Agenda					
Effective Fall 2010						
BSCI 50150 Molecular Mechanisms of Disease: Cancer (3).						
BSCI 70150 Molecular Mechanisms of Disease: Cancer (3).						
CHDS 68126 Principles of Measurement and Appraisal (3)						
CHDS 68536 Practicum in Couples and Family Therapy (3)	omitted action TaPD					
CHDS 77695 Special Topics in Community Counseling (1-3) to Special Topics in Clinical Mental Health Counseling						
CHDS 77698 Individual Research in Community Counseling ( Individual Research in Clinical Mental Health Co	1-9) ounselingomittedTas					
CHDS 78126 Principles of Measurement and Appraisal (3)	omitted action PD					
CHDS 78536 Practicum in Couples and Family Therapy (3)	omitted action TaPD					
ELS 55040 Pathology and Pharmacology for Allied Health C EXPH 55040 Pathology and Pharmacology for Allied Health C	Care (3) to: CareSPCcO					
EXPH 63050 Research Processes in Athletic Training and Exercise Physiology (3)	omitted action D					
HED 54550 Drug Abuse and Violence Education Programs	(3) omitted action P					

61095 Selected Topics in Information Architecture, Information Use or

Special Topics in Information Architecture and Knowledge Management ......correction..... TaDC

Knowledge Management (1-3) to:

### Corrections to 25 January 2010, Agenda continued

#### Effective Fall 2010 continued

ITEC	67444	Teaching Online Courses (3)	omitted	.C
ITEC	77437	Authoring Systems (3) to: Web Development for Educators	omitted	TaDc
Large-scale change of course subject, from ELS to SRM, for the following courses (typos found in last line): 73018, 73095, 75006, 75008, 75031, 75034, 75038, 75061				

Large-scale change of course subject, from ELS to EXPH, for the following course (typo found): 75083 (not 75086, reported incorrectly on submission from college)

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



Minutes of the EPC Undergraduate Council Minutes of the EPC Graduate Council

Pages 1-3 Pages 4-8

#### **EPC UNDERGRADUATE COUNCIL**

**Ex-Officio Members present:** Provost and Senior Vice President Robert G. Frank; Faculty Senate Chair Thomas Janson; Deans Donald L. Bubenzer, John R. Crawford, Laura Cox Dzurec, Timothy S. Moerland, Gary M. Padak, Wanda E. Thomas, Stanley T. Wearden, Mark W. Weber, Donald R. Williams; Associate Dean Joanne M. Arhar; dean representative Richard H. Kolbe for Robert (Yank) Heisler Jr.

Ex-Officio Members not present: Dean James E. Dalton

Faculty Senate-Appointed Representatives present: Paul P. Abraham, Min He, David A. Kessler, Lowell S. Zurbuch

Faculty Senate-Appointed Representative not present: Bruce J. Gunning, Erica B. Lilly, Linda L. Williams

**Undergraduate Council Representatives present:** Paul J. Albanese, Pamela K. Evans, Diana L. Fleming, Todd Hawley, Sarah E. Rilling, Gretchen C. Rinnert, Stephen M. Zapytowski

Undergraduate Council Representatives not present: Roberto M. Uribe-Rendon

**Observers present:** 

Observers not present: Brianna D. Lawhorn (Undergraduate Student Government)

**Consultants and Guests present:** Gregory M. Blase, Stephane E. Booth, Darwin L. Boyd, Connie S. Collier, Kevin L. Deemer, Landon E. Hancock, Brian K. Harvey, Anne Reid, Jennifer Sandoval, Denise A. Seachrist, Linnea A. Carlson Stafford, Therese E. Tillett, Michael J. Tubergen

Provost and Senior Vice President Robert G. Frank called to order the EPC Undergraduate Council at 3:21 p.m., on Monday, 25 January 2009, in room 204 of the Kent Student Center.

#### Action Item 1: Approval of minutes from 16 November 2009.

Executive Dean Wanda E. Thomas made motion to approve with no corrections, seconded by Professor Stephen M. Zapytowski and passed unanimously.

Action Item 2: Curricular restructure of the Regional College to align with the original intention for the establishment. All associate and bachelor's degrees, certificate programs and associated courses unique to the Regional Campuses will be housed in the Regional College.

This item was withdrawn. Provost Frank explained that it would come back after more discussion with the affecting units.

#### Action Item 3: Inactivation of the Center for the Study of World Musics.

Dean John R. Crawford said the proposed inactivation was due to faculty resources and the suspension of the PhD degree in Musicology. His motion to approve was seconded by Dean Stanley T. Wearden and passed unanimously.

Action Item 4: Revision of the name of the Department of Chemistry [CHEM] to the Department of Chemistry and Biochemistry [CHMB].

Dean Timothy S. Moerland made a motion for approval. An EPC member asked why just bio since there are other types of chemistry, to which Dean Moerland replied that biochemistry is very large right now; the goal was for the department to appear in searches by prospective students. The motion passed unanimously.

Action Item 5: Establishment of three concentrations in the Classics [CLSS] major within the Bachelor of Arts [BA] degree: Greek [GRE], Latin [LAT] and Classical Civilization [CLSC]. Minimum total credit hours for program completion are unchanged at 121 (35 for major).

Dean Moerland's motion for approval was seconded by Professor Zapytowski and approved unanimously by members.

Action Item 6: Establishment of an Electronic Media Sports Production [ELMS] concentration in the Electronic Media [ELMD] major within the Bachelor of Science [BS] degree. Minimum total credit hours for program completion are 124.

Dean Wearden made a motion for approval. In response to questions about collaborations, both Dean Wearden and Assistant Professor Gregory M. Blase Stated that the school is working with the sports disciplines in the College of Education, Health and Human Services; the program comprises several courses from those disciplines.

Action Item 7: Establishment of a concentration, name change of another concentration and revision of the program requirements for the Recreation, Park and Tourism Management [RPTM] major within the Bachelor of Science [BS] degree. New concentration is Park Management [PMM]. Concentration Recreation and Park Management [RPM] changes name to Recreation Management [RMM]. Revisions are removing PEP 25068 and adjusting general elective credit; and removing PEB electives from the Tourism Management [TMM] concentration. Minimum total credit hours for program completion are unchanged at 121.

Action Item 8: Establishment of a Park Management [PMM] minor. Minimum total credit hours for program completion are 18.

Associate Dean Joanne M. Arhar presented both items together. She explained the differences between the two concentrations within the major and said with these revisions, the program will be unique compared to Ohio State. Her motion to approve was seconded by Dean Moerland; both items passed unanimously.

Action Item 9: Revision of the name of the Industrial Technology [INDT] major, to Applied Engineering [AENG], within the Bachelor of Science [BS] degree. In addition, establishment of an Applied Engineering and Technology Management [AETM] concentration. Minimum total credit hours for program completion are 122 for the Applied Engineering and Technology Management concentration and unchanged at 122-128 (depending on concentration) for the existing three concentrations.

A motion for approval made by Dean Donald L. Bubenzer was seconded by Dean Wearden. It was stressed that the name change was in response to aligning with the program's accrediting body, which recently changed its name; no associate degree program will be changing; and the change does not affect course subjects. The item passed unanimously.

Action Item 10: Inactivation of the Early Childhood Education Technology [ECET] major within the Associate of Applied Science [AAS] degree on the Ashtabula Campus. The degree program remains active on the Salem and Tuscarawas campuses.

Executive Dean Wanda E. Thomas and others explained that the three individual campuses are authorized confer the degree program; inactivating it at one does not affect the other two. Her motion to approve was seconded by Professor Zapytowski and passed unanimously by members.

Action Item 11: Establishment of 14 concentrations in the non-degree Exploratory [EXPL] major: General [GENL]; Business [BUSN]; Health Care [HC]; Performing Arts [PA]; Sport and Recreation [SR]; Education and Teaching [ET]; Hospitality and Tourism [HT]; Design and Visual Arts [DVA]; Science and the Environment [SE]; Languages, Literature and Culture [LLC]; Law, Public Safety and Government [LPSG]; Human Services and Social Sciences [HSSS]; Communication, Journalism and Media [CJRM]; and Computers, Mathematics and Technology [CMT].

In moving item for approval, Dean Gary M. Padak said that the concentrations—with names that are aligned with the 13 interest areas on the GPS website—will enable Undergraduate Studies to take more full advantage of the GPS initiative in advising undeclared students to select a major early. EPC members voiced concern about students confusing the non-degree concentrations with degree programs with similar names. It was explained that it will be clear on application forms that students are declaring the major Exploratory ("undeclared" on applications) first, before being prompted to select a concentration. The system does not force students to select a concentration, and the General concentration will appeal to truly undecided students. It will be the advisors' responsibility to further educate students on the meaning of the Exploratory major and its concentrations, and guide them to explore and decide upon a major. Since it is a non-degree program, the Exploratory major does not appear on student transcripts.

Dean Padak detailed the benefits with having these concentrations, including being able to report to academic units undeclared students who are interested in disciplines in their area, that will enable units to further be aware of and recruit undeclared students to their majors. A request was made by a member to include information about the Exploratory major and its concentrations in the University Catalog.

The motion to approve was seconded by Dean Donald R. Williams and passed unanimously.

Discussion Item 1: The Regional College organizational structure; faculty governance; curriculum process; and faculty appointment, promotion, tenure and reappointment.

Provost Frank referred members to the chart in the document that detailed the two tracks for faculty appointment, promotion, tenure and reappointment for Regional Campuses faculty; the track taken depends on the faculty member being in either in the Regional College or another college. There was discussion on where Regional Campuses engineering technology faculty belong; currently, they are in the College of Technology. Other concerns focused on the tenure and appeal processes as well as the workload of the Regional College dean, who will also continue the duties as dean of his/her campus. Both the provost and Executive Dean Thomas assured members some of the housekeeping duties of the executive dean will be eliminated and, if the workload turns out to be excessive, administration will review the situation for possible restructure.

Members were informed that since most of the document does not fall under the EPC purview—and the portion that does was approved at a previous EPC meeting—the item was discussion only. It will go to Faculty Senate for approval.

With no requests to discuss or elevate any of the lesser action items, the meeting adjourned at 4:15 p.m.

Respectfully submitted.

Therese E. Tillett

Director of Curriculum Services

resese E. Tillett

Office of the Provost

Jennifer Sandoval

Coordinator, Curriculum Services

Office of the Provost

#### **EPC GRADUATE COUNCIL**

**Ex-officio Members present:** Dean Mary Ann Stephens; Associate Deans Nancy E. Barbour, Jonathan P. Fleming, LuEtt J. Hanson, Ralph Lorenz, Isaac Richmond Nettey, Barbara F. Schloman, John R. Stalvey; associate dean representative Frederick W. Schroath for Richard H. Kolbe; Director Karen W. Budd

**Ex-officio Members not present:** Provost Robert G. Frank; Faculty Senate Chair Thomas Janson, Dean Wanda E. Thomas

Faculty Senate-Appointed Representatives present: Paul O'Keeffe, Susan Roxburgh, Fred T. Smith

Faculty Senate-Appointed Representative not present: Paul A. Farrell

**Graduate Council Representatives present:** Sloane R. Burgess, Raymond A. Craig, Nichole Egbert, Ann F. Jacobson

**Graduate Council Representatives not present:** John C. Duncan, Michael J. Loderstedt, Gregory S. Stroh, John H. Thornton

#### **Observers present:**

**Observers not present:** Aron D. Massey (Graduate Student Senate)

**Consultants and Guests present:** Jacob E. Barkley, Timothy J. Chandler, David W. Dalton, Lisa N.H. Delaney, Julie A. Gabella, Eugene C. Gartland, Jr., Ellen L. Glickman, Mary M. Dellman-Jenkins, Jason M. McGlothlin, Angela L. Ridgel, Monica Teamer, Anita M. Varrati

Dean Mary Ann Stephens called to order the EPC Graduate Council at 3:17 p.m., Monday, 25 January 2010, in the Kent Student Center Conference Suite. Dean Stephens took the opportunity to introduce the committee to Associate Dean for Graduate Studies, Ellen L. Glickman.

#### Action Item 1: Approval of the minutes of 16 November 2009.

Associate Dean Nancy E. Barbour moved for approval of the minutes, which was seconded by Associate Dean John R. Stalvey. With no questions or corrections the motion passed unanimously.

Action Item 2: Establishment of a concentration, Financial Engineering Quantitative [FEMQ], in the Financial Engineering [FEM] major within the Master of Science [MS] degree. The Concentration is for students from Xiamen University in China as part of an articulation (1+1) agreement. Minimum total credit hours for program completion are 32.

Associate Dean Stalvey introduced the item explaining that it was an interdisciplinary program between the Department of Mathematical Sciences and the Department of Finance, which has been in existence since the beginning of the decade. He added that the development of this concentration has allowed Kent State University to reach out to Xiamen University in China. Xiamen University is one of the top universities in China and a good institution with which to partner. This program was originally set up to transfer credits from Xiamen University to Kent State University; however, the Chinese government will not allow this, so this proposal is a creative solution. Associate Dean Frederick W. Schroath said that the program has been very successful, enrolling around 25 students. He added that students end up with around 60 hours between the two universities. Associate Dean Stalvey said that the students get all the courses they would have at each institution, except now they are combined. Associate Dean Stalvey introduced Professor Eugene C. Gartland from the Department of Mathematical Sciences and stated that he was present to answer any questions. With no questions heard, Associate Dean Stalvey moved approval of the item, which was seconded by Associate Dean Schroath. The item passed unanimously.

Action Item 3: Establishment of an Exercise Physiology [EXPH] major within the Master of Science [MS] degree. The program is currently a concentration in the Exercise, Leisure and Sport [ELS] major. Minimum total credit hours for program completion are 34.

Associate Dean Barbour introduced the item and said that this proposal is a result of the reorganization of the College of Education, Health and Human Services. She explained that all of the master's degrees within Exercise, Leisure and Sport were split into three different schools. She added that this was an opportunity to make the major titles more accurate and better fit into the schools in which they are currently housed.

Senior Associate Provost Timothy J. Chandler asked why the title Exercise Physiology was used instead of the broader Exercise Science, considering there are only four faculty members and two have training in areas beyond exercise physiology. He expressed concern that there may be students with interests outside of the area of exercise physiology. Assistant Professor Jacob E. Barkley replied that concern was not something that had been discussed. Associate Dean Stalvey asked if he believed that it would dissuade students from applying. To which, Assistant Professor Barkley said that he did not believe so because the terms are used interchangeably.

With no further questions or comments Associate Dean Barbour moved approval of the item, which was seconded by Associate Dean Stalvey. The motion passed unanimously.

Action Item 4: Revision of the name of the Physical Education [PEP] major within the Doctor of Philosophy [PHD] degree. Name changes to Exercise Physiology [EXPH]. In addition, the sole concentration, Exercise Physiology [EXPH], is inactivated.

Associate Dean Barbour stated that this proposal is similar to the previous action item, and that these changes were again in response to the reorganization of the college. She added that the intent is to change the program to exercise physiology in keeping with the previous proposal.

Senior Associate Provost restated his concern with the title and students whose interests may fall into a broader area. Associate Dean Stalvey asked if RACGS and the Ohio Board of Regents get involved with a name change. He also questioned if the small size of the faculty would "raise eyebrows" at the Ohio Board of Regents. Senior Associate Provost replied in the negative to Associate Dean Stalvey's concerns.

Associate Dean Barbour moved for approval of the item, which was seconded by Associate Dean Isaac R. Nettey. The item passed unanimously

Action Item 5: Move of the Physical Education Teacher Education [PETE] concentration from the Exercise, Leisure and Sport [ELS] major to the Curriculum and Instruction [CI] major within the Master of Arts [MA] degree. Minimum total credit hours for program completion are unchanged at 40.

Associate Dean Barbour said that, again, this proposal is similar to previous action items, and that these changes were in response to the reorganization of the college. She explained that the faculty who are in physical education were formerly housed within the School of Exercise, Leisure and Sport, but are now overseen by the School of Teaching, Learning and Curriculum. She added that currently there is no PhD program for physical education; however, the faculty desired to create a concentration within the PhD program for the major of Curriculum and Instruction.

Senior Associate Provost Chandler stated that there are strong faculty in that area and believes that they will contribute greatly to the Curriculum and Instruction program. Associate Dean Barbour said that the creation of this concentration was desirable for them because they did not have this under the PhD program within the School of Exercise, Leisure and Sport.

Hearing no further questions or comments, Associate Dean Barbour moved approval of the item, which was seconded by Associate Dean Ralph Lorenz. The item passed unanimously.

As a point of clarification, Associate Dean LuEtt J. Hanson pointed out that the agenda indicated that this item was a revision to the Master of Arts degree. Upon inspection of the attached documentation it was determined that this item indeed was in reference to the Master of Arts degree. Associate Dean Barbour apologized and stated that she misrepresented but that the same rationale applies to the Master of Arts degree. She explained that she is ahead of herself, because she knows the school is putting forward a proposal for the PhD program as well.

Associate Dean Barbour revised the motion to indicate the changes were intended for the Master of Arts degree and moved approval of the item. Associate Dean Lorenz seconded her request. The motion passed unanimously.

Editor's note: after the EPC agenda was set and disseminated, the program coordinators contacted Curriculum Services to correct an error in the proposal. The concentration is moving to the MEd, not MA, degree in Curriculum and Instruction. A correction will be issued for the next EPC agenda.

Action Item 6: Establishment of a non-degree, endorsement program, Lead Professional Educator (Grades PreK-12). Minimum total credit hours for program completion are 15.

Associate Dean Barbour explained that this is a combination of the Educational Administration K-12 and Curriculum and Instruction programs. Associate Dean Barbour introduced Associate Professor Anita M. Varrati who explained that Ohio has just changed its licensure and recertification laws. She said that during the course of that process a call was put forth for proposals for institutions for leadership professional education. Kent State University's proposal was one of four endorsements in the state accepted, she added. Associate Professor Varrati stated that this item is a formalization of the pilot program. Associate Dean Barbour added that this endorsement is being added on to an already existing master's certification.

Hearing no questions or comments, Associate Dean Barbour moved for approval of the item, which was seconded by Associate Dean Nettey. The item passed unanimously.

Action Item 7: Establishment of an Instructional Technology [ITEC] concentration in the Educational Psychology [EPSY] major within the Doctor of Philosophy [PHD] degree. In addition, program requirements in the Educational Psychology major are revised to accommodate the new concentration. Minimum total credit hours for program completion are 75.

Associate Dean Barbour stated that this proposal was put forth by the instructional technology faculty within the educational psychology program so that the coursework would be recognized on the students' transcript. She added that Associate Professor David W. Dalton was present to answer the council's questions.

Associate Dean Nettey asked if the program code, ITEC, would remain the same. He added that the College of Technology uses that code for the Industrial Technology program. To which Associate Professor Dalton replied that said that the program would use some legacy courses from Educational Psychology [EDPF], but that the code ITEC has been used since the 1960s.

Editor note: The codes refer what is entered in the student system, Banner, and not necessarily what the units use internally. The Banner code for Instruction Technology has always been ITEC. The Banner code for Industrial Technology is INDT.

With no further questions or comments, Associate Dean Barbour moved for approval of the item. Associate Dean Nettey seconded the motion, which was approved unanimously.

Action Item 8: Revision of the name, progression and graduation requirements of the Community Counseling [CCON] major within the Master of Arts [MA] and Master of Education [MED] degrees. Name changes to Clinical Mental Health Counseling [CMHC], and a pre-practicum examination and a comprehensive examination are required for progression and graduation. Minimum total credit hours for program completion are unchanged at 60.

Associate Dean Barbour stated that this proposal from the Community Counseling program is very long and involved and is in response to the accrediting body, Council for Accreditation of Counseling and Related Educational Programs (CACREP). She added that the title "Community Counseling" is no longer appropriate, so the name is being changed to Clinical Mental Health Counseling, and a number of courses are also being changed. She stated that Associate Professor Jason M. McGlothlin was in attendance to answer questions.

Senior Associate Provost Chandler asked for clarification that the change is driven purely by accreditation. Associate Professor McGlothlin stated that the title more accurately describes the type of counseling being done; and that the accrediting body no longer recognizes "community counseling." Associate Dean Barbour added that there is a shift from the option of doing 600 practicum hours in one semester, now it will be done in two semesters.

With no further questions or comments, Associate Dean Barbour moved for approval of the item. The motion was seconded by Associate Dean Hanson, and passed unanimously.

Dean Stephens then asked if anyone wanted to discuss any of the information or action items.

Information Item 1: Temporary suspension of admissions—until fall 2012—for the Music Education [MUED] and Musicology—Ethnomusicology [MUET] majors within the Doctor of Philosophy.

Senior Associate Provost Chandler asked why the Music Education program was being suspended. Associate Dean Lorenz stated that there are three concentrations within the major and two of those areas have had retirements and separations of faculty who have not been replaced. He added that there are not enough faculty members for a PhD. Senior Associate Provost Chandler said that his reason for asking was that if Kent State University is pushing to be a top-ranked research institution it may seem strange to defer on PhD programs, but in this case it makes sense.

Information Item 6: Temporary suspension of admissions—until fall 2011—for the Accounting [ACCT] major within the Doctor of Philosophy [PHD] degree.

Senior Associate Provost Chandler said that he had the same question for this item as for the previously discussed item. Associate Dean Schroath said that it was the same type of situation, not enough faculty members. He stated that applications are being accepted, but the students will not start the program until fall 2011.

Lesser Action Item 1: Establishment of an alternate delivery mechanism, partially web-based, for the Art Education [ARTE] major within the Master of Arts [MA] degree. Minimum total credit hours for program completion are unchanged at 33-35.

Associate Dean Lorenz explained that this program is not fully online, just a supplement. Professor Fred T. Smith stated that this item did go through the Faculty Advisory Council and was discussed by the members of Art Education. He stated they were moving toward online courses and this would benefit a lot of people. Dean Stephens asked what percentage of courses would be offered online. Professor Smith replied that just a small percentage would be. Associate Dean Barbara F. Schloman reminded members to keep the library needs in mind, because as these types of proposals move forward the faculty and staff in the library are interested in the best ways to support these courses.

Lesser Action Item 2: Revision of program requirements for the Chemical Physics [CPHY] major within the Master of Science [MS] and Doctor of Philosophy [PHD] degrees. CPHY 6/72250 is removed; CPHY 6/72242 and 6/72245 increase credits; in the MS program, CHEM 6/70333 is replaced with CHEM 5/70478; in the PhD program, CPHY 72248 is added to the Optoelectronics [OELC] and Physical Properties of Liquid Crystals [PPLQ] concentrations; CPHY 72640 and 72643 increase credits, and the General Chemical Physics [GCP] concentration is reinstated (erroneously removed in a previous catalog). Minimum total credit hours for program completion are unchanged at 32 for the MS and 60 for the PhD.

Dean Stephens asked for further explanation on this proposal. Associate Dean Stalvey explained that this change is administered by Chemical Physics, which is interdisciplinary and its own separate unit. He added that it has its own Faculty Advisory Council and degree program. He added that this revision represents and evolution in the program. He said that it is still pretty much the same program, but specific content to some of the courses has changed.

Lesser Action Item 3: Temporary suspension of admissions—until fall 2013—for the Applied Social and Behavioral Research [ASBR] major within the Master of Science [MS] degree.

Associate Dean Stalvey explained the reason for this item was that the faculty that originally proposed this program has left the College of Arts and Sciences and moved to the College of Public Health. He added that the college is looking at a possible department merger which may be interested in resurrecting this program, thus the college was asked not to do away with the program entirely. Associate Professor Susan Roxburgh stated that this program just passed through the Educational Policies Council not too long ago with considerable opposition, and that the suspension may suggest that those members concerns were justified. Associate Dean Stalvey said that he believed it would be worse to inactivate the program entirely. He added that when "battle is waged" with the Ohio Board of Regents, it is undesirable to do away with the program.

Associate Dean Nettey asked why this item was a lesser action item while the other suspended programs were information items. Senior Associate Provost answered that it was because there are no students currently enrolled in this program, while the other two had students.

#### Other Business:

Senior Associate Provost Chandler requested, on behalf of the Provost's Office, for graduate units to review and update their programs. He explained that over the last three years there has been great emphasis on the undergraduate programs, the provost has expressed a wish to do the same thing for graduate programs. He stated that the provost would like to think there will be more materials to upgrade and update the graduate programs. He emphasized that there is great support for graduate programs and programming in the Provost's Office. He added that it is hoped that program improvements will continue in parallel with undergraduate programs.

The meeting adjourned at 4:04 p.m.

Respectfully submitted,

lisa MADalaney

Lisa N.H. Delaney

Academic Program Coordinator, Curriculum Services

Office of the 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: PH 44000 Credit Hou	urs: 3 Effective Term: Fall 2010
Course Title: Health Disparities	
New Proposal ☐ Revised Proposal (If revi	ised, attach copy of previous WIC Information Form.)
Attach Basic Data Sheet (BDS), Certification of Curriculand your responses to the items below. The course object writing component, and grade percentages on written assert	tives section of the syllabus must include the goals of th

- 1. Describe the *writing assignments* for this course, including the *nature* and *extent* of each assignment. (Guidelines: Items 2, 3, 5)
- (1) A written summary of a planned strategy for conducting a literature review on a health disparity.
- (2) A written literature review of a health disparity with ungraded feedback on a draft before turning in a final paper.
- (3) A short written meta-cognitive essay by the student that describes how they incorporated feedback on the draft into their final paper.
- (4) A group paper that is a collaboratively designed, written intervention for a health disparity, which utilizes a theoretical framework and is based on identified gaps noted in the literature reviews.
- (5) A weekly reflective posting in response to a lecture question, as well as at least one response to a peer; postings will use proper grammer and citations from course material and the literature.
- (6) A written paragraph explaining individual student contributions to the group paper.
- 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)

Research and interventions pertaining to health disparities are a critical component of the discipline and profession of public health. Health disparities and major national public health infrastructure goals are identified in the report, Healthy People 2010, which includes epidemiological terminology. Students will become familiar with the body of knowledge surrounding health disparities, select a health disparity from Healthy Peop 2010, and learn how to conduct and write a literature review for a health disparity. Epidemiology and biostatistics are the tools for conducting research, developing interventions and programs, and interpreting findings in the field of public health. The course will impart basic epidemiological measures, as well as basic biostatistical demographic graphs that are related to health disparities. Students will be required to use these descriptive measures in their written literature reviews to describe the magnitude of the selected health disparity. The literature review precedes and is critical to a group written paper that collaborativly designs an intervention based on an identified gap in the student literature reveiws.

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 will take an online tutorial about strategies in conducting a health disparities literature review, and receive feedback on it, before they conduct the literature reveiw. Students will turn

in a draft on a literature review and receive ungraded feedback before turning in their final graded paper. Students will write a brief meta-cognitive essay describing how they utilized the feedback they received into their final graded literature review.

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

The written literature review of a health disparity.

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)

Documents will be returned by email through Vista with tracking changes and written comments. This is an online course. Students will have an opportunity to speak with the instructor over the phone (long distance if necessary) if they need verbal feedback.

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

Students will receive feedback on the appropriateness and correct usage of the epidemiological terms used in describing the magnitude of the health disparity. Students will receive feedback on the content of their literature reveiws. Students will receive feedback on grammer, including punctuation, sentence length, and sentence construction.

- 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)
- 97.5% of the grade is based on writing assignments. The grading breakdown is as follows:
- (1) Weekly reflective postings using proper citations and grammer: 20%
- (2) Written plan for conducting literature review: 10%
- (3) Literature review of a health disparity: 25%
- (4) Meta-cognitive essay on how students incorporated draft review changes into final graded literature reveiew: 5%
- (5) Final group paper addressing a health disparity: 35%
- (6)Personal written reflection on each student's own group contribution: 2.5% (peer rating 2.5%).
- 8. What is the expected class size? If expected class size will be above 25, what efforts have been made to meet this standard? In what ways will the writing-intensive nature of the course be maintained with the larger class size? (Guidelines: Item 4)

The expected class size will be limited to 25 students.

9. In what ways will your unit communicate expectations described in this proposal to faculty who will be teaching this course? In what ways will your unit maintain standards across multiple sections and over time as instructors change?

The syllabus is explicitly written. The syllabus and the guidelines for a writing intensive course at Kent State University, as well as this application will be kept on file and shared with any /all instructors who will teach this course in the future. Faculty will meet individually with any future faculty who will be taking over this course.

URCC Use Only	
Date Received by URCC	Date Approved by EPC
Date Approved by URCC	Date Removed as WIC

×



Florence Fiehn Submission Date: 12/9/2009 Name:

#### **Course Catalog Update**

<< Return to Search Results

STU0004 **Course Catalog Update Information:** 

Reference Number: CCU000335 **Date:** 03-NOV-09

Level: 2.00 of 3.00 Currently On The Worklist Of: Thomas Brewer, twbrewer

Owner: Office of Curriculum Services, 330-672-8558 or 330-672-8559, curriculum@kent.edu

Organization: Dean College of Public Health

**Basic Course Data** Change type: Revise

Faculty member submitting this proposal: Fiehn for M. Stedman-Smith

Requested Effective Term: 201080

Campus: Kent

College: PH-Public Health

Department: PH-Public Health

Course Subject: PH-Public Health

New Course Subject:

Course Number: 44000

**New Course Number:** 

Course Title: HEALTH DISPARITIES

Title Abbreviation: HEALTH DISPARITIES

Slash Course and Cross-list Information:

Credit Hours

Minimum Credit/Maximum Credit: 3 to 3

Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3

Contact Hours: Lab - Minimum Hours/Maximum Hours:

Contact Hours: Other - Minimum Hours/Maximum Hours:

**Attributes** 

Is this course part of the LER, WIC or Diversity requirements: Yes

If yes, course attributes: 1. WIC-Writing-Intensive Course 2. 3.

Can this course be repeated for credit: No Repeat Course Limit: OR Maximum Hours:

Grade Rule: B-Standard letter Course Level: Undergraduate

Rationale for an IP grade request for this course (if applicable):

Schedule Type(s): 1. LEC-Lecture 2.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite/Corequisite/Catalog Description: Understading the factors involved in health disparities at the national and global level, and the impact of health disparties on public health. Prerequisite: none.

Catalog Description (edited):

Prerequisites (edited):

Corequisites (edited):

Registration is by special approval only: No

Content Information

**Content Outline:** 

Content Hours per Course

**Topic Description** 

Topic

Historical and conceptual issues in race, ethnicity and health

	Demography and epidemiological profile of racialethnic minorities and	
	health disparities	
3	Socioeconomic status and racialethnic differences in health	
3	Theories of racial and ethnic differences	
	Mental health and health disparities	
	Behavior and health	
	Substance abuse, youth violence and health disparities	
-	The built environment and health disparities	
	Rural populations and health disparities	
3	Health care services among racialethnic groups	
	Racialethnic group specific health issues: African AmericanAmerican	
3	Indian & Alaska Native	
	Racialethnic group specific health	
	issues: Asian & Pacific Islander	
l <del></del>	Hispanic & Latino  Health disparities over the life-cycle	
	Addressing health disparities in health	
3	care settings  Addressing health disparities in the	
113	community	
	ited Course Outline	
Total Contact	t Hours: 45	
	used in this course: LaVeist, Thomas the United States. Jossey-Bass: San Fra	A. (2005). Minority Populations and Health: An Introduction to Health noisco.
Writing Expe	ctations: To demonstrate writing in the	discipline of public health through a written literature review on a
health disparit	y that includes descriptive epidemiologic	cal terms to describe the magnitude of the problem.
Instructor(s)	expected to teach: Maggie Stedman-	Smith, Madhav Bhatta, David Hussey
Instructor(s)	contributing to content: Maggie Ste	dman-Smith, Madhav Bhatta, David Hussey
Proposal Sun	nmary	
Explain the p	ourpose for this proposal:	
	ing submitted to designate PH 44000 HE	ALTH DISPARITIES as the writing intensive course requirement for the
	this proposal affects program requi	ements and students in your unit:
Proposal is bei		ALTH DISPARITIES as the writing intensive course requirement for the
		am requirements and student in other units:
Not applicable		
	this proposal affects enrollment and	staffing:
•	g (faculty) resources sufficient.	. Starring.
	<u> </u>	r campuses affected by the proposal):
Not applicable		sumpuses anotice by the proposary.
	ade to form (if applicable):	
✓ Course Cor		
Credit by E		
Credit Hou		ype
Cross-Liste	d / Slash Subject	
Description	Title	
Diversity	☐ Title Abbre	viation
Grade Rule	✓ Writing-In	ensive (WIC)
Liberal Edu	cation Requirement (LER)  Other	
Curriculum S	ervices Information:	
carriculum 3	CI VICES ITHOITHAUDIT.	

#### EPC Agenda | 22 Feburary 2010 | Attachment 2 | Page 6

Approved by EPC:	Curriculum Bulletin:	
Cross-list Banner Code:	OBR Course Level: 3	
OBR Program Code: 09	OBR Subsidy Code: 08	
CIP Code: 512210	Term Start:	
	Term End:	

Comments (250 Character Maximum):

NOTE: Please do not use the following restricted characters: (  $\sim$  \* / \ --)

#### **Comments:**

Date	User	Comment
11/4/2009	Florence Fiehn	No comments available.

#### History:

Date	User	Status
12/8/2009	Florence Fiehn	Approved
11/4/2009	Florence Fiehn	Submitted

### **Syllabus**

PH 44000: HEALTH DISPARITIES

Fall 2010

#### **Lead Instructor:**

Maggie Stedman-Smith, Ph.D., M.P.H., M.S., R.N. Assistant Professor, Environmental Health Sciences College of Public Health

Office Phone: 330-672-6510 E-mail: <u>mstedman@kent.edu</u>

#### **Co-Instructors:**

Madhav P. Bhatta, Ph.D., M.P.H. David Hussey, Ph.D.

Assistant Professor, Epidemiology Associate Professor, Social & Behavioral Sciences

College of Public Health College of Public Health E-mail: <a href="mailto:mbhatta@kent.edu">mbhatta@kent.edu</a> E-mail: <a href="mailto:dhussey@kent.edu">dhussey@kent.edu</a>

Sonia Alemagno, Ph.D.

Associate Dean & Professor, Health Policy Management

College of Public Health E-mail: <a href="mailto:salemagn@kent.edu">salemagn@kent.edu</a>

Students will examine the relationship of socio-economics, race/ethnicity and the built environment on health outcomes, access to healthcare and social/environmental goods. Students will become familiar with and utilize the epidemiological literature to understand the impact of health disparities through the life cycle, and develop approaches to addressing health disparities.

**Prerequisite:** This course is reserved for juniors or seniors enrolled in an undergraduate degree program, or for students enrolled in the public health certificate program.

**Writing Intensive:** This course will fulfill the writing intensive requirement in the College of Public Health for those students who are admitted to a degree program in the College of Public Health and who achieve a course grade of "C" or higher.

#### **COURSE OBJECTIVES**

To develop an awareness of the body of knowledge surrounding health disparities which pertain to race/ethnicity, socioeconomic status, and the built environment.

To understand basic epidemiological measures applicable to

understanding health disparities.

To learn strategies about how to conduct a systematic review of the scientific literature on a health disparity.

To demonstrate writing in the discipline of public health through a written literature review on a health disparity that includes descriptive epidemiological terms to describe the magnitude of the problem.

To become familiar with using theoretical frameworks for the purpose of explaining multiple factors that are known or under investigation for contributing to a health disparity.

To identify gaps in the existing scientific literature.

To design an intervention through peer collaboration, based on missing information in the scientific literature, to mitigate a health disparity.

# STUDENTS ARE RESPONSIBLE FOR ALL MATERIAL COVERED IN ONLINE LECTURES, ASSIGNED SECTIONS OF THE TEXTS, AND CONTRIBUTIONS TO COURSE DISCUSSION.

This is an online course with lectures and required assignments conducted over the Internet. The course is writing intensive with a goal of developing students' abilities to write in the discipline of public health through examining, analyzing, and communicating possible interventions on a current health disparity. Students will receive feedback and will need to revise drafts of a written literature review before final grading of the assignment. Course grading criteria include: Participation in weekly discussion lists; a written plan to conduct a review of the literature; a written literature review on a selected health disparity; a short metacognitive essay (1-2 paragraph memo) describing how feedback from the draft was incorporated into the graded paper; and a group paper using a theoretical framework to identify factors contributing to a health disparity and creating a population-based intervention to address it. Students will turn in a paragraph summarizing their role in the group, along with a participation rating of their peers and themselves. Descriptions of these learning artifacts are found later.

Weighting in Final Grades

Course participation: Weekly reflective postings and discussions	20%
Written plan to conduct a review of the literature	10%
Literature review of a health disparity	25%
Meta-cognitive essay (memo) on incorporating draft review changes	5%
Final group paper: Addressing a health disparity	35%
Group contribution: Reflection on group contribution & peer rating	5%

#### **REQUIRD READING TEXT:**

LaVeist, Thomas A. (2005). *Minority Populations and Health: An Introduction to Health Disparities in the United States*. Jossey-Bass: San Francisco.

#### **RECOMMENDED SUPPLEMENTAL READING TEXTS:**

Garrard, Judith (2007). Health Sciences Literature Review Made Easy: The Matrix Method. Jones and Bartlett Publishers: Sudbury, MA

Kosoko-Lasaki, S., Cook, C.T., and O'Brien, R.L. (2009). *Cultural Proficiency in Addressing Health Disparities*. Jones and Bartlett Publishers: Sudbury, MA

Hacker, Diana (2008). A Pocket Style Manual. Fifth Edition. Bedford/St. Martin's: Boston, MA

Class Schedule with Weekly Reading Assignments

Week	Theme	Assignments for Class
1	Historical and conceptual issues in race, ethnicity	LaVeist: Chapters 1 and 2
	and health	U.S. Department of Health and Human Services (2001). About Healthy People:
		What is Healthy People? What are its goals? Who is working on it? How will the objectives be used; How was Healthy
		People 2010 developed? What is its history? Available at: <a href="http://www.healthypeople.gov/About/default.htm">http://www.healthypeople.gov/About/default.htm</a>
2	Demography and epidemiological profile of racial/ethnic minorities and health disparities	LaVeist: Chapters 3 and 4
3	Socioeconomic status and racial/ethnic differences in health	LaVeist: Chapter 8
4	Theories of racial and ethnic differences	LaVeist: Chapter 7
5	Mental health and health disparities	LaVeist: Chapter 5
6	Behavior and health	LaVeist: Chapter 9
7	Substance abuse, youth violence and health disparities	Mullan Harris, K., Gordon-Larsen, P., Chantala, K., & Udry, J. (2004). Longitudinal trends in race/ethnic disparities in leading health indicators from adolescence to young adulthood. Archives of Pediatric Adolescent Medicine, 160: 74-81.  Sampson, R.J., Morenoff, J.D., & Raudenbush, S. (2005). Social anatomy of racial and ethnic disparities in violence, American Journal of Public Health, 95: 224-32

8	The built environment	PolicyLink: Lifting Up What Works (2007). Why Place Matters:
	and health disparities	Building a Movement for Healthy Communities, pp.5-50. PolicyLink: New York. Available at: <a href="http://www.policylink.org">http://www.policylink.org</a>
9	Rural populations and	Hartley, D. (2004). Rural health disparities, population health,
	health disparities	and rural culture. American Journal of Public Health, 94(10): 1675-1678.
		Probst, J., Moore, C. Glover, S., and Samuels, M. (2004). Person and place: The compounding effect of race/ethnicity and rurality on health. American Journal of Public Health, 94(10): 1695-1703
		W.K. Kellog Foundation (2001). Perceptions of Rural America. Battle Creek, Michigan.
	SPRING BREAK	
10	Health care services among racial/ethnic groups	LaVeist: Chapter 6; Dubowitzs, L. (2007). Health disparities and access to care. JAMA, 297: 1118-1121
11	Racial/ethnic group specific health issues: African American/American Indian & Alaska Native	LaVeist: Chapters 10 and 11
12	Racial/ethnic group specific health issues: Asian & Pacific Islander/ Hispanic & Latino	LaVeist: Chapters 12 and 13
13	Health disparities over the life-cycle	Chen, E., Mathews, K. and Boyce, T. (2002). Socioeconomic differences in children's health: How and why do these relationships change with age? Psychological Bulletin, 1289: 295-329
14	Addressing health disparities in health care settings	Physician-patient relationships and racial disparities in the quality of health. American Journal of Public Health,93 (10):1713-1719
		U.S. Department of Health and Human Services, Office of Minority Health: <a href="http://www.omhrc.gov">http://www.omhrc.gov</a> (2009). What is Cultural Competency? Guidelines & Resources; Training for Physicians and Others; Tools; Policies; Initiatives; Laws; and National Standards.
		CDC National Prevention Information Network (2009). Cultural Competence. <a href="http://www.cdcnpin.org/scripts/population/culture.asp">http://www.cdcnpin.org/scripts/population/culture.asp</a>
		Health Resources Services Administration (HRSA), August 2002. Mitigating Health Disparities Through Cultural Competence. http://hab.hrsa.gov/publications/august2002.htm

15	Addressing health disparities in the community	PolicyLink: Lifting Up What Works (2007). Recommendations: Moving Into the Future, pp. 51-60. In: Why Place Matters: Building a Movement for Healthy Communities, Recommendations. PolicyLink: New York. Available at: <a href="http://www.policylink.org">http://www.policylink.org</a>
		U.S. Department of Health and Human Services (2001). Healthy People in Healthy Communities: A Community Planning Guide Using Healthy People 2010. Available at: http://www.healthypeople.gov/Publications/ healthycommunities2001/healthycomolhk.pdf
		Wallerstein, N. & Duran, B. (2006). Using community-based participatory research to address health disparities. Health Promotion Practice, 7(3): 312-323.

#### Written Assignments

Class participation-weekly student postings: Each week after completing the assigned readings and the course lecture, students need to post a reflective response to a short essay question, and to respond to at least one reflective response by a peer. The writing must contain proper grammar and use citations as needed. Except for the first week of the course, original postings should be made no later than Wednesday at 1159PM. Reflective responses are due by 9PM on Sunday. Students must use netiquette in all of their website postings.

Strategy for literature review search on a health disparity: Each group will select a specific health disparity to research from Healthy People 2020. All students will take an online tutorial explaining how to conduct a literature review on a health disparity. Every students will write a one page double-spaced summary of the specific strategies they intend to use to perform their literature search, using literature from the last five years. The summary will be due no later than 2/1/10 at 1159PM.

**Review of the literature for a health disparity:** Each student will individually write a five page double-spaced paper summarizing the status of the chosen health disparity according to the literature written during the past five years. The draft will be due no later than 2/22/09 at 1159PM. Students will receive ungraded feedback on their individual drafts for incorporation into graded papers. Final literature review papers will be due by 3/15 at 1159PM.

**Memo on writing the literature review:** All **s**tudents will write a paragraph summarizing how they incorporated instructor feedback from the draft into the graded literature review paper. The paragraph will be turned in as a separate paper at the same time of the final literature review.

Final Group Paper: Students will work together in their small groups on

developing and writing one final group paper. The paper will be due by 1159PM on 5/12/09. Each group will write a five page double-spaced paper on the topic of their selected health disparity:

- (1) Select a theoretical framework you learned in this course to explain factors that are related to or that contribute to the existence of the health disparity.
- (2) Explain what is missing in the current literature review from a group perspective. Design and describe an intervention and explain how this intervention addresses gaps in approaches from the current literature. Discuss who you would include in the intervention and why. Assess the feasibility of the intervention and potential sources for funding.

#### **Group Participation/Contribution:**

All students will turn in one paragraph summarizing their unique contribution to their group paper. In addition, every student will assign a score of 1-5 points for each group member and for themselves, based on participation in the group paper. The summary is due at the latest by 1159PM on 5/12/09.

#### **Policies & Expectations**

Office Hours: I will hold office hours by appointment only.

**Email and Electronic Communication:** You may email me within Vista at: mstedman. Due to FERPA regulations, I do not communicate grades or course related materials to non-KSU email addresses.

**Do Not Expect an Immediate Response:** You may get a quick response, but you cannot rely on one. I will try to respond within 24 hours. Use the discussion boards as technical forums during the week to support your classmates. Check your KSU email at least every 3rd day.

**Online Discussion:** Often times in our field, we are separated by time and space. The on-line tools in Vista allow us to communicate synchronously and asynchronously, including on-line discussions. You are encouraged to initiate and participate in such discussions as they demonstrate your attitude as well as serve as practical means of learning and demonstrating learning.

Online Etiquette / Netiquette: Taking an online course and corresponding via email and discussion board presents communicators with the task of overcoming the lack of non-verbal in communication. When taking a course online, it is important to remember several points of etiquette that will smooth communication between the students and faculty.

1. Avoid language that may come across as strong or offensive. Language can be easily misinterpreted in written communication. If a point must be stressed,

review the statement to make sure that an outsider reading it would not be offended, and then post the statement. Humor and sarcasm may easily be misinterpreted as well, so try to be as matter-of-fact and professional as possible.

- 2. Keep writing to a point and stay on topic. Online courses require a lot of reading. When writing, keep sentences poignant and brief so that readers do not get lost in wordy paragraphs and miss the point of
- the statement. Also, do not introduce new topics; it may just confuse the readers.
- 3. Read first, write later. It is important to read all posts or comments of students and instructors within the course discussion before personally commenting to prevent repeating commentary or asking questions that have already been answered.
- 4. Review, review, then send. There's no taking back a comment that has already been sent, so it is important to double-check all writing to make sure that it clearly conveys the exact intended message.
- 5. An online classroom is still a classroom. Though the courses may be online, appropriate classroom behavior is still mandatory. Respect for fellow classmates and the faculty is as important as ever.
- 6. The language of the Internet. Though still a young type of communication, certain aspects of this form of communication are becoming conventional. For example, do not write using all capital letters, because it will appear as shouting. Also, the use of emoticons can be helpful when used to convey nonverbal feelings (example: :-) or :-(), but avoid overusing them.
- 7. Consider the privacy of others'. Ask permission prior to giving out a classmate's email address or other information.
- 8. If possible, keep attachments small. If it is necessary to send pictures, change the size to an acceptable 100k.
- 9. No inappropriate material. Do not forward virus warnings, chain letters, jokes, etc. to classmates or Faculty members. The sharing of pornographic material is forbidden.

Adapted from Source: http://www.kent.edu/dl/Technology/Etiquette.cfm

Form and Style of Submitted work: All work is to be submitted in Vista, as assigned.

**Fair Use and Copyright:** You are responsible for identifying and obeying any and all copyrights defined by digital-media authors. In terms of fair use, you are adequately protected to submit materials within Vista, our educational environment with restricted classroom access. If you publish works to public domains and/or distribute materials outside Vista, you are no longer protected by academic fair use.

Keep in mind, just because a website advertises freedom to remix or redistribute a work does not guarantee transfer to copyright free materials. Perhaps the website and/or distributor of the work does not own the original copyright itself. As a rule of thumb, be cautious, cite original authors, keep materials in Vista and ask permission not forgiveness from digital-media owners. When in doubt, produce original work!

#### 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 <a href="http://www.registrars.kent.edu/disability/">http://www.registrars.kent.edu/disability/</a> for more information on registration procedures).

Administrative Policy Regarding Student Cheating and Plagiarism: (A) Purpose. 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; 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.

(B) Definitions. ... continued <a href="http://www.kent.edu/policyreg/chap3/3-01-8.cfm">http://www.kent.edu/policyreg/chap3/3-01-8.cfm</a>

# KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Dat	e 2-Feb-10	Curriculum Bulletin
		Effective Date	Fall 2010	Approved by EPC
Dan anton ant	Durante Office			
Department	Provost's Office			
College	PR - Provost			
Proposal	Revise Policy			
Proposal Name	Student Course	Load		
Description of prop	oosal:			
	s revision is to allow pased upon Kent Sta			ents to register independently for
	n other programs, p			pachment and duplication issues;
that will automatica solution for approvestablished criteria reduce workload o	ally grant permissior ring overloads, as de a would not be block	n to students who r efined in this matrix ed from registration d staff advisors wh	egister for ove c, is being purs n. This revision ile continuing	x for all colleges and campuses erload hours. An automated sued so that students meeting on will automate current practice, to allow students who do not meet
All college and car majority of respond Advising Standard	dents indicated that	asked to complete this policy should be espresentation of co	a survey abo be automated. colleges and c	y this proposal): ut automating this process and the The policy was developed by the ampuses. Once this policy was
		REQUIRED EN	DORSEMEN <sup>-</sup>	гѕ
				, ,
Department Chair	/ School Director / C	Campus Dean		/
College Dean				//
College Deall				
En entre D	Desired O	- / D ( )		
Executive Dean of	Regional Campuse	s / Dean of Gradua	ite Studies	
				/

Senior Vice President for Academic Affairs and Provost

## Proposal Summary Revision to the Student Course Load Policy

<u>Subject Specification</u>: Revise the Student Course Load Policy to allow students to independently register for course overloads based upon Kent State GPA guidelines.

<u>Background Information</u>: The outcome of this recommendation is to create a standardized matrix for all colleges and campuses that will automatically grant permission to students who register for overload hours. An automated solution for approving overloads, as defined in this matrix, is being pursued so that students meeting established criteria would not be blocked from registration.

Proposed Matrix for Automatic Overload Registration				
Fall and Spring Semesters				
Permitted hours over 18 SCH				
2.500 – 2.749	1 SCH			
2.750 – 2.999 1-2 SCH				
3.000 – 4.000	1-3 SCH			

The chart below shows the number of overloads granted from 2007, 2008, and 2009 fall and spring semesters. The highlighted areas reflect the number of students meeting the criteria set above. Following this matrix would enable 80% of the approved requests to automatically register for overload without having to seek approval from the advising office reducing the "run-around" for students and making the process more efficient.

Number of KC Undergrads with Overload* 2007, 2008, 2009 Fall and Spring Semesters							
Cumulative KSU GPA							
	0-	2.500-	2.750-	3.000-			
Overload	2.499	2.749	2.999	4.000	(blank)	Grand Total	
1	63	103	133	854	28	1181	
2	22	33	41	316	26	438	
3	14	24	31	291	11	371	
4	6	8	8	70	1	93	
5		2		45	2	49	
6	3	1	1	18	2	25	
7	1			7		8	
8				2		2	
9				1		1	
Grand Total	109	171	214	1604	70	2168	

<sup>\*</sup>Note: First time freshmen and transfer students who were approved for overload are noted in the "blank" column as they do not have a KSU GPA. A few first time freshmen have a KSU GPA due to receiving PSEOP credit.

#### Parameters:

- First semester freshmen, without a KSU GPA, are excluded from qualifying for an automatic overload. They must seek approval from their advising office. First semester freshmen with a KSU GPA earned through the PSEOP program are eligible for an automatic overload given the criteria above.
- First semester transfer students are excluded from qualifying for an automatic overload. They must seek approval from their advising office.

- Students not meeting the above criteria will be blocked from registering for an overload unless approval is granted by their advising office.
- Students requesting more than 21 SCH in the fall and spring semesters must first secure permission from their advising office.
- Students requesting more than 12 SCH in all summer terms (I, II, III and Intersession combined) must first secure permission from their advising office.
- Students on probation must seek approval from the appropriate dean before taking more than 15 SCH.

#### Success rate:

Semester Results of Students with Overload						
Term GPA with Overload						
	0-	2.500-	2.750-	3.000-		
KSU Cum	2.499	2.749	2.999	4.000	Total	
0 - 2.499	32	26	18	19	95	
2.500-2.749	30	23	24	61	138	
2.750-2.999	21	24	31	101	177	
3.000-4.000	43	39	85	1126	1293	

This box shows the distribution of students with an overload by GPA prior to the overload term by GPA of the overload term

Semester Results of Students with Overload						
Term GPA with Overload						
	0-	2.500-	2.750-	3.000-		
KSU Cum	2.499	2.749	2.999	4.000	Success	
0 - 2.499	34%	27%	19%	20%		
2.500-2.749	22%	17%	17%	44%	78%	
2.750-2.999	12%	14%	18%	57%	75%	
3.000-4.000	3%	3%	7%	87%	87%	

This box shows the percentage of students based upon the chart above. The highlighted boxes reflect the percentage of students who either remained in their GPA range or moved to a higher GPA range after the term with an overload was completed.

	Semester Results of Students with Overload							
Term GPA with Overload								
Proposed			2.500-	2.750-	3.000-	Grand		
Policy	KSU Cum	0-2.499	2.749	2.999	4.000	Total		
	2.500 -							
Allowed	2.749	18	16	14	41	89		
	2.750 -							
	2.999	15	21	27	84	147		
	3.000 -							
	4.000	42	39	85	1111	1277		
Above Limit	0 - 2.49	32	26	18	19	95		
	2.500 -							
	2.749	12	7	10	20	49		
	2.750 -							
	2.999	6	3	4	17	30		
	3.000 -							
	4.000	1			7	8		

This box shows the distribution of the total number of students who took an overload within and outside of the proposed parameters.

	Semester Results of Students with Overload							
Term GPA with Overload								
Proposed			2.500-	2.750-	3.000-			
Policy	KSU Cum	0-2.499	2.749	2.999	4.000	Success		
	2.500 -							
Allowed	2.749	20%	18%	16%	46%	80%		
	2.750 -							
	2.999	10%	14%	18%	57%	76%		
	3.000 -							
	4.000	3%	3%	7%	87%	87%		
Above Limit	0 - 2.49	34%	27%	19%	20%	66%		
	2.500 -							
	2.749	24%	14%	20%	41%	76%		
	2.750 -							
	2.999	20%	10%	13%	57%	70%		
	3.000 -							
	4.000	13%	0%	0%	88%	88%		

This box shows the percentage of students based upon the chart above. The highlighted boxes reflect the percentage of students who either remained in their GPA range or moved to a higher GPA range after the term with an overload was completed

<u>Alternatives and Consequences</u>: Our feedback indicates that this policy essentially automates current practice. Our current practice for approving an overload requires the following steps:

- Student suspends registration process
- Student required to go to the college to complete a request for an overload
- Advisor reviews the form, checks GPA and then grants approval (in most instances approval is granted)
- College staff resets the maximum number of hours for the individual student
- College staff notifies the student that he or she can resume registration
- Student completes registration

Our current practice can take days to complete and is overly cumbersome. The data show that students who fall within the matrix are successful in the overload hours they attempt. The matrix will accommodate 80% of the overload requests. Students who fall outside of the matrix can still request an overload, but must discuss their request with an advisor first.

<u>Specific Recommendation and Justification</u>: Revise the Student Course Load Policy to enable students to register for an overload based upon the matrix in this proposal. This revision automates current practice and streamlines the entire process.

#### **Timetable and Actions Required:**

- Approval of EPC (February)
- Approval by Faculty Senate (March)
- Development of programming specifications (March-April)
- Programming (April August)
- Testing (August September)
- Determination of go-live date (October)



### Kent State University Request for Overload

This form is to be used to request approval for overload hours for all semesters and probation limitations. Students meeting the <u>criteria for an automatic overload\*</u> for fall and spring semesters can register automatically. All students requesting an <u>overload for the summer terms\*</u> or who are on <u>probation and requesting more than 15 credit hours must first seek approval from their advising office before registration. Requests for overload not meeting the above criteria or for more than 21 credits will be blocked at registration unless approval is obtained from the student's advising office. Please complete the form below and deliver it in person to your advising office.</u>

Please list all classes you plan to take in yo			
Course Name (w/Session, if Summer)	Department	Course Number	Hours
Please explain the reason for this request_			

The college advising office will contact you via your Kent State e-mail within two business days of receiving this request. If you do not receive notification within that time, please contact your advisor.

\*Hover box showing the criteria

# KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Date	e 12-Feb-10	Curriculum Bulletin
		Effective Date	Fall 2010	Approved by EPC
Department	SOC JUS			
College	AS - Arts ar	nd Sciences		
Degree				
Program Name		Program Code		
Concentration(s)		Concentration(s) Code(s	s)	
Proposal	Merge	the Department	s of Socio	logy and Justice Studi
Description of propo The Departments of s as the Department of	Sociology and	I Justice Studies are merg	ing into a single	e administrative unit to be known
Does proposed revis Current total credit h	- '	program's total credit ho Proposed total c		□No An.a.
enrollment and staff	ing considera	ations; need; audience; p	prerequisites; te	achment and duplication issues; eacher education licensure): continue in the new unit.
•	•	nts, programs or campus ment of Justice Studies,	•	this proposal): s and Sciences Advisory
0.		REQUIRED EN	DORSEMENT	S
Department Chair / S	CAP L School Direct	Marane R. L. tor/Campus Dean	yrou	2,12,10
College Dean	ad			2/12/10
Dean of Graduate Si	tudies (for gr	aduate proposals)		1 1
Provost and Senior	Vice Preside	nt for Academic Affairs		



### INTERDEPARTMENTAL CORRESPONDENCE College of Arts and Sciences

Undergraduate Office 105 Bowman Hall Phone: 2-2062 Fax: 2-2646

TO:

Therese Tillett, Director, Curriculum Services

FROM:

Mary Ann Haley, Assistant Dean They are Haley

DATE:

February 12, 2010

**SUBJECT:** 

Departments of Sociology and Justice Studies Merger

Attached please find the necessary documentation to merge the Departments of Sociology and Justice Studies into a single unit to be known as the Department of Sociology. This action has been approved by the Department of Justice Studies, the Department of Sociology and the College Advisory Committee of the College of Arts and Sciences.

#### **Proposal Summary**

Title: Merge the Departments of Sociology and Justice Studies

**Subject Specification:** The Departments of Sociology (SOC) and Justices Studies (JUS) are merging to form a single administrative unit to be known as the Department of Sociology; all current academic programs in both units will continue.

**Background Information:** On many campuses across the country, majors in Justice Studies or Criminal Justice Studies are housed in Departments of Sociology. Most individuals in these disciplines acknowledge the affinity between their areas of teaching and research.

Over the past several years the Department of Justice Studies has seen a decrease in faculty members through retirement, resignation and the move to other academic units at Kent State. In order to support and ensure the continued success of the academic programs currently housed in the Department of Justice Studies, the Departments of Justice Studies and Sociology are merging into a single academic unit to be known as the Department of Sociology. The academic programs of both units will continue.

This merger involves the move of faculty, students, programs and courses to the new unit where greater efficiencies will be achieved in instruction. It is also expected that greater research collaboration will result from the merger.

Once the merger is approved within the university, additional steps will be taken to make the new unit financially viable (e.g., the establishment of a single budget) and administratively sound (e.g., the development of a single departmental handbook).

Alternatives and Consequences: The alternative is to not merge the two departments and allow the current inefficiencies to continue potentially harming programs and students.

**Specific Recommendation and Justification:** The Departments of Sociology and Justice Studies specifically recommend the merger into a single unit to be known as the Department of Sociology to ensure the viability and continued success of the programs to be housed within it and to best serve the students in those programs.

Timetable and Actions Required: Winter 2009-10: Approval of the Department of Justice Studies; Approval of the Department of Sociology; Approval of the College Advisory Committee in the College of Arts and Sciences. Spring 2010: Approval of EPC, Faculty Senate and the Board of Trustees. Fall 2010: Effective date.

#### HALEY, MARY ANN

From: TILLETT, THERESE

Sent: Monday, February 01, 2010 11:12 AM

To: HALEY, MARY ANN Cc: POOTS, KATHY

Subject: Sociology and Justice Studies

For catalog copy, all we'll need is the updated contact info.

Currently, we have this:

Department of Sociology College of Arts and Sciences 215 Merrill Hall

Tel: 330-672-2562 Fax: 330-672-4724

Web: http://www.kent.edu/cas/sociology

-Department of Justice Studies

College of Arts and Colences

-146 Bowmen Hell-Tel: 999 672 2775.-

Web. http://www.kont.edu/eas/justice

Therese E. Tillett | Director of Curriculum Services | Office of the Provost Kent State University | Library, Ste. 384 | 1 Eastway Dr., | Kent, Ohio 44242 Tel: 330-672-8558 | Fax: 330-672-2645 | ttillet1@kent.edu | www.kent.edu Curriculum Services: www.kent.edu/administration/provost/curriculum\_svcs

# KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Dat	e 14-Jan-01	Curriculum Bulletin
		Effective Date	Spring 2010 Fall	Approved by EPC
Department	ASBR			
College	AS - Arts and Scie	ences		
Degree				
Program Name	Progra	m Code		
Concentration(s)	Conce	ntration(s) Code(s	s)	
Proposal	Inactivate the	e Departm	ent of App	plied Social and Behaviora
Description of prop		(7(3)3)(1)		
Inactivate the Depar	rtment of Applied Soc	cial and Behavioral	l Research	
Does proposed rev Current total credit	ision change progra hours:	m's total credit ho Proposed total c		□ No
				chment and duplication issues; acher education licensure):
Units consulted (otl None	ner departments, pro	ograms or campus	ses affected by	this proposal):
MATERIOR CONTROL MONTE PARA CONTROL SA PER SA PER SA PER SA PER SA PER SA PER SA PER SA PER SA PER SA PER SA PE		REQUIRED EN	DORSEMENTS	}
				1 1
Department Chair /	School Director / Ca	ampus Dean	<del></del>	<del></del>
College Dean	ulan			1/14/10
College-Deal1				
Dean of Graduate S	Studies (for graduate	proposals)		//
Provost and Senior	Vice President for A	cademic Affairs	_	<u> </u>



### INTERDEPARTMENTAL CORRESPONDENCE College of Arts and Sciences

105 Bowman Hall Phone: 2-2062 Fax: 2-2646

TO:

Therese Tillett, Director

Curriculum Services

FROM:

Mary Ann Haley, Assistant Dean Many and Haley

DATE:

January 25, 2010

**SUBJECT:** 

Inactivation of the Department of Applied Social and

Behavioral Research

Attached please find the necessary documentation to inactivate the Department of Applied Social and Behavioral Research.

#### **Proposal Summary**

Title: Inactivate the Department of Applied Social and Behavioral Research

**Subject Specification:** Inactivate the Department of Applied Social and Behavioral Research (ASBR).

Background Information: In the Fall of 2008, at the request of the Department of Justice Studies, a new unit was proposed for the College of Arts and Sciences--the Department of Applied Social and Behavioral Research (ASBR). The establishment was supported by a number of Justice Studies faculty members who felt the new unit would better support their research efforts. With the support of the Provost, the new unit was established effective Fall 2009. After the request to establish the new unit, the new College of Public Health was established. The same faculty members asked to move to the new College and this was approved. No operational actions were taken to establish the Department of Applied Social and Behavioral Research. Without faculty, the Department of Applied Social and Behavioral Research is not necessary. Since no substantive actions were taken to establish the new unit, its inactivation will have no impact. The Masters of Science degree program in Applied Social and Behavioral Research will move to the College of Arts and Sciences.

Alternatives and Consequences: The only other alternative is to keep the new unit 'on the books' with no faculty support.

**Specific Recommendation and Justification:** The College of Arts and Sciences chooses to inactivate the Department of Applied Social and Behavioral Research since the faculty supporting its establishment are no longer associated with the College.

**Timetable and Actions Required:** January 2010 - College submits documentation to inactivate the unit. Spring 2010 - EPC, Faculty Senate, Board of Trustees approve the inactivation.

# KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Date	e 15-Dec-09	Curriculum Bulleti	n
		Effective Date	Fall 2010	Approved by EPC	
Department	Biological Sciences				
College	-RG - Regional Colle	ege Arts &	Sciences		
Degree	AAS - Associate of	Applied Science			Received
Program Name	Horticulture Techr	nology Prog	ram Code HC	PRT	JAN 1 9 2010
Concentration(s)	Concent	tration(s) Code(s	s)		
Proposal	Inactivate Program			Pi	rovost's Office
	osal: Associate of Applied Ho red at the Salem Camp		ology Program	at the Geauga Campu	ıs. This
Does proposed rev Current total credit	rision change program hours:	's total credit ho Proposed total c		⊠ No	
	n other programs, polic ffing considerations; n				
Units consulted (ot None	her departments, prog	ırams or campus	ses affected by	this proposal):	
		REQUIRED EN	DORSEMENT	s	
Department Chair	School Director / Can	<i>Oldu</i> npus Dean	/		112010
Manda	Shonas			1 115	12010
College Dean				,	
Dean of Graduate	Studies (for graduate p	oroposals)		/	_/
Provost and Senior	Vice President for Ac	ademic Affairs		/	_/



# Interdepartmental Correspondence

To: Wanda Thomas, Interim Executive Dean for Regional Campuses

From: David Mohan, Dean Geauga Campus

Date: 01/07/2010

Subject: PROPOSED PROGRAM/COURSE INACTIVATIONS

Enclosed is a proposal to inactivate the Associate of Applied Science Horticulture Technology (HORT) program from the Geauga Campus. Geauga and Salem both offer this program.

The associate of applied science in Horticulture Technology (HORT) program has experienced little enrollment in the past couple of years. The program began in 1999 with a cohort of 31 students. For the past two years only three students have been enrolled. Inactivating the program will allow faculty, staff, and administrators the opportunity to focus on creating new and maintaining current vital programs offered at the Geauga Campus. There are no faculty members or students negatively affected by this change.

The Geauga Campus faculty and the Regional Campus College have been consulted about this inactivation.

Approval Required:

Geauga Faculty

12/16/2009

Geauga Dean

12/16/2009

Executive Dean, Regional Campuses

Chair of Biology Jim Blank

Dean College of Arts and Sciences

#### PROGRAM INACTIVATION PROPOSAL

SUBJECT: Inactivation of Associate of Applied Science Horticulture Technology (HORT) program at the Geauga Campus

# **Background:**

The purpose of this proposal is to inactivate the Associate of Applied Science Horticulture Technology (HORT) program and cease accepting majors into the program effective Fall 2010. At the present there are 3 students enrolled in this program at the Geauga Campus. This program is offered at both the Geauga and Salem Campuses.

Begun in 1999, the number of students enrolled in the Horticulture Technology program has decreased from a high of 45 students to the current enrollment of 3. The interest in this program in our area appears to have declined, making it impossible for us to build a student base large enough for the program to be cost effective. The expenses associated with this program are high and include: green house operation and maintenance, laboratory technician, and lead faculty. Finding and hiring qualified faculty to teach and run this program is another deterrent. The campus can better use the resources that are presently allocated to this program.

The program does not have a fulltime faculty member assigned. It does not have a special accreditation.

The inactivation of this program will not have an effect on any other university program. There are no classes provided exclusively for this degree.

There are currently only 3 HORT majors and these three students will have the opportunity to complete their degrees. No student will lose credit when the program is inactivated.

# Alternative and Consequences:

Alternative: Inactivate Program

Consequences: None

## Specific Recommendations and Justification:

We recommend that the Associate of Applied Science Horticulture Technology (HORT) program be inactivated at this time. The past performance of the program indicates there is not sufficient need for this type of degree in our service area.

## Timetable and Action Required:

Consulted with Geauga Campus FAC 12/16/2009

Send documentation to Executive Dean, Regional Campuses 01/07/2010

Chair of Biology

Dean of Arts and Science

Submit proposal to EPC

Submit proposal to Faculty Senate

In order to expedite the inactivation we would like to cease accepting majors into the program beginning Fall 2010 semester.

**Regional Campuses** 

#### **Photonics Concentration**

TMTH	13601	Introduction to Photonics and Fiber Optics $\ldots3$
	13602	Introduction to Lasers
	13603	Laser and Electro-Optic Components
		and Devices $\dots \dots 3$
	23603	Light Sources and Wave Optics
*	23607	Laser Technology: Applications
		or Special Topics
		15

#### Semiconductor Concentration

EERT	22002	Industrial Controls
HTMT	23600	Semiconductor Manufacturing Process I 3
	23601	Semiconductor Manufacturing Process II3
	23602	Photolithography in IC Fabrication
	23604	Vacuum System Technology
	23606	Power Radio Frequency2

\*EERT/IERT/MERT or HTMT special topics course. May be substituted with appropriate EERT/IERT/MERT or HTMT courses(s). Engineering technology faculty advisor's approval is required.

#### A.A.S. in Horticulture Technology

The Associate of Applied Science in Horticulture Technology prepares students for careers in landscape management, turf management, tree care, nursery and greenhouse operations and related horticultural professions. In addition to a core of horticulture and basic science courses, the major provides three areas of concentration: urban forestry, landscape design and turfgrass management. The program emphasizes practical experience through hands-on training in outdoor labs and site visits to employers. Students complete two pald summer internships in their areas of concentration. This program is available at the Geauga and Salem compuses.\*

I.	TECHN	ECHNICAL COURSES					
	BSCI	16001	Horticultural Botany				
		26002	Ecological Principles of Pest Management 3				
		26003	Plant Identification and Selection I				
		26004	Plant Identification and Selection II3				
	CHEM	16001	Horticultural Chemistry				
	GEOG	16001	Soil and Horticultural Management3				
	HORT	16001	Opportunities in Horticulture				
		26001	Occupational Regulations and Safety 2				

		26016	Irrigation Design and Maintenance3	
		26018	Landscape Construction	
	Techni	cal elec	tive	
H.	RELAT	ED COL	IRSES	. 12
	BMRT	11000	Introduction to Business	
		21052	Professional Selling Techniques3	
	COMT	11000	Introduction to Computer Systems3	
	GEOL	21062	Environmental Geology	
III.	GENER	RAL STU	DIES COURSES	.14
	COMM	15000	Introduction to Human Communication 3	
	ENG	11011	College Writing I	
		20002	Introduction to Technical Writing	
	PEB	10020	Development and Conditioning1	
	US	10097	First Year Colloquium	
	LER el	ective		
IV.	SELEC	T ONE 1	ECHNICAL CONCENTRATION (see below):	.12
			TOTAL	69

#### **Urban Forestry**

Available at Salem Campus only.

HORT	26010	Arboriculture
*	26011	Cooperative Work Experience in Tree Care6
	26012	Urban Forestry3
		12

#### Landscape Design

HORT 26020	Professional Landscape Management 3
* 26021	Cooperative Work Experience in Landscape
	Management6
26046	Landscape Design I
	12

#### **Turigrass Management**

HORT 26030	Turfgrass Management
* 26031	Cooperative Work Experience in
	Turfgrass Management6
26032	Golf Course Management

\*Course must be taken twice.

#### A.A.S. in Human Services Technology

The Associate of Applied Science in Human Services Technology is designed to prepare graduates for entry-level positions in a



EPC Agenda | 22 Feburary 2010 | Attachment 6 | Page 5 Roadmap: Horticulture Technology - Landscape Design -Associate of Applied Science

[RC-AAS-HORT-LDSG]

Regional Campuses Catalog Year: 2009-2010

## Critical requirements are boldface in shaded areas

Course Subject and Title	Credit Hours	Min. Grade	Important Notes
Semester One: [14 Credit Hours]			
BSCC \$8007 Recitations Report			
HORT (600) introduction to Hortsulture	1:		
COMT 11000 Introduction to Computer Systems	3		
ENG 11011 College Writing I	3		Enrollment based on placement tests
US 10097 Destination Kent State: FYE	1		Not required of transfer students with 25 credits
LER Elective	3		Visit <u>www.kent.edu/catalog</u> and search "LER" for course lists
Semester Two: [16 Credit Hours]			
BSC/28XX3 Plan (denthration and Selection)	3		
HORT 26018 and cape Consiste ford	4		
HCRT 24000 Professional Landar-sas Management	· -3		
CHEM 10030 Chemistry in Our World	3		
CHEM 10031 Chemistry in Our World Laboratory	1		
ENG 20002 Introduction to Technical Writing	3		
Summer I: [3 Credit Hours]			
Andreas Management	•		Course is token thice, in element Land II
Semester Three: [17 Credit Hours]			
99ci 280Xia Plani dentification and Selection II	4		
GEOG 1807 Still and Homoshure Verregement			
HORT 2000 Occupational Regulations and Salary			
HERT 20076 Inigeton Design and Maintenance			
BMRT 11000 Introduction to Business	3		
COMM 15000 Introduction to Human Communication	3		
Semester Four: [15 Credit Hours]			
BSCI 2007 Ecological Principles of Pest Menagement	3		
HCRT XXXII Landscape Cesign	3	t deur	
BMRT 21052 Professional Selling Techniques	3		
GEOL 21062 Environmental Geology	3		
Technical Elective	3		Students preparing for the Bachelor of Applied Horticulture should choose an upper-division course
Summer II: [3 Credit Hours]			
FIORT 20021 Cooperative Work Experience in Landscape Management	3		Course is taken twice, in summer I and If

#### **Graduation Requirements Summary**

Minimum Total Llaure	Minimum			
Minimum Total Hours	Major GPA	Overall GPA		
68	2.0	2.0		



# Roadmap: Horticulture Technology - Turfgrass Management - Associate of Applied Science

[RC-AAS-HORT-TFMT] Regional Campuses Catalog Year: 2009-2010

Critical requirements are boldface in shaded areas

Course Subject and Title	Credit Hours	Min. Grade	Important Notes
Semester One: [14 Credit Hours]			
BDCS(P19001) Norticality at Bottom			
HOPET 1800P Introduction to Hosticultura	i i		
COMT 11000 Introduction to Computer Systems	3		
ENG 11011 College Writing I	3		Enrollment based on placement tests
US 10097 Destination Kent State: FYE	1		Not required of transfer students with 25 credits
LER Elective	3		Visit <u>www.kent.edu/catalog</u> and search "LER" for course lists
Semester Two: [16 Credit Hours]			
BSC/28008 Right identification and Selection (1) received		1	
ACRE 200 to Language Construction:	13	9.76	
HOFT 2000 Turigress Management	3		
CHEM 10030 Chemistry in Our World	3		
CHEM 10031 Chemistry in Our World Laboratory	1		
ENG 20002 Introduction to Technical Writing	3		
Summer I: [3 Credit Hours]			
100 AND COOPERSTON NO. CONTROL SE Liggrage Monagement		t Lag	Course le teken twice, av summer i gret il
Semester Three: [17 Credit Hours]	S SANTANIA SANTANIA SA		
Heat of the A. Paris deplined a paris Special Comment	61	4 75	
CEOG 16001 Soll and Harbestone Managament	. 3	12.	
HCRT 2007 Occupational Regulators and Selety	2		Commence of the second second second second second
HCHI 26016 Ingetton Lesign and Maintechnice	3.3		
BMRT 11000 Introduction to Business	3		The second secon
COMM 15000 Introduction to Human Communication	3		
Semester Four: [15 Credit Hours]			
PSI - PARITY Begliotical Principles of Page	3		
Managamen HGRT 28032 Golf Course Managament	3		
BMRT 21052 Professional Selling Techniques	3		
GEOL 21062 Environmental Geology	3		
Technical Elective	3		Students preparing for the Bachelor of Applied
	ა		Horticulture should choose an upper-division course
Summer II: [3 Credit Hours]	No.		
HORT 2803 F Cooperative Work Expenence in Turigrass Menagement	3		Course is taken twice, in summer I and If

**Graduation Requirements Summary** 

Minimum Total Hours	Minimum			
	Major GPA	Overall GPA		
68	2.0	2.0		



EPC Agenda | 22 Feburary 2010 | Attachment 6 | Page 7 Roadmap: Horticulture Technology - Urban Forestry -Associate of Applied Science

[RC-AAS-HORT-UFOR] Regional Campuses Catalog Year: 2009-2010

Critical requirements are holdface in shaded areas

Critical requirements are boldface in shaded areas	1		<del>                                     </del>
Course Subject and Title	Credit Hours	Min. Grade	Important Notes
Semester One: [14 Credit Hours]			
8SG 16001 Horicaltural Econom			
PIORT 18801 Introduction to Fordculture	41.5		
COMT 11000 Introduction to Computer Systems	3		
ENG 11011 College Writing I	3		Enrollment based on placement tests
US 10097 Destination Kent State: FYE	1		Not required of transfer students with 25 credits
LER Elective	3		Visit <u>www.kent.edu/catalog</u> and search "LER" for course list
Semester Two: [16 Credit Hours]			_
158 (C. 2001 DES) PLONE CONTRICTION AND SUBSCICUTE	1		
HOPT 20010 Arbeituliure			
HORT 20018 Landscape Construction [	3		
CHEM 10030 Chemistry in Our World	3		
CHEM 10031 Chemistry in Our World Laboratory	1		
ENG 20002 Introduction to Technical Writing	3		
Summer I: [3 Credit Hours]			
HCN/ Zold   Cooperpare Vert Appelering in Time   Care	3		Course is taken twice, in summer I and II
Semester Three: [17 Credit Hours]			
ISN ALL PLUMBER OF STREET	- 3		
CEOG 160pt Soll and Horncollule Managather)	9	7	
HORG 20001 Occupational Regulations and Sofati	1.2		
HOPPT 28015 Impation Design and Maletakence	3		
BMRT 11000 Introduction to Business	3		
COMM 15000 Introduction to Human Communication	3		
Semester Four: [15 Credit Hours]			
BSCI 28X02 Ecological Principles of Pest			and the second s
Management HORT 20012 Urban Ferency	1	5 J.	
BMRT 21052 Professional Selling Techniques	3		
GEOL 21062 Environmental Geology	3		
Technical Elective	3		Students preparing for the Bachelor of Applied
			Horticulture should choose an upper-division course
Summer II: [3 Credit Hours]			
Cere	3		Course is taken twice, in summer Lend II

**Graduation Requirements Summary** 

aradabasii i ioquii omonib edi		
Minimum Total Hours	Mini	mum
Wilhithum Total Hours	Major GPA	Overall GPA
68	2.0	2.0

# EMST, HORT, and ITTN enrollments at Geauga Campus (Fall Terms)

Sum of CountOfBANNER\_ID Column Labels

Row Labels	EMST	HORT	ITTN	<b>Grand Total</b>
199680			4	4
199780			8	8
199880		3	12	15
199980		31	14	45
200080		32	10	42
200180		45	12	57
200280		40	18	58
200380	1	37	14	52
200480	1	33	8	42
200580	1	41	2	44
200680		31	3	34
200780	1	10	2	13
200880	2	3	5	10
200980	2	3		5
Grand Total	8	309	112	429

approval Amplales
and Jin Blank

#### TILLETT, THERESE

From:

**BLANK, JAMES** 

Sent: To: Wednesday, February 10, 2010 1:41 PM HALEY, MARY ANN; TILLETT, THERESE

Subject:

RE: Horticulture Technology - Geauga Campus

lagree

From: HALEY, MARY ANN

Sent: Wednesday, February 10, 2010 1:38 PM

To: TILLETT, THÉRESE Cc: BLANK, JAMES

Subject: RE: Horticulture Technology - Geauga Campus

Thanks Therese,

I didn't catch the issue of conferring campuses. Again, I'm comfortable signing off on an inactivation with Jim's agreement. I'll present the documentation at our next CCC meeting.

As an aside, if the various campuses want to become the units that confer degrees in specific majors will they need to submit documentation to the state or will they be grandfathered in since the Kent Campus has conferred the degrees in the past.

Best, 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, February 10, 2010 1:01 PM

To: HALEY, MARY ANN; BLANK, JAMES

Subject: RE: Horticulture Technology - Geauga Campus

Geauga and Salem were approved by the state to individually *confer* the degree program, hence the big deal about inactivation. I have to notify the state.

It would be a different issue if, say, the BA English program is no longer offered at Stark since Stark is an offering campuş, not a degree-conferring campus.

for this program

Therese E. Tillett | Director of Curriculum Services | Office of the Provost Kent State University | Library, Ste. 384 | 1 Eastway Dr., | Kent, Ohio 44242 Tel: 330-672-8558 | Fax: 330-672-2645 | ttillet1@kent.edu | www.kent.edu Curriculum Services: www.kent.edu/administration/provost/curriculum\_svcs

From: HALEY, MARY ANN

Sent: Wednesday, February 10, 2010 12:54 PM

To: TILLETT, THERESE; BLANK, JAMES

Subject: RE: Horticulture Technology - Geauga Campus

Hi Therese.

Up until this point a few associate degree programs have gone through the A&S Curriculum Committee by way of a department. Hort Tech and Vet Tech have submitted through Biological Sciences and the Justice Studies AA has submitted through Justice Studies. With the creation of the new Regional College it is still not clear to me what the process will be in the future.

I don't understand why Geauga would have to inactivate the program. Is it different from Hort Tech at Salem? I would have thought they had the same curriculum and can choose to offer the program or not? In any event, since it's an inactivation I don't have a problem signing off but if a proposal seeks to do anything else it would need to follow the established path – department to CCC (unless the Regional College has taken the departments and colleges out of the approval chain). Jim could quite rightly feel differently about the department's role in this.

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

From: TILLETT, THERESE

Sent: Wednesday, February 10, 2010 12:41 PM

To: HALEY, MARY ANN; BLANK, JAMES

Subject: Horticulture Technology - Geauga Campus

Hello, Jim and Mary Ann,

Attached is a proposal to inactivate the Horticulture Technology associate degree program at the Geauga Campus. It will remain active at the Salem Campus. Since the Department of Biological Sciences owns the program, I need both of you to sign off on the proposal (either by returning the CCP form with your signature or sending me an e-mail that you approval the inactivation).

Are Regional Campuses proposal reviewed by your curriculum committees?

Therese E. Tillett | Director of Curriculum Services | Office of the Provost Kent State University | Library, Ste. 384 | 1 Eastway Dr., | Kent, Ohio 44242 Tel: 330-672-8558 | Fax: 330-672-2645 | <a href="mailto:ttillet1@kent.edu">ttillet1@kent.edu</a> | <a href="mailto:www.kent.edu">www.kent.edu</a> | <a href="mailto:ttillet1@kent.edu">www.kent.edu</a> | <a href="mailto:curriculum-s

# KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Date	e 13-Dec-09	Curriculum Bulle	tin
		Effective Date	Fall 2010	Approved by EP	C
Department	Professional	. Studies			<i>p</i> •6
College	R <b>≨</b> - Regional Col	lege			Received
Degree	ATS - Associate of	f Technical Study			JAN I 9 2010
Program Name	Industrial Trades	Technology	Program Code	JERT ,	rovers
Concentration(s)	Concei	ntration(s) Code(s	.)	ITIN	Provost's Office
Proposal	Inactivate Program	ı			
Description of proportion of Industry the Trumbull Campu	strial Trades Technol	ogy Program at th	e Geauga Campi	us. This program is	also offered at
Does proposed rev Current total credit	ision change prograr hours:	m's total credit ho Proposed total c		⊠ No	
	other programs, pol fing considerations;				
Units consulted (oth None	ner departments, pro	grams or campus	es affected by	this proposal):	
		REQUIRED EN	DORSEMENTS		
Department Chair /	School Director / Ca	mpus Dean		<u>'                                    </u>	13010
Wands &	Kona			1 1/5	12010
College Dean				<del></del>	
Dean of Graduate S	Studies (for graduate	proposals)			/
Provost and Senior	Vice President for A	cademic Affairs		/	



# Interdepartmental Correspondence

To: Wanda Thomas, Interim Executive Dean for Regional Campuses

From: David Mohan, Dean Geauga Campus

Date: 01/04/2010

Subject: PROPOSED PROGRAM/COURSE INACTIVATIONS

Enclosed is a proposal to inactivate the Industrial Trades Technology (IERT) program from the Geauga Campus. The program is offered at the Trumbull Campus.

The associate of technical study program in Industrial Trades Technology (LERT) has experienced little enrollment since 2005, averaging 2.5 students enrolled per year with no students enrolled in the fall 2009. Inactivating the program will allow faculty, staff, and administrators the opportunity to focus on creating new and maintaining current vital programs offered at the Geauga Campus. There are no faculty members or students negatively affected by this change.

The Geauga Campus faculty and the Regional Campus College have been consulted about this inactivation and the removal of the following courses:

IERT 22003 Supervision and Labor Relations IERT 22006 Economic Decision Analysis

Approval required:

Geauga Faculty 12/16/2010
Dean Geauga Campus 12/16/2010
Executive Dean for Regional Campuses

# PROGRAM INACTIVATION PROPOSAL

SUBJECT: Inactivation of Industrial Trades Technology (IEPT) at the Geauga Campus

# Background:

The purpose of this proposal is to inactivate the Industrial Trades Technology (IERT) program and cease accepting majors into the program effective Fall 2010. At the present there are no majors enrolled in this program at the Geauga Campus.

This degree originally began to fulfill a request for higher education for the Chrysler workers at the Twinsburg Center. Over the years the enrollment has dropped drastically, with only 2 or 3 students enrolled in 2005-2007, 5 students enrolled in 2008, and no students enrolled in 2009. Since the closing of the Chrysler Stamping Plant in Twinsburg, Twinsburg no longer uses any space at the Twinsburg Center. When this program began, Chrysler had 4800 employees. As of March, 2010, the plant will be completely closed. Courses for this program have been offered, however in the past several years, lack of enrollment has prevented the classes from being carried. Additionally, this program is no longer accepted for the 2+2 program, one of the underlying impetuses for the degree. Taking advantage of the BAS program is a better choice for students who might consider the Industrial Trades Technology program. Encouraging these students to go into the BAS will emphasize the completion of a Bachelor degree while allowing credit for the journeyman trades which better supports the Chancellor's goal for regional campuses. The campus can better use the resources that are presently allocated to this program.

The program does not have a fulltime faculty member assigned. It does not have a special accreditation.

ITTN

The inactivation of this program will not have an effect on any other university program.

JEPT does not provide service courses to any other program. IERT courses will be inactivated along with the program.

Since there are currently no JERT majors, no students will be affected by the inactivation of this program. Since none of the classes have been held, no student will lose credit when the program is inactivated.

#### Alternative and Consequences:

Alternative: Inactivate Program

Consequences: None

# Specific Recommendations and Justification:

ITTN

We recommend the Industrial Trades Technology program and all LERT courses be inactivated at this time. The past performance of the program indicates there is not sufficient need for this type of degree in our service area.

# <u>Timetable and Action Required:</u>

Consulted with Geauga Campus FAC 12/16/2009
Send documentation to Executive Dean, Regional Campuses 01/07/2010
Submit proposal to EPC
Submit proposal to Faculty Senate

In order to expedite the inactivation we would like to cease accepting majors into the program beginning Fall 2010 semester.



# Roadmap: Industrial Trades Technology - Associate of Technical Study [RC-ATS/ITIN]

Regional Campuses Catalog Year: 2009-2010

Critical requirements are boldface in shaded areas

Course Subject and Title	Credit Hours	Min. Grade	Important Notes
Pre-Major: [30 Credit Hours]			
Apprehitoschip/Journeyman Trühring	<b>30</b>		At chart increasement on the basis of an approximate of contract of the proposition of the proposition with the Bureau of Approximate only and Tomorg in the U.S. Department of Labor
Semester One: [13 Credit Hours]			
COMT 11000 Introduction to Computer Systems	3		
ENG 11011 College Writing I	3		Enrollment based on placement tests
PSYC 11762 General Psychology	3		
US 10097 Destination Kent State: FYE	1		Not required of transfer students with 25 credits
LER Elective	3		Visit www.kent.edu/catalog and search "LER" for course lists
Semester Two: [12 Credit Hours]			
COMM 15000 Introduction to Human Communication	3		
ECON 22060 Principles of Microeconomics	3		
ENG 20002 Introduction to Technical Writing	3		
IERT 22006 Economic Decision Analysis	3		
Semester Three: [5 Credit Hours]			
IERT 22003 Supervision and Labor Relations	5		

**Graduation Requirements Summary** 

Minimum Total Hours	Mini	mum
Withhum Total Hours	Major GPA	Overall GPA
61	2.0	2.0

Note: Coursework for the ATS in Industrial Trades Technology may be pursued at any Kent State campus however, students must be advised at the Geauga campus.

# Associate of Technical Study - Category B

The Associate of Technical Study program, Category B, provides associate degree-level completion based on a technical certificate or other formal technical training program acquired outside Kent State University. The block of credits awarded for technical training outside Kent State University is not applicable to any other degree programs. See Radiologic Technology Completion Program on Page 407 of this Catalog.

#### **Emergency Medical Services Program**

The Geauga Campus offers an associate degree completion program for students who have completed a state-certified paramedic training program and hold a current paramedic certificate.

Students interested in this program should apply to the Geauga Campus and must meet with an advisor to be admitted to this program. Upon completion of this program, students will be granted 30 credit hours on the basis of their paramedic certification training. In addition, they must successfully complete a minimum of 34-35 hours of courses selected in accordance with the following curriculum.

TECHNICAL COURSES

ı.	TECH	NICAL C	OURSES30
H.			URSES
	BSCI		Human Biology3
			Biological Structure and Function5
	BMRT	11009	Introduction to Management Technology3
			Fundamentals of Chemistry
			Introduction to Computer Systems3
			College Algebra4
111.	GENE	RAL STI	JDIES COURSES13-14
			Introduction to Human Communication 3
	ENG		College Writing I3
			College Writing II
	US	10097	First Year Colloquium
			e from the following:
	JUS		Issues in Law and Society (3)
	PSYC	11762	General Psychology (3)
	SPED	19201	American Sign Language I (4)
	or any	foreign	language (4)
			TOTAL 64-65
			1V17L 04-03

Coursework may be pursued at any Regional Campus, but students must be advised at the Geauga Campus.

#### Associate of Technical Study - Category B

#### Industrial Trades Technology Program

The Beauga and Trumbull campuses offer an associate degree completion program for students who have completed four years of apprenticeship/journeyman training. Apprentices must have completed their training from an organization working in cooperation with the Bureau of Apprenticeship and Training in the U.S. Department of Labor.

Students interested in this program should apply to the Kent State George or Trumbull compus and must meet with an advisor to be admitted to this program. Upon admission to this program, students will be granted 30 credit hours on the basis of their apprenticeship training. In addition, they must successfully complete a minimum of 35 hours of courses selected in accordance with the following curriculum:

TECHN	ICAL C	OURSES30
RELAT	ED COL	/RSES
COMT	11000	Introduction to Computer Systems
		Supervision and Labor Relations
		Economic Decision Analysis
MATH	11011	College Algebra 4
GENER	AL STU	DIES COURSES
		Introduction to Human Communication 3
ECON	22060	Principles of Microeconomics
		College Writing I
		Introduction to Technical Writing3
		General Psychology3
		First Year Colloquium
		s electives4
Select 1	rom the	LER list in this Catalog, in consultation with an
academ	ılc advis	sor.
		TOTAL 65
	MATH GENER COMM ECON ENG PSYC US General Select 1	RELATED COL COMT 11000 IERT 22003 22006 MATH 11011 GENERAL STU COMM 15000 ECON 22060 ENG 11011 20002 PSYC 11762 US 10097 General studies

Coursework may be pursued at any Regional Camado but stodents must be advised at the Geauga or Trumbull campuses.

#### Radiologic Technology Completion Program

The Salem Campus offers associate degree completion programs for certified radiologic technologists and diagnostic medical sonographers who have completed their training at an accredited institution and have been certified by the American Registry of

# EMST, HORT, and ITTN enrollments at Geauga Campus (Fall Terms)

Sum of CountOfBANNER\_ID Column Labels

Row Labels	EMST	HORT	ITTN	<b>Grand Total</b>
199680			4	4
199780	<u> </u>		8	8
199880		3	12	15
199980		31	14	45
200080		32	10	42
200180	ļu	45	12	57
200280		40	18	58
200380	1	37	14	52
200480	1	33	8	42
200580	1	41	2	44
200680	_	31	3	34
200780	1	10	2	13
200880	2	3	5	10
200980	æ	3		5
Grand Total	8	309	112	429

# **TILLETT, THERESE**

From: HALEY, MARY ANN

Sent: Wednesday, February 10, 2010 10:03 AM

To: TILLETT, THERESE

Cc: Coy, Patrick G.; SKINNER, MARY; POOTS, KATHY

Subject: Certificate in Applied Conflict Management

Follow Up Flag: Follow up Completed

Hi Therese,

Per our conversation today please look further into the appropriateness of a Post-Baccalaureate Certificate in Applied Conflict Management (identified as C624). As proposed the certificate contains only undergraduate courses and is intended for students who are either post-secondary, in a baccalaureate program, or pursuing additional study as post-undergraduate students (PUGs). I believe there was a misunderstanding in your earlier conversations that led you to believe that graduate courses were included and that this would be a masters level certificate. All three groups of students I just described would be served by the post-secondary certificate you identified as C144.

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



TO: Educational Policies Council

FROM: Provost and Senior Vice President Robert G. Frank

SUBJECT: Agendas for Monday, 19 April 2010

EPC Undergraduate Council, 3:20 p.m., Kent Student Center, Room 204 EPC Graduate Council, 3:20 p.m., Kent Student Center, Room 310C

DATE: 12 April 2010

In the event that any of the action or information item 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 Therese E. Tillett, director of curriculum services, by Friday, 16 April, to ensure that the materials are available at the meeting for review.

#### **EPC UNDERGRADUATE COUNCIL**

#### **ACTION ITEMS**

Approval of minutes of 22 February 2010.
 Attachment 1

#### University Requirements Curriculum Committee (presented by URCC Co-Chair Thomas Janson)

2. Designation of writing-intensive course status to THEA 41620 History of Period Styles for Theatre Designers.

**Effective Fall 2011** 

Attachment 2

3. Designation of domestic diversity course status to MUS 22131 Survey of Rock Music History.

Effective Fall 2011

Attachment 3

#### Office of the Provost (presented by Provost Robert G. Frank)

 Establishment of an Experiential Learning Requirement for all baccalaureate-seeking students at Kent State.

Effective Fall 2011

Attachment 4

5. Revision of the Catalog Rights and Exclusions Policy to require undergraduate students who have not completed degree requirements within six years to update to a more recent catalog. Current policy is 10 years. Policy is retroactive; therefore, students with a pre-2004 catalog will need to update their catalog by fall 2011.

**Effective Fall 2010** 

Attachment 5

 Revision of the Dismissal Policy for undergraduate students to create consistency of standards and place the responsibility (and costs) for academic dismissal from the university in the Office of the Provost.

**Effective Fall 2010** 

Attachment 6

#### **ACTION ITEMS continued**

**College of Technology** (presented by Dean Donald L. Bubenzer)

7. Inactivation of the Plastics Technology [PLCT] major within the Associate of Applied Science [AAS] degree. The degree program is offered on the Trumbull and Tuscarawas campuses. **Effective Fall 2010** 

Attachment 7

Regional College (presented by Executive Dean Wanda E. Thomas)

Division of Health Occupations

8. Inactivation of the Emergency Medical Services Technology [EMST] major within the Associate of Technical Study [ATS] degree on the Geauga Campus.

Effective Fall 2010

Attachment 8

#### INFORMATION ITEMS

#### Office of the Provost

1. Establishment of a Dual Credit Policy between Kent State University and area high schools.

**Effective Spring 2010** 

Attachment 9

#### **College of Communication and Information**

School of Library and Information Science

2. Inactivation of the New Media [C112] post-secondary certificate program.

Effective Fall 2011

Attachment 10

#### **Regional College**

Division of Health Occupations

3. Extension of the Emergency Medical Services Technology [EMST] major within the Associate of Technical Study [ATS] degree to the Trumbull Campus.

Effective Fall 2010

Attachment 11

## **LESSER ACTION ITEMS**

#### College of Arts and Sciences

Department of Physics

Revision of the names of four concentrations in the Physics [PHY] major within the Bachelor of Science [BS] degree. Physics Interdisciplinary—Applied Mathematics and Computer Science [PBSC] changes to Applied Mathematics and Computer Science [AMCS]; Physics Interdisciplinary—Biological Sciences [PBSC] changes to Biological Sciences [BSCI]; Physics Interdisciplinary—Chemistry [PCHM] changes to Chemistry [CHEM]; and Physics Interdisciplinary—Mathematics [PMAT] changes to Mathematics [MATH]. Total credit hours to program completion are unchanged.

**Effective Fall 2011** 

#### **College of Technology**

2. Inactivation of the Polymor [Pl.MR] and Radiction Polymer [RAPP] concentrations in the Mechanical Engineering Technology [MER II major within the Associate of Applied Science [AAS] degree. The concentrations are of electron and Ashial ularant Trumbull campuses.

Effective Fall 2010

#### **EPC GRADUATE COUNCIL**

#### **ACTION ITEMS**

 Approval of minutes of 25 January 2010. Attachment 12

#### College of Nursing (presented by Director Karen W. Budd)

 Establishment of a Doctor of Nursing Practice [DNP] degree to be jointly offered with the University of Akron (dual enrollment agreement). Six new courses are established for the new degree program.

#### **Effective Spring 2011**

Attachment 13: Proposal | Courses and Ethnicity/Gender Enrollment | Letters of Support | Assessment and GPS Information

#### **INFORMATION ITEM**

#### **College of Communication and Information**

School of Library and Information Science

1. Inactivation of the New Media post-baccalaureate [C601] and post-master's [C803] certificate programs.

**Effective Fall 2011** 

Attachment 14

#### **LESSER ACTION ITEMS**

#### **College of Arts and Sciences**

Department of Political Science

1. Revision of the program requirements for the Political Science [POL] major within the Master of Arts [MA] degree. The non-thesis option now requires the same 12 courses as required by doctoral students. The thesis option now requires nine courses and a thesis. This revision eliminates the two research papers as a substitute for a thesis. Total credit hours for program completion are unchanged at 36.

**Effective Fall 2011** 

 Revision of the program requirements for the Political Science [POL] major within the Doctor of Philosophy [PHD] degree. Three courses are removed, the qualifying exam is eliminated and the comprehensive field exams are now required after the coursework is completed. Total credit hours for program completion decrease, from 75 to 66.

Effective Fall 2011

#### **CORRECTION**

25 January 2010 EPC Agenda

1. The Physical Education Teacher Education [PETE] concentration is moving to the Curriculum and Instruction [CI] major within the Master of Education [MED], not Master of Arts [MA], degree.

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

# **COURSE CHANGES**

Key for course changes:

а	Title Abbreviation	d	Diversity	Н	Credit Hours	New	New	s	Schedule (activity)
С	Cross-List/Slash	Ε	Credit-by-Exam	Inact	Inactivate	Р	Prerequisite	Т	Title
С	Course Content	Fee	Fee	L	LER	R	Repeatable	W	Writing Intensive
D	Description	G	Grade Rule	N	Number	S	Subject		

# **Course Changes Effective Fall 2010**

IAKM	81095	Selected Topics in Information Architecture and Knowledge Management (1-3)	. New
TECH	35020	Aircraft Propulsion Systems (3)	.Р
TECH	35040	Aircraft Systems I (3)	. P
TECH	35150	Aircraft Structures (3)	. P
TECH	45150	Applied Flight Dynamics I (3)	. P
TECH	45151	Applied Flight Dynamics II (3)	. P
TECH	45350	Avionics (3)	. P
TECH	45700	Aircraft Design (4)	.Р
		Course Changes Effective Spring 2011	
BAD	83038	Basic Accounting Research Methodology (3)	.DG
GEOL	41092	Summer Field Camp (6)	. sc
GEOL	42068	Contaminant Hydrology and Hydrogeology (3)	. C
GEOL	42069	Hydrogeochemistry (3)	. C
GEOL	44070	Principles of Stratigraphy (4)	. C
GEOL	51025	General Geophysics (3)	. P
GEOL	51075	Geology of the United States (3)	. P
GEOL	51080	Tectonics and Orogeny (3)	. P
GEOL	51092	Summer Field Camp (6)	.Pc
GEOL	52067	Introductory Hydrogeology (3)	. P
GEOL	52068	Contaminant Hydrology and Hydrogeology (3)	.Pc
GEOL	52069	Hydrogeochemistry (3)	.Pc
GEOL	52070	Principles of Stratigraphy (3)	.Pc
GEOL	52074	Environmental Core and Well Logging (3)	. P
GEOL	53040	Principles of Geochemistry (3)	. P
GEOL	53066	Optical Petrography (3)	. P
GEOL	62025	Exploration Geophysics (3)	.Pc
GEOL	62065	Hydrogeological Systems (3) to: Modeling in Hydrogeology	. TaPc
GEOL	62067	Geophysical Fluid Dynamics (3)	.Pc
GEOL	62068	Advanced Hydrogeology (3)	.Pc

# **Course Changes Effective Spring 2011 continued**

GEOL	62082	Introduction to Soil Mechanics (3)	.Р
GEOL	62083	Rock Slope Stability (3)	. P
GEOL	62084	Foundation Engineering (3)	.Р
GEOL	63063	Sedimentary Petrology (3)	. P
GEOL	63067	Carbonate Rocks (3)	.Pc
GEOL	63085	Geochemical Exploration (3)	.Pc
GEOL	64028	Paleoecology (3)	.Pc
GEOL	64030	Systematic Invertebrate Paleontology I (3)	.Pc
GEOL	64032	Systematic Invertebrate Paleontology II (3)	.Pc
GEOL	64034	Micropaleontology (3)	.Pc
GEOL	64071	Advanced Stratigraphy (3)	.Pc
GEOL	72065	Hydrogeological Systems (3) to: Modeling in Hydrogeology	.TaPc
GEOL	72067	Geophysical Fluid Dynamics (3)	.Pc
GEOL	72068	Advanced Hydrogeology (3)	.Pc
GEOL	72082	Introduction to Soil Mechanics (3)	.Р
GEOL	72083	Rock Slope Stability (3)	.Р
GEOL	72084	Foundation Engineering (3)	.Р
GEOL	73063	Sedimentary Petrology (3)	.Р
GEOL	73067	Carbonate Rocks (3)	.Pc
GEOL	73085	Geochemical Exploration (3)	.Pc
GEOL	74028	Paleoecology (3)	.Pc
GEOL	74030	Systematic Invertebrate Paleontology I (3)	.Pc
GEOL	74032	Systematic Invertebrate Paleontology II (3)	.Pc
GEOL	74034	Micropaleontology (3)	.Pc
GEOL	74071	Advanced Stratigraphy (3)	.Pc
ITEC	47403	Instructional Design (3)	. Inact
MUS	22131	Survey of Rock Music History (3)	. New
NURS	70600	Clinical Scholar I (3)	. New
NURS	70602	Synthesis and Application of Evidence for Advanced Nursing Practice (3)	. New
NURS	70610	Clinical Scholar II (3)	. New
NURS	70692	Clinical Scholar Practicum (3)	. New
NURS	76199	Capstone Project I (2-6)	. New
NURS	76299	Capstone Project II (1-3)	. New
THEA	41620	History of Period Styles for Theatre Design (3)	.PDc
THEA	51620	History of Period Styles for Theatre Design (3)	. PDc

# **Course Changes Effective Fall 2011**

GEOL	23063	Mineralogy (4) to: Earth Materials ITa
GEOL	31070	Petrology (4) to: Earth Materials IITa
MUS	22131	Survey of Rock Music History (3)d
THEA	41620	History of Period Styles for Theatre Design (3)W
		Corrections to 21 September 09 EPC Agenda:
MUS	52171	Music From World Cultures (3) Effective term is spring 2010 New
MUS	63241	Inquiry in Music Teaching I (3) Effective term is spring 2010 New

# **Special Course Fees Changes Effective Fall 2010**

Course	Course Title	AY2009 \$	AY2010 \$
ARTF 14060	Painting I	25.00	30.00
ARTF 24040	Printmaking I	54.00	72.00
ARTF 44043	Advanced Printmaking	n/a	15.00
ARTF 44095	Special Topics: Contemporary Art Quilt	10.00	0.00
ARTF 44095	Special Topics: Design Education	15.00	0.00
ARTF 44095	Special Topics: Design on Fabric	20.00	0.00
ARTF 44095	Special Topics: Narrative Cloth	10.00	0.00
ARTF 64096	Individual Investigation: Fine Arts	n/a	25.00/hr
CLAS 41092	Field Experience in Classics	n/a	Actual Cost
CLAS 51092	Field Experience in Classics	n/a	Actual Cost
GEOL 34061	Invertebrate Paleontology	n/a	40.00
GEOL 31070	Petrology	n/a	40.00
GEOL 31080	Structural Geology	n/a	40.00
GEOL 41080	Tectonics and Orogeny	n/a	40.00
GEOL 42078	Engineering Geology	n/a	40.00
GEOL 51080	Tectonics and Orogeny	n/a	40.00
GEOL 52078	Engineering Geology	n/a	40.00
FDM 15043	Workroom Techniques I	25.00	50.00
FDM 30153	Machine Knitting	20.00	45.00
FDM 40141	Fashion Studio III	55.00	280.00
FDM 40151	Technical Design Studio I	55.00	280.00
HIST 49195	Special Topics: Rally Round the Flag	115.00	0.00
LIS 60601	Information Sources and Reference Services	20.00	0.00
LIS 60640	Library Automation	20.00	0.00
LIS 60641	Information Storage and Retrieval Systems	20.00	0.00
LIS 60643	Online Information Systems	30.00	0.00
LIS 60646	User Interfaces for Information Retrieval Systems	30.00	0.00

# Special Course Fees Changes Effective Fall 2010 continued

Course	Course Title	AY2009 \$	AY2010 \$
LIS 60649	Indexing and Abstracting	20.00	0.00
LIS 60661	Technical Services	20.00	0.00
MATH 10006	Core Mathematics I and II	22.50	45.00
MATH 10007	Core Mathematics III and IV	22.50	45.00
MATH 42201	Introduction to Numerical Computing I	10.00	25.00
MATH 42202	Introduction to Numerical Computing II	10.00	25.00
MATH 42031	Math Models and Dynamical Systems	n/a	25.00
MATH 42091	Seminar: Modeling Projects	n/a	25.00
MATH 52031	Math Models and Dynamical Systems	n/a	25.00
MATH 52091	Seminar: Modeling Projects	n/a	25.00
MATH 52201	Introduction to Numerical Computing I	10.00	25.00
MATH 52202	Introduction to Numerical Computing II	10.00	25.00
MATH 62203	Computational Finance	n/a	25.00
MATH 72203	Computational Finance	n/a	25.00
MIS 34175	Learning to Lead	n/a	434.00
MIS 44095	Special Topics: Learning to Lead	434.00	0.00
MUS 21113	Music Production II	n/a	30.00
MUS 21221	Audio Recording I	n/a	30.00
MUS 21222	Audio Recording II	n/a	30.00
MUS 31113	Music Production III	n/a	40.00
MUS 31114	Music Production IV	n/a	40.00
MUS 31221	Audio Recording III	n/a	40.00
MUS 31222	Audio Recording IV	n/a	40.00
MUS 36913	Applied Studio Musicianship	n/a	50.00
MUS 40295	Special Topics: Make Musical Instruments	120.00	0.00
MUS 41113	Music Production V	n/a	50.00
MUS 41114	Music Production VI	n/a	50.00
MUS 41181	Acoustics and Technology in Music	50.00/hr	50.00
MUS 41221	Audio Recording V	n/a	50.00
MUS 41222	Audio Recording VI	n/a	50.00
MUS 48393	Workshop: Make K-8 World Music	95.00	0.00
MUS 48393	Workshop: Ti:Me 1B Computer Asst	25.00	0.00
MUS 48393	Workshop: You Teach Gospel Too	50.00	0.00
MUS 50295	Special Topics: Make Musical Instruments	120.00	0.00
MUS 58393	Workshop: Make K-8 World Music	95.00	0.00
MUS 58393	Workshop: Ti:Me 1B Computer Asst	25.00	0.00
MUS 58393	Workshop: You Teach Gospel Too	50.00	0.00
NRST 10006	Transitions in Nursing Agency	n/a	104.10
NRST 10008	Paramedic to Associate Degree in Nursing Transitions	n/a	173.50
PEP 10095	Special Topics: Beginning Rock Climbing	n/a	35.00

# Special Course Fees Changes Effective Fall 2010 continued

Course	Course Title	AY2009 \$	AY2010 \$
PEP 10095	Special Topics: Beginning Spinning	n/a	35.00
PEP 10095	Special Topics: Intermediate Ice Skating	n/a	35.00
PEP 10095	Special Topics: Introduction to Kayaking	n/a	35.00
PEP 10095	Special Topics: Sand Volleyball	n/a	20.00
PEB 10304	Bowling	25.00	35.00
PEP 12204	Beginning Broomball	n/a	35.00
SOC 32221	Data Analysis Laboratory	n/a	25.00
TRST 60012	Software Localization	n/a	45.00
TRST 70002	The Language Industry	n/a	45.00
VCD 20000	Basic Computer: Graphic Design and Illustration	n/a	60.00
VCD 20003	Intermediate Computer Graphic Design and Illustration	36.00	60.00
VCD 20006	Kinetic and Sequential Graphic Design I	n/a	60.00
VTEC 10002	Veterinary Nursing I	n/a	20.00
VTEC 10204	Clinical Laboratory I	n/a	30.00
VTEC 10205	Veterinary Nursing II	n/a	30.00
VTEC 20008	Clinical Laboratory II	n/a	40.00
VTEC 20009	Veterinary Nursing III	n/a	30.00
VTEC 20010	Imaging Techniques	n/a	30.00
VTEC 20212	Surgery and Anesthesia	n/a	40.00
VTEC 20214	Veterinary Nursing and Hospital Procedures	n/a	20.00
TECH 36595	Special Topics: Microsoft Certification	400.00	0.00
TECH 60000	Project Management in a Technological Environment	n/a	30.00
TECH 65400	Evaluating Quality System Through Process Control	n/a	20.00
TECH 65500	Quality Systems and Industrial Productivity	n/a	30.00
TECH 65700	Applied Reliability Engineering	n/a	30.00
TECH 65800	Burn-In/Stress Testing for Reliability	n/a	20.00
TECH 45650	Certified Flight Instructor Helicopter Flight	n/a	6,700.00
TECH 45652	Certified Flight Instructor Instrument Helicopter Flight	n/a	4,050.00
TECH 45654	Certified Flight Instructor Helicopter Flight Add-On	n/a	4,100.00
TECH 45656	Certified Flight Instructor Instrument Helicopter Flight Add-On	n/a	4,050.00

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



TO: Educational Policies Council

FROM: Provost and Senior Vice President Robert G. Frank
SUBJECT: Agendas for Monday, 19 April 2010 **ADDENDUM** 

EPC Undergraduate Council, 3:20 p.m., Kent Student Center, Room 204 EPC Graduate Council, 3:20 p.m., Kent Student Center, Room 310C

DATE: 16 April 2010

The following is an addendum to the original 12 April 2010, EPC agenda:

# **Special Course Fees Changes Effective Fall 2010**

Course	Course Title	AY2009 \$	AY2010 \$
ENG 11002	College Writing I–Stretch	n/a	10.00
ENG 11011	College Writing I	n/a	10.00
ENG 21011	College Writing II	n/a	10.00



# EDUCATIONAL POLICIES COUNCIL Minutes of the Meeting Monday, 22 February 2010

# **EPC Undergraduate Council**

(Meeting of the EPC Graduate Council was not held in February.)

**Ex-Officio Members present:** Provost and Senior Vice President Robert G. Frank; Faculty Senate Chair Thomas Janson; Deans Donald L. Bubenzer, John R. Crawford, James E. Dalton, Laura Cox Dzurec, Timothy S. Moerland, Gary M. Padak, Wanda E. Thomas, Stanley T. Wearden, Mark W. Weber, Donald R. Williams; Associate Dean Joanne M. Arhar; dean representative Richard H. Kolbe for Robert (Yank) Heisler Jr.

#### **Ex-Officio Members not present:**

**Faculty Senate-Appointed Representatives present:** Paul P. Abraham, Bruce J. Gunning, Erica B. Lilly, Min He, Linda L. Williams, Lowell S. Zurbuch

Faculty Senate-Appointed Representative not present: David A. Kessler

**Undergraduate Council Representatives present:** Pamela K. Evans, Diana L. Fleming, Sarah E. Rilling, Gretchen C. Rinnert, Roberto M. Uribe-Rendon, Stephen M. Zapytowski

Undergraduate Council Representatives not present: Paul J. Albanese, Todd Hawley

**Observers present:** 

Observers not present: Brianna D. Lawhorn (Undergraduate Student Government)

**Consultants and Guests present:** Stephane E. Booth, Timothy J. Chandler Mark W. Colvin, Marlene R. Dorsey, Mary Ann Haley, Sally A. Kandel, Jennifer Sandoval, Richard T. Serpe, Therese E. Tillett

Provost and Senior Vice President Robert G. Frank called to order the EPC Undergraduate Council at 3:22 p.m., on Monday, 22 February 2010, in Room 204 of the Kent Student Center.

Action Item 1: Approval of the minutes of 22 February 2010.

With no corrections or comments, the motion to approve the minutes was passed unanimously.

Action Item 2: Designation of writing-intensive course status to PH 44000 Health Disparities.

Dean Donald R. Williams made a motion for approval, which was seconded by Dean John R. Crawford. The motion passed unanimously.

Action Item 3: Revision of the policy for course overload. Eligible students will be able to self-register for semester course overloads based on Kent State GPA guidelines.

Associate Vice President Sally A. Kandel explained the revision automates current practice to streamline a course overload request. One member expressed concern that an automated process could set up some students for failure if they don't understand the risks of taking a full schedule. Associate Vice President Kandel responded that through the new GPS system, students who are "in trouble" will be caught. An automated course overload process will make the request easier for students who are capable. If the university stays within the policy guidelines, she predicted that the automated system will be 80 percent successful.

Another EPC member asked about using high school GPA for freshmen seeking a course overload, to which Associate Vice President Kandel replied would not work as students must have a Kent State GPA to request a course overload.

The item was moved by Provost Frank, seconded by Dean Laura Cox Dzurec and passed, with one dissenting vote.

Action Item 4: Merger of the Department of Sociology and the Department of Justice Studies to form the Department of Sociology. All courses, programs, faculty and students from each department will move to the new, merged department.

Dean Timothy S. Moerland said that many people who have a criminal justice degree have a background in sociology. Several EPC members inquired why sociology remained, alone, in the department name, adding that a normal 17-year-old may not consider justice studies or paralegal studies to be with sociology. Dean Moerland said putting sociology and justice studies together in one department is not unique; however, the department is discussing efforts to connect to prospective students, including establishing a web presence. Sociology Department Chair Richard T. Serpe added that 30 percent of sociology departments at other universities include justice studies. This merger will, over the next couple of years, result in some curricular changes, new faculty hires and, possibly, a new department name.

In regards to paralegal studies, Department Chair Serpe said its name is not currently included in the Department of Justice Studies. Dean Moerland added that they are looking at some modifications to prelaw, so this issue will be taken into consideration. There will remain separate coordinators for justice studies and paralegal studies. The chair stated that the proposal was thoroughly vetted by faculty, and there will be continuing efforts to market the program.

Faculty Senate Chair Thomas Janson seconded Dean Moerland's motion to approve, where it went to a vote and passed unanimously.

Action Item 5: Inactivation of the Department of Applied Social and Behavioral Research. The MS in Applied Social and Behavioral Research program (currently suspended) will move to the college until a decision is made to move it another department or inactivate.

Dean Moerland's motion to approve was seconded by Senator Linda L. Williams. There was discussion about tabling the item until the College of Public Health responded about wanting to take on the department. Instead, Dean Moerland amended his motion to inactivate the department in the College of Arts and Sciences. The motion passed unanimously.

Action Item 6: Inactivation of the Horticulture Technology [HORT] major within the Associate of Applied Science [AAS] degree on the Geauga Campus. The degree program remains active on the Salem Campus.

Dean Timothy S. Moerland moved to inactivate the major on the Geauga Campus, which was seconded by Dean Stanley T. Wearden. He said the primary reason for inactivation was lack of staff. The motion passed unanimously.

Action Item 7: Inactivation of the Industrial Trades Technology [ITTN] major within the Associate of Technical Study [ATS] degree on the Geauga Campus. The degree program remains active on the Trumbull Campus.

Dean Wanda E. Thomas' motion to inactivate was seconded by Faculty Senate Chair Jason and passed unanimously

In response to a query from the provost to discuss or elevate the agenda's information item or the two lesser action items, a request was made to discuss lesser action item 1:

Lesser Action Item 1: Revision of the language for the course-repeat policy for GPA recalculation, to bring clarity to its meaning. Additions to the policy are underlined: "All course repeats for recalculation must be completed before conferral of the <u>student's</u> first bachelor's degree <u>from any</u> college or university."

An EPC member asked if something was overlooked when first instituting the course-repeat policy that necessitated this change. Curriculum Services Director Therese E. Tillett replied that the clarification was made because some people were confused about where the first bachelor's degree had to be conferred. (E.g., is the policy in effect only if the bachelor's degree was a Kent State one?) The revision now fully spells out the intentions of the Associate and Assistant Deans when first proposing the policy.

#### Other Items

A member recalled the provost discussing the problem of degree programs being too high in credit hours. This member stated that in his discipline, the only place that the program could be reduced is within the major requirements, which he believed was problematic. Provost Frank stated the minimum hours to graduation for an undergraduate degree are 121 at Kent State; however, some programs are as high as 167 hours. A task force has recently submitted a report to the provost containing suggestions about resolving issues with high credit hours. Associate Provost Stephane E. Booth added that one suggestion is to advertise the high-credit programs as taking five years to complete.

There was discussion about high-credit programs and that in some of those programs credits articulate to a master's degree. However, members stated, even if hours articulate, the student still must complete all the hours to earn a baccalaureate. The provost ended the discussion by saying he is encouraging more conversation on this subject in the near future.

The meeting was adjourned at 3:54 p.m.

rese E. Tillett

Respectfully submitted,

Therese E. Tillett

Director of Curriculum Services

Office of the Provost

Jennifer/Sandoval

**Q**oordinator, 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: March 11, 2010

The University Requirements Curriculum Committee has approved the following course for Writing Intensive Course (WIC) status, effective Spring 2011: Correction: fall 2011 (see attached e-mail)

THEA 44000, 41620 History of Period Styles for Theatre Designers, 3 cr.

The CCU has been submitted through the workflow. The Writing Intensive Course Information Form and a sample syllabus are attached.

Cc: Therese Tillett, Curriculum Services Ralph Lorenz, College of the Arts Tom Janson, Co-chair, URCC URCC From: STILLINGS, CYNTHIA
To: TILLETT, THERESE

Cc: LORENZ, RALPH; ZAPYTOWSKI, STEPHEN

**Subject:** Re: THEA 41620/51620

**Date:** Thursday, April 08, 2010 11:38:48 AM

Therese,

Everything BUT the WIC for spring 2011 and add WIC for fall 2011.

Thanks, Cindy

On 4/8/10 11:31 AM, "TILLETT, THERESE" < <a href="mailto:ttillet1@kent.edu">ttillet1@kent.edu</a>> wrote:

Cynthia,

Changes were made to THEA 4/51620 History of Period Styles for Theatre Design (prerequisite, description, content), effective for spring 2011. THEA 41620 was also approved by the URCC to be have the writing-intensive course designation.

However, we cannot give THEA 41620 its WIC status until fall 2011.

Do you want all the changes other than WIC to go through for spring 2011, and WIC for fall 2011? Or, do you want everything for fall 2011?

Therese E. Tillett | Director of Curriculum Services | Office of the Provost Kent State University | Library, Ste. 384 | 1 Eastway Dr., | Kent, Ohio 44242

Tel: 330-672-8558 | Fax: 330-672-2645 | ttillet1@kent.edu < mailto:ttillet1@kent.edu > |

www.kent.edu < http://www.kent.edu/>

Curriculum Services: www.kent.edu/provost/curriculum

--

Cynthia R. Stillings
Director
School of Theatre and Dance
Producing Director
Porthouse Theatre
B141 Music and Speech Building
Kent State University
Kent, OH 44242
330-672-0119
FAX: 330-672-1889

cstillin@kent.edu
www.theatre.kent.edu

From: WILLIAMS, DONALD
To: TILLETT, THERESE
Subject: RE: course approval

**Date:** Thursday, March 11, 2010 11:06:23 AM

No, you are correct. That was the date they had originally put in the proposal. Sorry about the confusion.

Don

Donald R. Williams Dean, The Honors College Kent State University 330.672.2312

From: TILLETT, THERESE

**Sent:** Thursday, March 11, 2010 11:05 AM **To:** WILLIAMS, DONALD; Booth, Stephane

Subject: RE: course approval

Thanks, Don. Although I have yet to receive official word, I believe the March EPC meeting will be cancelled. If that happens, I'll place this item on the April agenda.

One question: it was decided by the URCC (at the meeting I attended months ago), that no LER/WIC/diversity course would be approved mid-academic year. However, I see from your memo, you want this approved for spring 2011. Has something changed?

Therese E. Tillett | Director of Curriculum Services | Office of the Provost Kent State University | Library, Ste. 384 | 1 Eastway Dr. | Kent, Ohio 44242 Tel: 330-672-8558 | Fax: 330-672-2645 | tillet1@kent.edu | www.kent.edu Curriculum Services: www.kent.edu/administration/provost/curriculum\_svcs

From: WILLIAMS, DONALD

Sent: Thursday, March 11, 2010 10:58 AM

To: Booth, Stephane Cc: TILLETT, THERESE Subject: course approval

Dear Stephane,

I have recently approved a Theatre WIC course proposal in the workflow. Attached are the WIC information form and a copy of a sample syllabus for the course, as well as a copy of the transmittal memo. I will send hard copies in the campus mail. Please place this item on the next EPC agenda.

Thanks, Don

Donald R. Williams Dean, The Honors College Kent State University 330.672.2312

## 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: THEA 41620	Credit Hours: 3	Effective Term: Sp 2011
Course Title: History of Period Styles for Thea	atre Designers	
New Proposal ☐ Revised Proposa	al (If revised, attach	n copy of previous WIC Information Form.)
Attach Basic Data Sheet (BDS), Certification of and your responses to the items below. The couwriting component, and grade percentages on w	urse objectives section	on of the syllabus must include the goals of the

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

This course is designed to develop the theatre artist in design to be both articulate and literate about the history of period style. This goal can be a challenge for design students, many of which find verbal communication more difficult than visual communication. However, because theatre is a collaborative art, the ability to articulate both visual and literary concepts is paramount to success as a design professional. The writing assignments emphasize both vocabulary and different theoretical approaches to analysis of the visual image. Each assignment requires the student to both identify certain qualities within a visual image and articulate those qualities using strategies identified for each project. For example, in project 2 the student must deconstruct an advertising image to show in what ways an image doesn't always "say what it means or mean what it says." Each project applies a different theoritical lens for the analysis of visual images.

Regarding the extent of each assignment, of the eleven projects defined for this course, all but one have an attached writing assignment. Five of the projects require a 1-page paper. Four of the projects require a 2-page paper. Finally, one 10-page assignment is given with the opportunity for revison. The short papers will be presented in class and receive criticism from both the instructor and peers. A total of 65% of the grade for this course is for the writing assignments.

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)

Critical theory and production practice are blended together in many aspects of theatre art. Postmodernism, poststructuralism, and the methods of deconstruction make their way onto the stage from the director and the designers. They become aesthetic design strategies as well as analytical strategies for theatre criticism. Also, the rise of historiography has deeply influenced how theatre artists conceptualize and produce historical plays. Practitioners of theatre from different historical periods are held responsible for understanding the historical context from which they create as well as the historical period of the playscript.

To demonstrate this, for each section of this course, the students are given a theoretical framework with which to analyze a visual image. They are then required to write about the image from that framework. The point is not to make them writers of theatre theory and criticism (although they may discover this ability in themselves) but rather to demonstrate how these strategies for analysis may apply to their own creative work as designers.

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 course provides instruction through examples of contemporary writing in theatre theory. The critical strategy is discussed in class and then immediately applied in the following project. Students then share what they have written with the remainder of the class, which critiques the student's project. The project is then graded by the instructor who provides written comment.

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

There is one major writing project among the many smaller ones, "Case Studies in Theatrical Production and Period Style." This project includes a one-on-one meeting with the instructor and an opportunity for revision. Also, students may gain extra points for revising projects that go into their final notebook to be handed in at the end of the class.

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)

Each project has a written set of goals and a rubric. This gives the students a clear understanding of what is expected (and provides the instructor guidelines for grading the projects). At the individual meeting after the first draft of the larger paper, the instructor reflects how well the paper is meeting the expressed goals. This goal sheet also forms the basis for the written comments and point assignments during the grading process.

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

25% of the grade for each writing project will be on basic style issues, grammar, spelling, sentence and paragraph construction, etc. The remainder of the grade, 75%, will be based on how well the strategies for analysis are employed in the construction of the paper's argument and the quality of the paper's argument.

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)

There are 650 points out of 1000 points directly given to the writing projects. Also, there are four written exams, the purpose of which is to measure building of professional vocabulary. The other aspects of the project, such as selecting images to analyze, directly support the writing portion of the course by encouraging critical thinking and practice of new vocabularies.

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 has been enrolled at between 20-25 students since 1999 when it was introduced. This has been a manageable number with this amount of writing content. An enrollment over 30 would necessitate splitting the class into another section or utilizing a graduate assistant.

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 School of Theatre and Dance keeps on file the basic data sheets for each course for faculty to reference. It also maintains on file the syllabi for every course taught in the school every semester. The school director and faculty member can review these materials at any time.

URCC Use Only	
Date Received by URCC	Date Approved by EPC
Date Approved by URCC	Date Removed as WIC



Name:

Therese E Tillett

Organization: Curriculum Services

Submission Date:

4/7/2010

×

STU0004

#### **Course Catalog Update**

<< Return to Search Results

Reference Number: CCU000556

Course Catalog Update Information:

**Date:** 04-DEC-09

**Level:** 4.00 of 3.00

Currently On The Worklist Of: Donald Williams,

dwilliam

Owner: Office of Curriculum Services, 330-672-855	8 or 330-672-8559, curriculum	i@kent.edu	
Basic Course Data			
Change type: Revise			
Faculty member submitting this proposal: Rayne	tte Halvorsen Smith		
Requested Effective Term: 201080			
Campus: Kent			
College: CA-Arts, The			
Department: THDN-Theatre and Dance			
Course Subject: THEA-Theatre			
New Course Subject:			
Course Number: 41620			
New Course Number:			
Course Title: HISTORY OF PERIOD STYLES FOR THE	ATRE DESIGNERS		
Title Abbreviation: HISTORY OF PERIOD STYLES			
Slash Course and Cross-list Information: THEA51	620		
Credit Hours			
Minimum Credit/Maximum Credit: 3 to 3			
Contact Hours: Lecture - Minimum Hours/Maxir	num Hours: 3 to 3		
Contact Hours: Lab - Minimum Hours/Maximum	Hours:		
Contact Hours: Other - Minimum Hours/Maximu	m Hours:		
Attributes			
Is this course part of the LER, WIC or Diversity r	· ·		
If yes, course attributes: 1. WIC-Writing-Intensive	Course 2. 3.		
Can this course be repeated for credit: No Repeat	Course Limit: 25	OR Maximum Hours:	
Course Level: Undergraduate	Grade Rule: B-Standard lette	r	
Rationale for an IP grade request for this course	e (if applicable):		
Schedule Type(s): 1. LEC-Lecture 2. 3.			
Credit by Exam: N-Credit by exam-not approved			
Prerequisites & Descriptions			
Current Prerequisite/Corequisite/Catalog Description: A survey of visual styles as related to historical and contemporary culture from antiquity through the 20th century with an emphasis on its application to theatrical design. Prerequisite: One of the following THEA 31522 or THEA 31524 or THEA 31622.			
Catalog Description (edited): Students will explore the way in which theatre designers approach period style in their own creative work.			
Prerequisites (edited): Theatre major with junior s	tanding.		
Corequisites (edited):			
Registration is by special approval only: Yes			
Content Information			
Content Outline:			
Content Hours Topic Description per Course			

Topic					
9	I. The Problem of Period Style in Comtemporary Theatre				
9	II. Challenges to Theatrical Production and Period Style Throughout History				
9	III. Art, Style, and Ideas				
9	IV. The Method Challenges of Period Research				
9	V. Case Study in Theatrical Production and Period Style				
	elimited Course Outline				
	act Hours: 45				
Writing Ex	s) used in this course: None. Readings are pectations: 65% of the grade of this course ided revision.	e is for writing assignments. There is one large assignment that			
Instructor	(s) expected to teach: Raynette Halvorsen	Smith			
Instructor	(s) contributing to content: None at this t	ime.			
Proposal S	ummary				
Explain the	e purpose for this proposal:				
	e of the proposal is to designate and existing ng Intensive Course.	course THEA 41620 History of Period Styles for Theatre Designers			
Explain ho	w this proposal affects program require	ments and students in your unit:			
and the BA required co	This proposed change should ease matriculation for theatre students, both in the BFA in Theatre Design and Technology, and the BA in Theatre Studies. For the BFA students it will eliminate the need to take an additional course (beyond this required course) to meet the WIC requirement. For BA students, this will make an additional WIC available to fullfill the requirement.				
Explain ho	w this proposal affects courses, progran	n requirements and student in other units:			
Students in	other units do not take this course.				
Explain ho	w this proposal affects enrollment and s	taffing:			
	mension to the course will probably increase a faculty member. Other faculty may also tead	enrollment slightly. This course is already a part of the regular load ch this course in the future.			
Units cons	ulted (other departments, programs or o	campuses affected by the proposal):			
No other ur	its should be affected by this change to a WI	C course.			
Revisions	made to form (if applicable):				
✓ Course	Content Number				
Credit b	y Exam Prerequisites				
Credit H					
✓ Cross-Li	oss-Listed / Slash Subject				
✓ Descript					
Diversit					
Grade R					
	Education Requirement (LER)	` ,			
Curriculum Services Information:					
Approved	by EPC:	Curriculum Bulletin:			
Cross-list Banner Code: TBT		OBR Course Level: 3			
OBR Progr	am Code: 18	OBR Subsidy Code: 09			
CIP Code:	500505	Term Start:			
		Term End:			

Comments (250 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ \* / \ --)

EPC Agenda | 19 April 2010 | Attachment 2 | Page 9

# **Comments:**

Date	User	Comment
12/4/2009	Cynthia R	Revisions to an existing course THEA 41620.
	Stillings	Revisions to THEA 51620 on separate form.

# **History:**

Date	User	Status
3/11/2010	Donald R Williams	Approved
2/10/2010	Ralph Lorenz	Approved
12/4/2009	Cynthia R Stillings	Approved
12/3/2009	Raynette H Smith	Submitted

# Master Syllabus: 41620 History of Period Styles for Theatre Designers

RESOURCE BOOKS: The Elements of Design, Noel Riley and Patricia Bayer, eds., Free Press, New York,

2003, ISBN: 0-7432-2229-6. List Price \$75.00

The Elements of Style, Stephen Calloway and Elizabeth Cromley, eds., Simon & Schuster,

London ,1996 ISBN: 0-684-83521-5

Period Costume for the Stage: A Practical Guide, Tina Bicat, Crowood Press, England, 2003,

ISBN-10: 1861265891, ISBN-13: 978-1861265890

WEB: Artslynx http://www.artslynx.org/theatre

McCoy's Guide http://www.stetson.edu/departments/csata/thr\_guid.html

Theatre History <a href="http://www.win.net/~kudzu/history.html">http://www.win.net/~kudzu/history.html</a>

COURSE READING: The specific reading for each project will be on electronic reserve at the Kent State University

Library. These titles are listed in the assignment/grading section of this syllabus.

#### **COURSE GOALS:**

To develop the student's visual literacy through critical analysis of visual images.

- To develop the student's style vocabulary and strategies of critical analysis of style through writing about period style.
- To help students become effective writers in the discipline of Theatre.
- To develop the student's research skills as it pertains to visual style.
- To develop the student's overall knowledge of historical style (including key language and concepts) and its relationship to creating theatrical design and production.
- To expand the student's ability to incorporate knowledge of historical style into their own creative design and production process.

#### **CLASS POLICIES:**

- Class attendance is expected in this upper division/graduate level course. Legitimate, unavoidable absences require documentation to avoid lowering your participation credit for the course.
- Projects must be handed in on the due dates to receive credit unless approval has been obtained from the instructor prior to the due date.

# **MATERIALS REQUIRED:**

- 3 ring binder to collect projects, research assignments, class notes, and other recourses related to period styles
- Blank notebook paper, (heaviest weight you can find) and/or:
- Poster board, as desired for projects.

#### OTHER

**Email:** Your KSU email address will be used to send you important class information. If you prefer to use another address, call the KSU helpdesk at 330-672-HELP and ask how to forward your mail from your KSU account.

**WIC** Requirement: This course may be used to satisfy the Writing Intensive Course (WIC) requirement. The purpose of a writing-intensive course is to assist students in becoming effective writers within their major discipline. A WIC requires a substantial amount of writing, provides opportunities for guided revision, and focuses on writing forms and standards used in the professional life of the discipline.

**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).

Registration Requirement: The official registration deadline for this course is September 5, 2008. University policy

requires all students to be registered in each class they are attending. Students who are not officially registered for a course by published University 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 official class schedules (using Student tools in FlashFast) prior to the deadline indicated. Registration errors must be

#### ASSIGNMENTS/GRADING

Each project will have a detailed instruction sheet distributed when the assignment is given. Most projects have a writing component. These must be typed. No hand written papers will be accepted.

Graduate students will have additional requirements to each assignment.

Part 1: The Problem of Period Style in Contemporary Theatre (200pts. total for this section)

Reading: "Postmodern Design," Arnold Aronson, *Looking into the abyss : essays on scenography*, Ann Arbor : University of Michigan Press, 2005.

**Project 1: Example of a Postmodern Design** in a Professional Theatrical Production (50pts.total, 40 of these points for writing.) Select a theatre designer and provide at least three visual examples of their design work. Write a short paper (minimum two pages) arguing how their work fits into the definition of Postmodern Style.)

Reading: "Deconstruction & Theatre; A Summary Of Deconstruction and Its Application," Tuirenn Hurstfield, moderntheatre.suite101.com, Sep 18, 2008.

**Project 2: The Insidious Ad** as example of Deconstruction Methodologies applied to a visual image (50pts. Total, 40pts writing). Provide an image of an *advertisement*. Write a short paper using strategies of deconstruction to analyze the image.

Reading: Ways of Seeing, John Berger, Penquin Books, London, England, 1978.

**Project 3: The Appropriation Collage** as an example of pastiche. (50pts. total, 40 of these points for writing).) Find one or more images that best demonstrate the appropriation of iconographic "or classic" art. Include a copy of the art from which it appropriated. Find one or more images which demonstrate cultural appropriation. Include an image displaying the source of the appropriation. Include a short paper on the back of the image page about what was appropriated and why.

#### TEST 1: POSTMODERN TERMINOLOGY AND CONCEPTS (50pts.)

Part 2: Challenges to Theatrical Production and Period Style Throughout History (150 pts. total for this section)

Reading: "The stage is a dangerous machine : the designs of George Tsypin" *Looking into the abyss : essays on scenography,* Arnold Aronson, Ann Arbor : University of Michigan Press, 2005.

Project 4: Period Movie Designs as an exploration of time and period challenges. (50pts total, 40 of these points for writing quality.) Find a photograph from a movie made prior to 1990 which portrays characters in costume from either ancient Egypt, Greece, Rome, or Medieval Europe. Determine the original period the movie designers intended to portray. Locate period costume research pertinent to the items worn by the actors. Locate a photograph of contemporary clothing from the year the movie was actually produced. Provide a one page typed statement on the back of the board that explains how the design of the movie costumes was influenced by contemporary trends in the year the movie was produced.

Reading: "World and Theatre; Materialist, postmodernist and post colonial theory," Mark Fortier, *Theory/Theatre*, London: Routledge, 1987.

**Project 5: Back to the Future**, how can we conceive of "no period" or future periods? (50pts total, 40 of these points for writing quality.) Select an example of a photograph or illustration of a sci fi or futuristic costume or setting.

(could be from TV or Movie as well as theatre.) Show examples of period costume or architectural research to trace the source to the costume or setting used in the movie or TV design. Write a one page paper to explain your choices.

#### TEST 2: PERIOD STYLE AND RESEARCH CHALLENGES (50pts.)

- Part 3: Art, Style, and Ideas: Building Design Literacy (210pts. total for this section)
- **Project 6: Design Style Vocabulary**, exploring how designers and directors communicate style ideas. (50pts.,40 of these points for writing.) Select a photograph of work of art—a painting or sculpture. Copy the photograph in color and mount it on an 8 ½" x 11" heavy paper. Write a one page paper using the language on the vocabulary list distributed in class to describe the work of art. Discuss each general aspect outlined on the lists. It is not necessary to use all of the words under that category in your description.

Reading: "Post Colonial Theory," Mark Fortier, *Theory/Theatre*, London: Routledge, 1987.

- **Project 7: Visual Style and Philosophical Ideas**: are they separate, can they be separate? (60pts.,50 of these points for writing.) Write a two page paper on KSU's current production. In the first part, write a description of the production using language from the design vocabulary list provided in class. In the second part of the paper, discuss the period style(s) in the production referring to the "Art and Philosophy" handouts. Be prepared to discuss your paper's ideas in class.
- Reading: "The criteria for periodization in theatre history: definitive categories for events" *The Cambridge Introduction to Theatre Historiography*, Thomas Postlewait, Series: Cambridge Introductions to Literature, Cambridge: May 2009.
- **Project 8: What's Historiography Got to Do With It?** exploring new ways to view history of style. (50pts.,40 of these points for writing.) Identify a visual work of art from the Renaissance. Find an example of 2 cases of writing about the art chosen that are distinctly different (and contrasting) historical interpretations of the work. Print a color copy of the work of art chosen. Write a one page paper. In the first part quote and cite the conflicting ideas about the work of art. In the second paragraph discuss how you think the interpretations are different. Identify at least 3 critical features of Theatre Historiography demonstrated by the historical interpretations cited.

# TEST 3: PERIOD STYLES AND DESIGN LITERACY (50PTS.)

- Part 4: The Method Challenges of Period Research (120pts total for this section)
- Project 9: **New vs. Old Technologies:** investigating how what you use as research tools affects what you learn about a period style. (50pts 40 of these points for writing.) Locate a historical painting of significance. Find at least 4 representations of this work, half on the web and half in print matter. (10 Bonus points if you can see the artwork in person). In a one page paper (with illustrations of the work) describe how the painting looked different compared to other representations or the actual work of art.
- Project 10: **Historical Timelines**, shortcut tools for visual literacy. (20pts.) Locate and printout three graphic historical timeline charts that would be helpful to theatre designers. Present in class why you chose these and how they would be helpful.
- Test 4: Research Methods and Approaches (50pts.)
- Part 5: Case Study in Theatrical Production and Period Style (320pts total for this section)
- Project 11: **Documenting Period Style Design Process** and the issues surrounding this process in a current production at KSU in an approximately 10 page paper. Follow the content outline provided in class,

Period Styles 4

including an analysis of the use of period style in a the design of costume, scenery, and lighting. (250pts. 100pts. for the first draft, 150pts. for the final paper.)

Or,

Compare and Contrast Three Productions of a Single Shakepeare Play. in an approximately 10 page paper. (200pts., 100pts. for the first draft, 150pts. for the final paper.) Follow the content outline provided in class.

There will be time scheduled to meet with the instructor and opportunity for at least one revision.

Final Project: Organizing all of the Projects (and Class Notes) into a Useful Notebook for Future Reference (70pts.)

# **TOTAL POSSIBLE POINTS: 1000pts. total possible**

900-1000 points=	Α
800-899 points=	В
700-799 points=	С
600-699 points=	D
0-599 points =	F

650 points (65%) out of 1000 points are for the writing portion of the assignments.

# **HONORS COLLEGE**

# **Interdepartmental Correspondence**

To: Stephane Booth, Associate Provost

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

Subject: Course Proposal for EPC Action

Date: April 13, 2010

The University Requirements Curriculum Committee has approved the following course for domestic Diversity (DIV) status, effective Fall 2011:

# MUS 22131, Survey of Rock Music History, 3 cr.

The CCU has been submitted through the workflow. The Diversity information form and a sample syllabus are attached.

Cc: Therese Tillett, Curriculum Services Ralph Lorenz, College of the Arts Tom Janson, Co-chair, URCC URCC

# **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: MUS

Course Number: 22131 Credit Hours: 03

**Course Title:** Survey of Rock Music History

**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.

A key feature of the course is to examine the contributions African-American artists have made throughout the history of rock music. This is particularly important in the first two units, as we study several African-American forerunners to rock music, such as Robert Johnson, Muddy Waters; BB King, and Louis Jordan, as well as transition artists, such as Rhythm & Blues greats, like Chuck Berry, Little Richard, and Ray Charles. Much attention is given to the challenges these artists faced in a still segregated American society during the 1940s-1950s, highlighting the role rock music and its predecessors played in changing the perception of mainstream (of predominantly Anglo-American ethnicity) culture towards African-Americans.

The three major musical strands of rock music, namely Country & Western, American Popular music, and Rhythm & Blues are shown to represent the diverse economic and ethnic make-up of America. The continuing influence of these root sources is demonstrated throughout the course with special attention to African-American artists, particularly those of Motown Records, who provide the primary counterpoint to the British Invasion artists of the 1960s, such as The Beatles. Soul-Funk musicians, like Aretha Franklin and James Brown, are discussed as major contributors to rock music's development, along with prominent figures during the 1970s and 1980s, such as Stevie Wonder and Michael Jackson.

These middle units deal also with the great diversity of styles that proliferate within mainstream America and highlight the role rock music plays in the Civil Rights movement and opposition to the Vietnam War. Our discussion of rock during the 1970s highlights the economic influence on musical style with a stark contrast between the rising underground punk movement versus the middle-class targeted styles of disco and arena rock.

African-American artists return to the forefront of discussion in the final unit as we study the history and stylistic evolution of hip-hop music and culture. We examine its initial inspirations as a reflection of economically and socially disenfranchised youth and follow hip-hop's evolution as vehicle for social and racial integration, as well as its emergence as a powerful economic force within the music industry. We discuss the role the media has played in rock

music's global dissemination and finally speculate on the potential influence the Internet will have on the development of rock music around the world.

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 offered in Fall 2009 as a Special Topics class. It was approved at the end of the semester for inclusion as a regular class in the course catalog (MUS 22131). A student survey was requested at the end of the course, which included the question, "Do you think this course could/should satisfy the "Domestic Diversity" requirement of the university?" 91% of the class answered either Strongly Agree or Agree, while 9% answered Neither Agree/Disagree. 0% felt it would not satisfy the requirement.

3. For what audience would this be a particularly good diversity course? Explain.

The core audience would be any students interested in rock and popular music, which is probably most of the student body. Many students of various ethnic backgrounds are largely unaware of the contributions African-Americans, in particular, have made to the development of rock music.

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 course will be taught by regular and adjunct faculty with degrees in ethnomusicology or extensive practical experience in the rock music industry. The coordinator will make the faculty aware of the diversity issues by providing an overview of the class and sample course syllabus.

- 5. What maximum student enrollment per section do you propose? How many sections per year do you anticipate offering with current resources? What additional resources, if any, will you need?
  - The maximum enrollment per section will be 100 for the online sections, 125 for the on-ground sections. There will be at least one online section and one on-ground section offered each semester. More sections can be added if enrollment numbers suggest a need. No additional resources are needed at this time.
- 6. How will the teaching and learning be evaluated? How will the effectiveness of the course, specifically its diversity aspect, be assessed?
  - Students will have regular assessments (multiple choice, matching, short answer, etc.), as well as essay assignments related to all material in the course. Graded discussions will be key to assessing the effectiveness of the student's understanding of domestic diversity issues.
- 7. Does this course address primarily domestic (U.S.) diversity issues or global diversity issues, or both? Explain.

Primarily domestic diversity, though some elements related to rock music's proliferation in the international music industry are discussed, particularly in relation to Great Britain.

Name of person preparing form: Andrew Shahriari Submission date: February 1, 2010

Signature of chair/director verifying curriculum committee approval

Date

# **TILLETT, THERESE**

From: SEACHRIST, DENISE

**Sent:** Monday, April 12, 2010 12:39 AM

To: TILLETT, THERESE

Cc: LORENZ, RALPH; WILLIAMS, DONALD; DELANEY, LISA; SANDOVAL, JENNIFER; TRASK, JULIE

Subject: RE: MUS 22131 Survey of Rock Music History

Therese,

I prefer to get the course on the books as 22131, rather than "Special Topics." The diversity status is secondary. Thanks.

Denise

Denise A. Seachrist, Ph.D. Interim Director Hugh A. Glauser School of Music Kent State University 330-672-2172

From: TILLETT, THERESE

**Sent:** Thursday, April 08, 2010 12:23 PM

To: SEACHRIST, DENISE

Cc: LORENZ, RALPH; WILLIAMS, DONALD; DELANEY, LISA; SANDOVAL, JENNIFER; TRASK, JULIE

Subject: MUS 22131 Survey of Rock Music History

Denise, this new course (formerly a special topics) was approved by the URCC for domestic diversity status and will be on the April EPC agenda.

The effective date on the proposal is fall 2010. However, it's past the deadline for that term.

I can make the course effective spring 2011 and the diversity status effective fall 2011, or I can make both for fall 2011. Which do you prefer?

Therese E. Tillett | Director of Curriculum Services | Office of the Provost Kent State University | Library, Ste. 384 | 1 Eastway Dr., | Kent, Ohio 44242 Tel: 330-672-8558 | Fax: 330-672-2645 | tillet1@kent.edu | www.kent.edu Curriculum Services: www.kent.edu/provost/curriculum



Name:

Therese E Tillett

Submission Date:

4/7/2010

#### **Course Catalog Update**

<< Return to Search Results

**Course Catalog Update Information:** 

STU0004

Reference Number: CCU000103 Date: 16-SEP-09

Organization: Curriculum Services

Currently On The Worklist Of: Donald Williams, Level: 3.00 of 3.00

dwilliam

Owner: Office of Curriculum Services, 330-672-8558 or 330-672-8559, curriculum@kent.edu Basic Course Data Change type: Establish Faculty member submitting this proposal: Andrew Shahriari Requested Effective Term: 201010 Campus: Kent College: CA-Arts, The Department: MUS-Music Course Subject: MUS-Music Course Number: 22131 Course Title: Survey of Rock Music History Title Abbreviation: Rock Music History Slash Course and Cross-list Information: Credit Hours Minimum Credit/Maximum Credit: 3 to 3 Contact Hours: Lecture - Minimum Hours/Maximum Hours: 45 to 45 Contact Hours: Lab - Minimum Hours/Maximum Hours: Contact Hours: Other - Minimum Hours/Maximum Hours: **Attributes** Is this course part of the LER, WIC or Diversity requirements: Yes If yes, course attributes: 1. DIVD-Diversity Course-Domestic 2. Can this course be repeated for credit: No Course Limit: **OR Maximum Hours:** Repeat Course Level: Undergraduate Grade Rule: B-Standard letter Rationale for an IP grade request for this course (if applicable): Schedule Type(s): 1. LEC-Lecture 2. Credit by Exam: N-Credit by exam-not approved Prerequisites & Descriptions Current Prerequisite/Corequisite/Catalog Description: Catalog Description (edited): A survey of Rock Music History from the 1950s through the twentieth century to today.

Emphasis is on recognizing music literature, prominent artists and music styles, as well as related cultural events. Modern media, especially the Internet, is an integral component of the course.

Prerequisites (edited): None

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

**Content Hours** 

per Course **Topic Description** 

Topic

9.0

Unit 1 covers Rock Roots, i.e., pre-Rock music styles, primarily American

Popular Song, Country & Western, and

Rhythm & Blues. Artists important to

these styles, such as Muddy Waters and Hank Williams, are discussed.
Unit 2 covers Rock Foundations, which includes early Rock styles, such as Rockabilly and Folk music of the late 1950s - early 1960s. Transitionary figures, such as Elvis Presley and Chuck Berry, are emphasized.
Unit 3 covers Rock music "routes" of the mid-late 1960s. "British Invasion" artists, e.g., The Beatles, along with American icons, e.g., The Beach Boys, are highlighted, along with Soul music artists, such as Aretha Franklin and James Brown. Important cultural events, such as Woodstock, are also featured.
Unit 4 covers Rock music "routes" of the 1970s, emphasizing Arena Rock, Punk, Reggae, and Singer-Songwriter styles. Important artists, such as Pink Floyd, Bob Marley, and Elton John are emphasized.
Unit 5 covers Rock music "routes" from the 1980s to today. The influence of modern media on developing styles, such as Hip-Hop, are emphasized. Important artists, such as Michael Jackson, Madonna, and Run-DMC are featured. 21st-century rock music is highlighted with continued exploration of contemporary artists.

Display/Hide Delimited Course Outline

Total Contact Hours: 45

**Textbook(s) used in this course:** The History of Rock 'N' Roll DVD Collection. Online resources, primarily from the Rock Hall of Fame, will also be utilized.

**Writing Expectations:** A 1000-word or more research essay assignment is expected of each student. Bibliographical references are to be included in the assignment.

Instructor(s) expected to teach: Andrew Shahriari, Ethan Miller

Instructor(s) contributing to content: Andrew Shahriari, Ethan Miller, George Bachman

Proposal Summary

#### Explain the purpose for this proposal:

The purpose of this proposal is to establish the current Special Topics course: Survey of Rock Music History, as a part of the regular curriculum.

#### Explain how this proposal affects program requirements and students in your unit:

The proposed course will be an elective that is not part of the program requirements for students in the School of Music.

# Explain how this proposal affects courses, program requirements and student in other units:

The proposed course will not affect courses, program requirements or students in other units. If accepted as a Domestic Diversity course, students may take it to satisfy that requirement.

# Explain how this proposal affects enrollment and staffing:

This course is expected to enroll more than 100 students per semester. Current staffing (Andrew Shahriari and Ethan Miller) will instruct the course in both the on-ground and online offerings.

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

Other departments, programs and campuses were not formally consulted in developing this course.

Curriculum Services Information:		
Approved by EPC:	Curriculum Bulletin:	
Cross-list Banner Code:	OBR Course Level:	
OBR Program Code:	OBR Subsidy Code:	
CIP Code:	Term Start:	

Term End:

Comments (250 Character Maximum):

NOTE: Please do not use the following restricted characters: (  $\sim$  \* / \ --)

#### **Comments:**

Date	User	Comment	
2/26/2010 Ralph		The College Curriculum Committee approved the	
Lorenz		course, along with its status as a Diversity	
		Course, on 26 February 2010.	
9/16/2009	Andrew C	This course is currently offered as a Special	
	Shahriari	Topics in both on-ground and online settings.	

# History:

Date	User	Status
2/26/2010	Ralph Lorenz	Approved
11/13/2009	Denise A Seachrist	Approved
9/16/2009	Andrew C Shahriari	Submitted

#### Survey of Rock Music History (Web) Syllabus Spring 2010 (15-weeks)

Course/Sec#: 20295/40295 – 002/003 CRN: 20100/20035

Dates: January 19 – May 16, 2010. Instructor: Dr. Andrew Shahriari

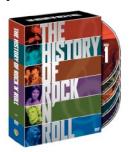
Contact Info: As a web-based class, you should contact me via the class website, using Blackboard-Email (private) or the *Instructor In/Outbox* (public). Please do not use my "@kent.edu" account unless Blackboard is not working and you must contact me; these messages are not always received. I rarely meet with students face-to-face as this opportunity is not available to all students, so any questions or concerns should be sent via the class website.

#### KSU Contact Info:

- For Tech problems, KSU Help Desk: 330-672-4357 or Vista (Blackboard) Help: 330-672-8557
- Email: Please use Blackboard Email
- Emergency Email: ashahria@kent.edu

Note: Please do not call the Music Office with course matters. I rarely visit campus to receive messages, and they cannot help with details of the class or Blackboard navigation.

**Course Objective:** Survey music styles, artists, and important events associated with Rock Music History. **Required Materials:** 



- The History of Rock 'N' Roll DVD (5-Disc) Collection, Time-Warner (Catalog #34991). Available in the KSU Bookstore. If you purchase this online, I recommend Amazon.com, but have seen it in local bookstores (Borders/Barnes&Nobles), as well as other online retailers.

  [http://www.amazon.com/] Keyword: History of Rock DVD
- iTunes software on your computer for downloading required listening examples from the Internet.

  [http://www.apple.com/itunes/]. This music is also available via KSU's Electronic Reserves; I will post login and password info on Blackboard-VISTA.
- Access to Blackboard (formerly known as WebCT-VISTA). Login via <a href="http://vista8.kent.edu">http://vista8.kent.edu</a> OR your Flashline account under the My Courses tab in the Tools & Research frame.

**Grading:** There are 500 potential points in this class. Points are earned as follows:

Exams Units 1 – 5 Discussion Postings Graded Essay Comprehensive Final Exam	300 50 50 100	points points points points	(60%) (10%) (10%) (20%)	A = 500 - 450 points B = 449 - 400 points C = 399 - 350 points D = 349 - 300 points F = 299 - 0 points
Total	500	points	(100%)	

- Exams Units 1-5: Based on lectures, discussions, online materials, reading assignments, and listening examples. These are one-attempt timed exams. It is your responsibility to take them during the open period for each unit. Resolve technical issues prior to starting the exams. (60 points per exam.)
- **Discussion Postings:** Based on contributions to group discussions of course material. (10 points per unit. Unit discussion boards close when the associated unit closes.)
- **Graded Essay:** Based on submission of a 500+ essay on assigned topic (see below).
- Comprehensive Final Exam: Based on lectures, discussions, online materials, reading assignments, and listening examples. This is a one-attempt timed exam. It is your responsibility to take it during the open period. Resolve technical issues prior to starting the exam.

**NOTE:** Practice quizzes are available throughout the semester. These are not factored into your overall score. They are for preparation only, so you can take them multiple times. See Class Calendar on Blackboard-VISTA for the open periods of graded exams.

**Grades:** Your current grade is posted on Blackboard. Grades are updated only after a unit closes.

IMPORTANT: As a web-based class, it is your responsibility to access the course via a capable computer. The instructor and university assume no responsibility for computer crashes, Internet Server problems, or any other technical/personal matters that inhibit you from completing any aspect of the course as scheduled. In the event that there are technical issues during an exam, STOP taking the exam immediately and send the instructor an Email (via Blackboard) explaining the problem. The instructor is not required to offer a retake/makeup of any exam or other graded aspect of the course, but may elect to do so at his/her discretion.

#### **Important Dates:**

Unit 1 Closes: 11:59pm, Sunday, February 7, 2010. Unit 2 Closes: 11:59pm, Sunday, February 28, 2010. Unit 3 Closes: 11:59pm, Sunday, March 21, 2010. Unit 4 Closes: 11:59pm, Sunday, April 18, 2010. Unit 5 Closes: 11:59pm, Sunday, May 9, 2010.

Graded Essay DUE: 11:59pm, Sunday, May 2, 2010. No late submissions accepted.

Comprehensive Final Exam CLOSES: 11:59pm, Sunday, May 16, 2010.

**Participation Policy:** Participation in your group discussions is essential for your learning as well as the success of the entire group. Failure to contribute in a substantial and meaningful way as to be determined by your instructor and/or fellow group members will lower your grade.

**Academic Honesty Statement:** The use of the intellectual property of others without attributing it to them is considered a serious academic offense. This includes materials obtained from the Internet. Notify the instructor if you are aware of such dishonesty. Cheating or plagiarism will result in a failing grade for the work or course. Repeat offenses will result in dismissal from the university. As the exams are "openbook," you are expected to take them *independently*, i.e. without anyone's assistance.

**Students with Disabilities:** Kent State University recognizes its responsibility for creating an institutional climate in which students with disabilities can succeed. In accordance with University Policy, if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in this class. Please contact the Office of Student Services to acquire the name of the campus representative to whom documentation should be submitted.

After your eligibility for accommodations is determined, you will be given a letter which, when presented to instructors, will help us know best how to assist you. If you have already obtained such a letter, you must notify me via private Email within the first week of the semester. I must have verification that you are registered with Disabled Student Services/Student Accessibility Services to grant you extra time on the timed exams. These exams will appear as "Exam-SAS" on Blackboard, so please ask me if they do not appear on your account after submitting your documentation to me.

**Drop/Withdrawal:** As a courtesy to your fellow group members and instructor, please let them know if you plan to drop or withdraw from the course.

#### **Assessments**

Your assessments focus on your ability to articulate knowledge about the course material. The components of each assessment include listening identification of music examples and visual identification of artists and related material, as well as general questions regarding course content. Each unit includes optional practice tests and a required timed (1 hour) unit exam. While **no points** are earned for completing the practice tests, they will better prepare you for the timed unit exam and ensure that your equipment is working properly. The Final Exam is comprehensive, drawing from material throughout the semester; it is also timed (2 hours). The exams consist of multiple choice, matching, and fill-in-the-blank questions.

Your score will automatically be submitted to Blackboard once the exam is completed. You will not be permitted to retake the exam, so be certain that your computer is working properly before starting the exam. Go through the Introductory Learning Module to familiarize yourself with the process of taking online exams in Blackboard. Your current overall grade will be updated after each unit closes and the discussion boards are graded.

#### **Assessment Rubric for Unit Discussions**

CRITERION	UNACCEPTABLE	SATISFACTORY	EXEMPLARY				
CKITEKION	0 - 5 points	6 - 8 points	9 - 10 points				
ORIGINAL PO	ORIGINAL POSTING						
Relevance	The posting does not directly address the question or problem posed by the discussion activity.	The posting addresses key issues, questions, or problems related to the text and the discussion activity, but in some cases only indirectly or obliquely. It does not always apply course concepts fully.	The posting directly address key issues, questions, or problems related to the text and the discussion activity. The posting applies course concepts well, connecting them to actual activity.				
Insight	The posting does not offer any significant insight, analysis, or observation related to the topic. No knowledge or understanding is demonstrated regarding concepts and ideas pertaining to the discussion topic.	The posting does offer some insight, analysis, or observation to the topic but may not demonstrate a full understanding or knowledge of concepts and ideas pertaining to the discussion topic.	The posting offers original or thoughtful insight, analysis, or observation that demonstrates a strong grasps of concepts and ideas pertaining to the discussion topic.				
Support  RESPONSES	The posting does not support its claims with either evidence or argument. The posting contains largely unsupported opinion	The posting generally supports claims and opinions with evidence or argument, but may leave some gaps where unsupported opinions still appear.	The posting supports all claims and opinions with either rational argument or evidence.				
Number of	The regnenges do not meet	The regnenges fulfill the	The regnences exceed				
Responses	The responses do not meet the number required for the discussion activity.	The responses fulfill the minimum required number for the discussion activity	The responses exceed the requirement for the discussion activity.				
Substance of Responses	The responses do not offer any new insight by either extending the position of the original post or providing an alternate point of view.	The responses generally offer some insight by either extending the point of the original post or offering an alternate point of view, but they may not encourage further thought or reflection on the discussion topic as much as they possibly could.	The responses offer either an extension or elaboration on the original posting or a clearly alternate point of view that fosters further thinking, reflection, or response on the discussion topic.				

#### **Discussion Expectations**

The group discussion component of this course is intended to encourage collaborative learning in an online environment. While you may never meet your fellow classmates face-to-face, it is important to interact with them regularly. Please use the unit discussion boards for formal postings related to the subject matter. Informal postings may be made through the Electronic Classroom Café (ECC), via Email, and/or by utilizing the "Introductions" board available to the entire class. The instructor monitors the group discussion boards. Profanity or discourteous/offensive postings will not be tolerated and will result in a failing grade and/or dismissal from the course.

**Requirements:** Each unit includes a discussion board that addresses a basic theme of the material. You must make an original post and respond to a group member's answer. Also, please rate the quality of your peer's postings using the 5-star system found in Blackboard. The instructor will consider this rating in assigning scores for each unit. Copying other student responses in part or full without citation is considered plagiarism (see above). Only your instructor can delete a posting once submitted.

**Instructor's Role:** Your instructor monitors discussions, but is not expected to respond to every posting. This is a student-centered learning course, so it is dependent on you and your group members to work together. Your instructor will interject to clarify or re-direct discussion topics as needed. If you have questions or concerns regarding discussion postings, contact the instructor directly via Blackboard Mail. The instructor evaluates discussion participation at the end of each unit according to the above assessment rubric.

#### **Graded Essay**

This is a 500+ word essay about a future "legend" of rock music you would nominate for induction into the Rock Hall of Fame. Your essay should explain why you think this artist or non-performer deserves induction. Please refer to the Rock Hall Induction Process for the basic categories for nomination: <a href="http://www.rockhall.com/inductees/induction-process/">http://www.rockhall.com/inductees/induction-process/</a>

Your essay should include a background of the nominee and your reasons why they should be inducted into the Rock Hall of Fame, as well as specific examples of contributions they have made. The "25 year" rule need not apply to artists, as the purpose of the essay is to speculate on who you think will one day be considered a "rock legend," including present-day artists, e.g., Beyoncé.

Evaluation of your essay is based on criteria similar to the Discussion Rubric above with an emphasis on quality of writing. While the essay is opinion-oriented, your supporting evidence is the crucial aspect of evaluation. In other words, do not choose a nominee based solely on your personal taste; you may like a local bar band very much, but without a "hit" record, they are not likely to be considered for induction into the Rock Hall.

All essays will be made available to the entire class for commentary and criticism. The instructor, however, determines the final grade for the assignment.

#### **Final Comment**

Having taught online courses for several years now, my key recommendation to you is "diligence." Students who move through the course at a consistent, regular pace inevitably fare better than those who "cram" for their exams. I am hopeful that the subject matter will interest you enough that you will want to spend time studying the material, but recognize that other commitments (e.g., major classes, work responsibilities, personal matters, etc.) can sometimes take priority. Since attendance is not a requirement of the course, you have to be self-motivated. I encourage you to treat the course like any other class by scheduling it as if we were meeting face-to-face at a regular time on regular days, e.g., MWF, 9-10am. Make it a commitment to yourself that you will "be" there for class at those times and I'm sure you will do well. I look forward to a great semester! "See" you in class!

# Hugh A. Glauser School of Music

Course Syllabi, Academic Year 2010 In accordance with University policy the following two items are attached to all School of Music Syllabi **Memo to Students:** 

- A. University policy 3342-3-01.3 requires that students with disabilities be provided reasonable accommodations to ensure 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 <a href="www.kent.edu/sas">www.kent.edu/sas</a><a href="http://www.registrars.kent.edu/disability/facultystaff/Syllabus Statement.htm">http://www.registrars.kent.edu/disability/facultystaff/Syllabus Statement.htm</a> for more information on registration procedures).
- B. It is the student's responsibility to ensure proper enrollment in classes. You are advised to review your official class schedule during the first two weeks of the semester to ensure proper enrollments. Should you determine an error in your class schedule, you have until the end of the second week of each semester to correct it with your advising office and the Office of the Registrar. If registration errors are not corrected by this date and you continue to attend and participate in classes for which you are not officially enrolled, you are advised now that you will not receive credit for the course at the conclusion of the semester.

# KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

	F	Preparation Date	e 26-Mar-10	Curriculum Bulletin
	E	Effective Date	Fall 2011	Approved by EPC
Department				
College	PR - Provost			
Proposal	Establish University	Requirement		
Proposal Name	Experiential Learni	ng Requireme	nt	
Description of properstablishment of Kent State Unive	an Experiential Learn	ing Requireme	ent for all bac	calaurete-seeking students at
enrollment and sta Faculty should m the experiential lo Faculty will, duri	affing considerations; ne nake decisions during earning requirement (i ng this time, choose th This information will b	ed, audience, p fall 2010 regar .e., deciding if ne experiential	orerequisites) ding how the the requirem learning opti	achment and duplication issues; y want their programs to meet ent should be tied to the major). ons they consider appropriate University Catalog and on fall
,	ther departments, progr vost, URCC (approved	•	•	
	I	REQUIRED EN	DORSEMENT	'S
				/
Department Chair	/ School Director / Cam	pus Dean		
College Dean				
Dean of Regional	Campuses / Dean of Gr	aduate Studies	i	
				/
Provost and Senic	or Vice President for Aca	ademic Affairs		

#### KENT STATE UNIVERSITY

# **Interdepartmental Correspondence**

To: University Requirements Curriculum Committee

From: Alicia Crowe, Co-Chair, Curriculum Implementation Task Force

Ralph Lorenz, Co-Chair, Curriculum Implementation Task Force

Subject: Proposal for University Requirement in Experiential Learning

Date: March 17, 2010

The Curriculum Implementation Task Force, a committee of faculty and administrators appointed last fall, proposes implementation for a university requirement in experiential learning, effective Fall 2011.

The proposal is based on the report of the 21<sup>st</sup> Century Curriculum Core Committee, accepted by EPC in May, 2009. In this report from the 21st Century Curriculum Core Committee, a recommendation was made for a university requirement that all students who graduate from Kent State will fulfill an experiential learning requirement (ELR). The nature of the requirement is left to the discretion of the degree program. The attached Proposal Summary includes an initial draft of what this process might look like, including a draft catalog copy of the ELR, samples of ELR activities, a description of the process to obtain ELR approval for whole courses, and the process to create individual contracts with students for experiences that are not whole courses.

Please do not hesitate to contact us if there are any questions. We will be happy to meet with the committee when it considers the proposal.

Cc: Stephane Booth, Associate Provost

# Proposal for a University Experiential Learning Requirement (ELR)

# **Curriculum Implementation Task Force Members**

Alicia Crowe, Education, Health, and Human Services (Co-Chair)

Ralph Lorenz, Arts (Co-Chair)

Janis Crowther. Arts and Sciences

Richard Devore, Arts

John Duncan, Technology

Rozell Duncan, Communication and Information

Diana Fleming, Nursing

Gloria (Lettie) Gonzalez, Education, Health, and Human Services

Leslie Heaphy, Arts and Sciences, Stark Campus

Mary Lou Holly, Faculty Professional Development Center

Tina L. Kandakai, Office of Experiential Education and Civic Engagement

Wei Li, Business Administration

Joe Ortiz. Arts and Sciences

Charity Snyder, Vacca Office of Student Services

Kathryn Strand, Architecture and Environmental Design

Amanda Thomas, graduate assistant, Quality Initiatives and Curriculum

Therese Tillett. Curriculum Services

#### Introduction

The Curriculum Implementation Task Force was charged by Provost Robert G. Frank with determining implementation plans for the ten recommendations made by the 21<sup>st</sup> Century Curriculum Core Committee in their Spring 2009 report (accepted by EPC on May 18, 2009). The ELR specifically relates to the first recommendation of the report from the 21<sup>st</sup> Century Curriculum Core Committee:

**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. (21st Century Curriculum Core Committee Final Report, Spring 2009, p. 2. Note: dates of implementation in this

original report will necessarily be modified in the Task Force's proposal.)

Experiential learning encompasses diverse forms of learning by doing, ranging from service-learning to lab research to student teaching, with many other examples provided in this document. The Task Force has recognized five general categories of ELR: civic engagement, creative activities, practical experiences, research, and study abroad/away. Each academic unit is given discretion to decide the nature of the ELR and how it will be certified for that unit. There are three general approaches to offering credit in ELR:

- An entire course may be approved as an ELR course, similar to WIC and diversity designations. A student passing an ELR course will automatically receive credit for having fulfilled the ELR; no additional forms will be required from the student or faculty.
- A portion of a course with an ELR component can be used to fulfill the ELR. The process by which these cases are approved in a program and among faculty and students is determined by the unit.
- A non-course activity can be used to fulfill the ELR if the program agrees to this approach, These cases are approved through a contract between a student and supervising faculty member.

Additional details will be found in the proposed catalog copy, samples of activities, and frequently asked questions.

# **Process**

The Curriculum Implementation Task Force was formed at the beginning of Fall 2009 to consider ways to implement the recommendations of the 21<sup>st</sup> Century Curriculum Core Committee. We met weekly throughout the fall and the first few weeks of spring semester. Initial documents were shared with various department/school/college curriculum committees for feedback and then were placed on a university website for additional feedback. The Task Force subsequently considered this feedback and made appropriate revisions in the proposal, which now goes to the URCC for further consideration.

If the ELR is accepted through the entire approval process, the following actions should take place:

- The ELR should be added to GPS and roadmaps.
- The ELR forms should be made into electronic forms that can be completed online through the normal curricular review process.
- The ELR categories and the ELR should be added to KAPS/DegreeWorks so that it is clear to students when the requirement has been met. If possible, a means should be developed to note fulfillment of the ELR on transcripts.
- A Workflow (or other appropriate process) should be created so that notification is automatically sent to KAPS/DegreeWorks as the ELR is approved for a student. The notification should display "in progress" when the experience is initiated, and "completed" when the experience has been successfully fulfilled.
- Faculty should make decisions during the fall semester of 2010 regarding how they want their program graduates/majors to meet the ELR requirement (e.g., whether the ELR should be tied to the major). Faculty in programs should choose the options they consider appropriate for their majors. For example, a program/department may decide that a course it offers is an appropriate way for students to meet the ELR, or a program/department might decide on three or four ways that students can meet the ELR (e.g., a research course, a research experience, or a study abroad experience.

# **Experiential Learning Requirement Draft Catalog Copy**

# **Experiential Learning Requirement**

The purpose of Kent State's experiential learning requirement is to provide students with the opportunity to initiate lifelong learning through the development and application of academic knowledge and skills in new or different settings.

Kent State recognizes that there are diverse ways to fulfill the experiential learning requirement. To accommodate such diversity, an experiential learning activity may fall into one or more of the following categories:

# 1. Civic Engagement

Civic engagement enables Kent State students to interact with people from diverse backgrounds; to challenge their understanding of community needs and the systems addressing those needs; and to explore ways of improving community life. The primary purpose for activities that fall into this category encompasses community involvement, awareness, learning or reflection.

#### 2. Creative/Artistic Activities

Creative/artistic activities enable Kent State students to engage in various forms of creative expression to produce works that reflect a synthesis of knowledge and skills. These works may be original or interpretative and may be expressed through performances, portfolios, exhibits, pieces of work or other significant projects.

# 3. Practical Experiences

Practical experiences enable Kent State students to actively extend learning to new contexts outside the typical classroom environment. These experiences allow students to use skills and concepts related to their career path while engaging in work-like settings that are common to their field of study.

# 4. Research

Research activities enable Kent State students to engage in systematic inquiry that contributes to the discovery or interpretation of knowledge significant to their field of study. This research can be applied, creative/artistic, descriptive, experimental, historical, inferential, observational or theoretical.

#### 5. Study Abroad/Away

Study abroad/away activities enable Kent State students to be immersed in an off-campus environment. These experiences contribute to a student's understanding of culture, customs, diversity, history, language, politics, religion, society and/or traditions.

# **Experiential Learning Requirement Draft Catalog Copy continued**

#### Guidelines

- 1. As part of the requirements for any baccalaureate, all students must satisfy the experiential learning requirement.
- 2. The requirement may be fulfilled by a course, a component of a course or a non-credit paid or unpaid experience. Courses may be at either the lower- or upper-division level.
- 3. For non-course options, students must obtain prior approval from their program faculty for the experience.
- 4. The requirement may be fulfilled individually or collaboratively.
- 5. Students must meet the learning outcomes listed below and any additional learning outcomes as defined by their program.
- 6. Satisfactory completion of this requirement will be determined by the faculty.
- 7. Experiential learning opportunities must be completed while enrolled at Kent State University.
- 8. These experiential learning opportunities must meet existing university regulations and guidelines (e.g., institutional review board approval for research with animals or human subjects, memoranda of affiliation/understanding with community partners).

# **Learning Outcomes**

Students will be able to:

- Connect ideas, concepts and skills developed at the university with their applications to new and different contexts.
- Demonstrate the implementation of ideas, concepts and/or skills studied at the university in new and different contexts.
- Demonstrate how this experience has broadened their understanding of the discipline, the world or themselves as learners.
- Reflect on the meaning of the experience for their current and future learning.

# <u>Draft</u> Examples of Experiential Learning Activities

These examples are not restrictive but are meant to give a general idea about possibilities within the five categories of ELR.

# **Civic Engagement Examples**

Community Development Community-Based Action Research Community-Based Research Service-Learning

# **Creative Activities Examples**

ArchitectureArtDanceExhibitsCreative ProjectsInternship

Original Designs Exhibits Major Dance Performance
Original Choreography
Student Direction

English/WritingFashionJournalism and MassCreative ProjectsOriginal Design PortfolioCommunicationOral InterpretationOriginal DesignsEditorial WritingOriginal PoetryRunway ShowGeneral EditingOriginal Writing ProjectShowPublisher

MusicTheatreVisual Communication DesignCompositionsDirectingOriginal Design PortfolioConcertosMajor RoleMajor RolesPlaywright

Recitals

Principal Costume Designer

Principal Lighting Designer

Principal Set Designer

Generalized Discipline
Creative Projects:
Discipline-Specific Exhibits
Discipline-Specific Portfolios

# **Practical Experiences Examples**

Applied Workshops Apprenticeships

Career/Professional Internship

Clerkship

Clinical Fieldwork/Practicum

Clinical Research

Coaching

Cooperative Education/Experience

**Counseling Practicum** 

Curricular Practical Training (CPT) (per U.S.

Citizenship and Immigration Services)

Experiential/Lab Experience

Exploratory Courses Entrepreneurships Fellowships Field Experience

Freshman Interest Groups (FIGs)

Geology Field Camp Independent Study

**Research Examples** 

Community-Based Research Creative Activities

Field Research

Lab Research

Oral History Research

**Study Abroad/Away Examples** 

Columbus program each fall

Faculty-led short-term programs

Fashion Design Studio in NYC

Internships abroad or beyond Northeast Ohio: CAPA program in Sydney; VCD internships at places such as Discovery Channel, MTV, Smithsonian, etc.... (Numerous programs at

Kent either require or encourage an internship for their students.)

National Student Exchange

Overseas student teaching through COST

Sea Semester

Semester, year-long and summer programs: Florence, Geneva, Dresden Summer Language

Program, Leicester, Ulster, Uganda, China, Quebec, Mexico, etc.

Summer Intensive Study in Dance

WPNI program each spring

Internships Laboratory

Leadership/Management Experience

**Learning Communities** 

Optional Practical Training (OPT) (per U.S.

Citizenship and Immigration Services)

Politics/Public Policy Experience

Practica

Practicum-Oriented Thesis Project

Practicum-Oriented Research

Residency Experience

Service-Learning

Student Teaching

Teaching Practicum Training Program

Tutoring

Volunteer Work in Discipline/Area of Study

Work Experience

Work in Clinical Settings

Work Study (related to course of study)

# **<u>Draft</u>**Course-Based Experiential Learning Requirement Forms

#### Instructions

If a unit is seeking approval for an <u>entire course</u> to meet the University Experiential Learning Requirement (ELR), it should complete the *EXPERIENTIAL LEARNING REQUIREMENT (ELR) COURSE FORM*.

The form will need to be approved through the normal curricular process for your unit.

Upon approval from the college, the form must be approved by the University Requirements Curriculum Committee and the Educational Policy Committee.

If your program chooses to use <u>an activity within a course</u> for students to fulfill the ELR, you can use the *EXPERIENTIAL LEARNING ACTIVITIES WITHIN A COURSE APPROVAL FORM*.

The program will need to choose a process to approve activities within a course. The *EXPERIENTIAL LEARNING ACTIVITIES WITHIN A COURSE APPROVAL FORM* can be used to do this.

Once approved by a program, this option should be made available to students.

If your program chooses to allow a student to fulfill the ELR with a non-course activity, the *Experiential Learning Requirement Contract* should be completed with the student(s) involved.

The faculty member and the student(s) complete and agree to the contract.

The contract is given to the proper department/school designee for approval. The contract should be approved no later than the end of the second week of class. Upon approval, a copy should be placed in the student's file.

Within two weeks of satisfactory completion of the experiential learning experience, a notation should be recorded in Banner that the ELR has been fulfilled; the *Experiential Learning Assessment* form should be placed in the student's file.

# **Draft**

# **Experiential Learning Course Proposal Cover Sheet**

(use this form if your program is seeking approval for a whole course to count as an ELR) (housed on the OEECE website)

Program/D	epartment/School Submitting Proposal	Date Submitted
Contact Per	rsonE-mail	Phone
Course Nu	mber/Title	Number of Credits
Check one:		
↑ New Prop	osal ↑ Resubmission with Revision; Da	ate of Original Submission
Select Appr	ropriate Experiential Learning Category/Ca	tegories: Drop down menu of five categories
Chair/Direc	ctor Signature	Date
Date Appro	oved by College Curriculum Committee	
Dean Signa	ture:	Date
For URCC 1	use only	
Date Receiv	ved by URCC	
<b>Decision:</b>	`	ate) ↑
	Withdrawn by Submitter(D	ate)
		ate)
		ate)
	Denied(D	ate)

# **Draft**

# Course-Based Experiential Learning Requirement Form

(use this form if your program is seeking approval for a whole course as an ELR)
(for non-course opportunities and activities that are part of courses that have not been certified as ELR courses, see Experiential Learning Contract)

Please consult the Experiential Learning Guidelines as you respond to each item on this form. (The form and guidelines will be housed on the OEECE website.)

Course Subject/Number/Title: Credit Hours:	
Prerequisite(s):	
Please attach a master syllabus for this co	urse, and submit a course catalog update workflow.
The <i>course objectives</i> section of the syllab <i>component</i> .	bus must include the goals of the experiential learning
and different contexts;  • Demonstrate the implementation the university in new and different contexts in new and different world, or themselves as learned.  • Reflect on the meaning of the experient world, or themselves as learned.  • Reflect on the meaning outcome.  • Connect ideas, concepts, and so and different contexts;  • Demonstrate the implementation the university in new and different world, or themselves as learned.  • Reflect on the meaning of the experience.  • Reflect on the meaning of the experience.	on of ideas, concepts, and/or skills studied in the classroom/at erent contexts; nee has broadened their understanding of the discipline, the rs; and experience for their current and future learning. es will be assessed: skills developed at the university with their applications to new on of ideas, concepts, and/or skills studied in the classroom/at erent contexts; nee has broadened their understanding of the discipline, the rs; and experience for their current and future learning. icate expectations described in this proposal to faculty who ways will your unit maintain standards across multiple
URCC Use Only	
Date Received by URCC	Date Approved by EPC
Date Approved by URCC	Date Removed as ELR

# <u>DRAFT</u> EXPERIENTIAL LEARNING ACTIVITIES WITHIN A COURSE APPROVAL FORM

(housed on the OEECE website)
(departmental/school approval required before beginning the experience)

<b>Experiential Lear</b>	ning Experience Title	<u>:</u>	
Course Title that	the ELR is a compone	ent of:	_
Faculty Name:		Beginning Date:	End Date:
The activity within	the course must be rep	ourse and keep on file in the syllabus, a experiential learning com	and the course objectives section of
Please attach a doo	cument that does the fo	llowing:	
<ul> <li>Connect and diff</li> <li>Demonsthe univ</li> <li>Demonstworld, or Reflect</li> <li>Explain how the Connect and diff</li> <li>Demonsthe univ</li> </ul>	t ideas, concepts, and serient contexts; strate the implementation versity in new and different themselves as learned on the meaning of the certain terms of the certain terms on the meaning outcomes to ideas, concepts, and serient contexts; strate the implementation versity in new and different contexts.	on of ideas, concepts, and rent contexts; nee has broadened their urs; and experience for their currents will be assessed: kills developed at the universe on of ideas, concepts, and rent contexts;	versity with their applications to new for skills studied in the classroom/at aderstanding of the discipline, the nt and future learning.  Versity with their applications to new for skills studied in the classroom/at aderstanding of the discipline, the
world, o	or themselves as learner		
their Banner IDs) v	who have successfully o		will submit a list of all students (with ement; the appropriate advising unit S/DegreeWorks).
Department/School	ol Use Only		
Date received by C	hair/Director	Date approved	by program
Date assessment re	ecord received	Date student re	cords marked

# **DRAFT**

# EXPERIENTIAL LEARNING CONTRACT FOR NON-COURSE ACTIVITIES

(departmental/school approval required before beginning the experience)

Student Name:	Banner	ID:
Phone Number:	E-mail Address:	
Permanent Address:		
Current Address:		
Experiential Learning Experience Ti	tle:	
Faculty Name:	Beginning Date:	End Date:
Either within the descriptions of the export on a separate sheet:	perience below that the facult	ty member and the student agree to
<ul> <li>and different contexts;</li> <li>Demonstrate the implementathe university in new and different contexts as learn world, or themselves as learn Reflect on the meaning of the Explain how the four learning outco</li> <li>Connect ideas, concepts, and and different contexts;</li> <li>Demonstrate the implementation the university in new and different contexts.</li> </ul>	ation of ideas, concepts, and/ fferent contexts; ience has broadened their un- ners; and he experience for their curren mes for ELRs will be assessed d skills developed at the univ ation of ideas, concepts, and/ fferent contexts; hience has broadened their un- ners; and he experience for their curren	for skills studied in the classroom/at derstanding of the discipline, the and future learning. The derstanding with their applications to new for skills studied in the classroom/at derstanding of the discipline, the and future learning.

Assessment	s/Due Dates						
Off-Site Superviso	or (if applicab	le)					
[ame:				_Title:			
rganization:					Phone Number	<u>:</u>	
		Street Address:					
-mail Address:		4	Zin Co	da:	Country:		
	Stat	te:	_Zip Co	ue	eountry		
ity: asert sentence here	e about agreen	nent (if ap	plicable	) for you	r program or the activ		
Sity:	e about agreen	nent (if ap	plicable	) for you roval ned	r program or the activ	ity to meet exist	

Did the student fulfill the requirements of the contract for the ELR? Yes No					
Student	Date	Faculty Member	 Date		
Office use only:					
Date contract filed:		Date assessment filed:			
Date ELR was noted in computer system:_		_Person who entered ELR into computer:			

# FREQUENTLY ASKED QUESTIONS:

- We already require a course in our major that we see as meeting the spirit of the ELR; what do we do?
  - o If you already require an appropriate course for the ELR in your major, then you will want to complete the *Experiential Learning Course Proposal Cover Sheet* and the *Course-Based Experiential Learning Requirement Form* and go through the traditional curriculum approval process. Your program should also send traditional program requirement revision paperwork through the curriculum approval process to reflect the new ELR and how the requirement is met for this program.
- Where can our program find resources or help in considering how to create an experiential learning opportunity?
  - Office of Experiential Education and Civic Engagement http://www1.kent.edu/experiential/
  - Office of Quality Initiatives and Curriculum http://www1.kent.edu/agip/
- Our program has a study abroad program, a course, and an internship experience that we think all meet the spirit of the ELR, and we would like to allow students to choose among these three options; what do we do?
  - All three options can be made available. Any course to be certified should be submitted through the curricular approval process using the *Experiential Learning Course Proposal Cover Sheet* and the *Course-Based Experiential Learning Requirement Form*. Your program should also send traditional program requirement revision paperwork through the curriculum approval process to reflect the new ELR and how the requirement is met for this program.
- How are workloads computed for the supervision of individual experiential learning activities?
  - Each unit will make its own determination, to be reflected in each unit's handbook, on how best to account for workload in the supervision of individual experiential learning activities. Some units may, especially if there are a great number of individual experiences that a faculty member is supervising, consider workload in new ways. Offering an ELR-designated course can reduce the number of individual supervised experiences.
- Who completes the forms if the student is doing a *non-course activity* for this requirement?
  - Each unit may decide how exactly to process the forms. A faculty member will need to assess whether the learning goals were satisfactorily met. Some units may decide that the student must download the form and bring it completed to the faculty member for approval, while others may decide to have a student come to a faculty member with their choice and have the two complete the form together.

- How do we handle ELR activities that are part of a course but not contained in a certified ELR whole course?
  - o For these types of experiences, the activity will be a portion of a course. If a program chooses an activity of this type, then the faculty member who is teaching the course should complete the *EXPERIENTIAL LEARNING ACTIVITIES WITHIN A COURSE APPROVAL FORM* each time the course is offered. Each unit can create its own process for approval, since these activities are apt to change from one semester to the next. Some units may decide that the department will review ELR activities within a course each semester. A faculty member who is teaching a course with an ELR component would submit the form to the departmental colleagues for consideration. If approved, students would be notified that this option is an approved ELR opportunity. At the end of the term, the faculty member teaching the course would submit a list of students from the course who satisfactorily completed the experiential learning activity to the department/school head, and the appropriate advising unit would record the ELR fulfillment in the students' KAPS/DegreeWorks reports by the end of the month.
- Are ELR opportunities required to fall within a student's major courses?
  - o Each unit will make its own determination whether to allow ELR credit from courses or experiences outside the student's major.
- If a student changes majors after having fulfilled the ELR, will a new ELR experience be required within the new major?
  - o In general, since the ELR is a university requirement, students will not be asked to complete a new ELR experience after changing majors. However, it is possible that a new ELR experience will occur if it is part of a required course in the new major.
- Where will the ELR forms be housed?
  - o All forms will be housed on the website of the Office of Experiential Education and Civic Engagement: http://www1.kent.edu/experiential/
- Are students allowed to initiate the paperwork for ELR credit after the experience has been completed?
  - No. If credit does not come from an ELR course or part of a course that is already preapproved by their program, then students must receive initial approval by the end of the second week of the semester.
- Is there an option for students to add a service-learning component to an existing course?
  - Yes. Students can add one credit hour of a service-learning component to an existing course ("Experiential Learning Credit Proposal"). The approval form will be accessed from the website of the Office of Experiential Education and Civic Engagement: <a href="http://www1.kent.edu/experiential/">http://www1.kent.edu/experiential/</a>. However, these service-learning components are not automatically approved ELRs; a program must decide if these are acceptable.

## KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

	P	reparation Date	e 5-Apr-10	Curriculum Bulletin
	E	ffective Date	Fall 2010	Approved by EPC
Department				
College	PR - Provost			
Proposal	Revise Policy			
Proposal Name	Catalog Rights and	ExclusionsF	Revision	
Description of prop	oosal:			
in-force after six ye		ensure that all k	Cent State und	campuses to move to the catalog- lergraduates graduate with a ct all students.
To allow for planni update their catalo		policy, student	s under a cata	alog prior to 2004 will need to
enrollment and sta With the rapid rate	ffing considerations; ne of change, particularly	ed, audience, p with technology	rerequisites) v, this policy e	eachment and duplication issues; nsures students keep current in standardized six-year -graduation
•		•	-	y this proposal): n, AAAC, Executive Dean-
	F	REQUIRED EN	DORSEMENT	rs
				1 1
Department Chair	/ School Director / Cam	pus Dean		11
				1 1
College Dean				<del></del>
Executive Dean of	Regional Campuses / [	Dean of Gradua	ite Studies	
Senior Vice Presid	ent for Academic Affairs	s and Provost		

### **Proposal Summary**

Title: Catalog Rights and Exclusions--Revision

**Subject Specification:** The purpose of this revision is to require undergraduate students at all campuses to move to the catalog-in-force after six years.

### **Background Information:**

Background: The current policy, approved by EPC in 1998, requires students who do not complete degree requirements within ten years to update to the current catalog. According to the meeting notes, the ten-year time span was decided upon because of consistency with accreditation reviews and because all courses and curricula change formally and informally in a ten-year period. This is an internal policy; OBR has no such policy for universities.

Description of action: The purpose of this revision is to require undergraduate students at all campuses to move to the catalog-in-force after six years. To ensure that all Kent State undergraduates graduate with a current curriculum, this policy begins Fall 2010 and retroactively affects all students. However, to allow for planning and communication of this new policy, students under a catalog prior to 2004 will need to update their catalog by Fall 2011. A transition year will enable time for students to talk over their options with their advisor.

Students who are making steady progress toward their degree will be given every consideration to ensure that a catalog change will not negatively impact their progress to degree attainment. Faculty and professional advisors will evaluate student audits and will be able to make program exceptions to ensure that students will not be negatively impacted.

Rationale for action: The premise linking the ten-year catalog limit to accreditation is no longer relevant since the University moved to the AQIP accreditation process. With the impact of new and emerging technologies, a ten-year curricular span could mean that recent graduates could have taken classes considered obsolete in their field. Consistent with Academic Affairs' strategy of enhancing academic excellence and innovation, programs must stay current. A ten-year span is no longer appropriate given the rapid rate of change. Furthermore, OBR continues to place more emphasis on institutional graduation rates. Linking the catalog year with our strategic direction and the nationally standardized six-year graduation rate maintains reasonable program currency.

A related benefit to this policy change is streamlined curricular processes as the university will not have to keep as many concurrent catalogs.

**Alternatives and Consequences:** The alternative is to keep the current policy and risk having students graduate without the benefit of the most recent innovations and technologies in their field as well as keeping a policy that is inconsistent with Academic Affairs strategic direction.

Reducing the number of catalog years to six will simplify curricular and advising practices making it easier to moniter and track students. With the adoption of GPS and Timetabling, this policy also supports other strategic initiatives aimed at improving student success.

Questions have been raised about the impact of this policy on our students. Data are attached showing that the impact on the number of students will be minimal. With a one-year transition period, the impact will be even less than indicated in the attached chart, as more students will have graduated.

Colleges and campuses retain the latitude to make program adjustments to individual students who could be disadvantaged by migrating to a new catalog. Advising and service will be improved.

**Specific Recommendation and Justification:** Effective Fall 2010 all undergraduate students at all campuses will move to the catalog-in-force after six years. To allow for planning and communication to this new policy, students under a catalog prior to 2004 will need to update their catalog by Fall 2011. A transition year will enable time for students to talk over their options with their advisor.

### **Timetable and Actions Required:**

- 1. Approval by EPC
- 2. Approval by Faculty Senate
- 3. Communication to students

General communication about the policy will occur through Flashline, Daily Kent Stater, and through correspondence from advisors. Communication to students directly impacted by this policy will occur through advisors, colleges and campuses.

4. Clarity to advisors on specific implementation procedures This process will be guided/developed by AAAC.

Count of BANNER_ID		Graduating		
Degree	AY	Yes	(blank)	<b>Grand Total</b>
Assoc	1999-00		2	2
	2000-01		4	4
	2001-02	1	4	5
	2002-03	1	7	8
	2003-04	1	9	10
	2004-05	3	21	24
	2005-06	27	47	74
Assoc Total		33	94	127
Васс	1980-81		2	2
	1990-91		1	1
	1995-96		1	1
	1996-97	1		1
	1997-98		2	2
	1998-99	1	1	2
	1999-00	2	4	6
	2000-01	1	16	17
	2001-02	2	15	17
	2002-03	22	68	90
	2003-04	29	112	141
	2004-05	96	223	319
	2005-06	207	561	768
Bacc Total		361	1006	1367
<b>Grand Total</b>		394	1100	1494

### **Catalog Rights and Exclusions**

The university has established the following Catalog rights and exclusions relating to degree requirements. While these Catalog rights establish specific degree requirements for undergraduate students, the exclusions noted ensure that the knowledge and skills acquired by students will be current with the state of knowledge in their fields of study.

### Rights

- Students' academic requirements are based on the Catalog that is in force during their first semester of enrollment at Kent State University.
- Students may elect to complete a degree program under the most recent Catalog. When changing Catalog year, students must comply with all of the requirements relevant to their program in the newer Catalog.
- 3. Catalog rights may be granted through inter\_institutional curricular agreements. Such rights are subject to the same exclusions noted below.

#### **Exclusions**

- 1. Students who transfer to another university and return to Kent State are readmitted under the Catalog-in-force at the time of readmission.
- Students who do not satisfactorily complete 12 semester hours at Kent State in two calendar
  years must satisfy the requirements of the most recent Catalog. Transient work, Credit-ByExamination and coursework receiving grades of AU, F, NF, SF, IN, NR, W, U or Z will not count
  toward completing the 12 hours.
- Students who do not complete degree requirements within six years are required to update to the current Catalog.
- 4. Dismissed students are reinstated under the Catalog-in-force at the time of reinstatement.
- Changes in degree requirements will be made to keep programs in compliance with
  accreditation, certification or licensure standards. Implementation of these standards may
  require that students update to the current Catalog.
- 6. Program changes may be required by financial urgency, unavailability of faculty or unavailability of other instructional resources. In these instances, the dean of the students' college will identify available alternatives for the completion of degree requirements.

In rare instances an exception to the above policy may be granted by the college dean.

C:\Documents and Settings\skandel\My Documents\GPS policy\Catalog Rights and Exclusions.docx

**Deleted:** within 10 years are required to update to the current Catalog.

Deleted: ¶

# KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Date	e 8-Apr-10	Curriculum Bulletin
		Effective Date	Fall 2010	Approved by EPC
Department	Provost's Office			
College	select one			
Degree				
Program Name	Progra	am Code		
Concentration(s)	Conce	entration(s) Code(s	)	
Proposal	Revise Program I	Policy		
Description of prop	osal:			
	tandards for such dis			y for academic reasons, to create ssals determined and performed by
Does proposed rev Current total credit	ision change progra hours:	nm's total credit hou Proposed total c		s ⊠ No
enrollment and stat		need; audience; p		pachment and duplication issues; teacher education licensure):
Units consulted (ot A&A Deans	her departments, pr	ograms or campus	es affected b	y this proposal):
ovannovanos (f. jubian-1. jubilitistaksingspanistad (fad. ''. ev. 1. f. mad	Consumeration of the second second second second second second second second second second second second second	REQUIRED EN	DORSEMEN	TS
				1 1
Department Chair /	School Director / C	ampus Dean		
				1 1
College Dean	<del></del>	•••		
				1 1
Dean of Graduate	Studies (for graduate	e proposals)		'
1	L and	Tun		418 110
Provost and Senior	Vice President for	≃ Academic Affairs		

## Proposal Summary Revision to the Academic Dismissal Policy

### **Subject Specifications:**

The intent of this proposal is to create consistency in the standards for dismissal and to place the responsibility for academic dismissal from the university in the Office of the Provost.

### **Background Information:**

While dismissals from programs will remain the responsibility of an academic unit with approval of the Dean, dismissal from the university will become the responsibility of the Provost.

The intent of the policy change is to ensure that students who cannot meet the academic standards in a specific major or program, and are thus currently subject to dismissal from the university, are provided an opportunity for guidance and advising about alternative and options available elsewhere in the university.

While individual programs and units have the right and the responsibility to decide that a student is "not permitted to continue" in an academic program, the Provost is charged with final decision-making authority about dismissal from the university.

The Provost will receive recommendations from academic units and Deans prior to making final decisions about dismissal from the university. He will also confer with appropriate academic advisors in Undergraduate Studies and Student Success if deemed necessary and appropriate.

There will be very limited effect, if any, upon current programs and offerings. There will be additional work for the Provost's office and there may be some additional work for Undergraduate Studies and Student Success if the Provost's office refers students to those units for additional guidance and advising.

Costs of dismissal (preparation and certified mailing of dismissal letters) will now be the responsibility of the Provost's office rather than the colleges/campuses.

### **Alternatives and Consequences:**

The alternative is to leave the decision and cost of dismissing a student from the university with the colleges/campuses, thereby placing both undue authority and undue burden on those units.

### Specific Recommendations and Justification:

The preferred action is to vest authority of dismissal from the university in the Provost's office.

### **Timetable and Actions Required:**

Policy to come into operation Fall 2010. Portions of the policy and operations have been piloted since Spring 2009.

### **Dismissal and Reinstatement**

#### **Dismissal**

Students whose academic performance indicates <u>a limited</u> chance of obtaining the minimum grades required for graduation will be <u>subject to dismissal</u> from the university.

Deleted: dismissed

Deleted: little

The provost may dismiss:

1. A student on probation if the student's cumulative GPA is within the following ranges:

<u>16 – 29 GPA hours</u>	_	below 1.50 cumulative GPA
30 – 59 GPA hours	_	below 1.70 cumulative GPA
60 – 89 GPA hours	-	below 1.80 cumulative GPA
90 or more GPA hours	_	helow 1.90 cumulative GPA

Note: The provost may choose not to dismiss a student within the stated ranges if circumstances warrant.

2. A student who fails to make adequate progress toward completion of the program of study (including but not limited to excessive complete term withdrawals, course withdrawals, or NF/SF grades).

The provost will not dismiss a student on probation if any of the following conditions apply to that student:

- 1. It is the student's first semester of enrollment at Kent State University (including first-semester freshmen or first-semester transfer students).
- 2. The student has 15 or fewer GPA hours at Kent State University.
- 3. The student was in good academic standing at the end of the preceding term of enrollment.
- 4. The student earned a term GPA of 2.00 or greater (unadjusted for recalculation provisions in the course repeat policy).

Students who are dismissed should expect to be away from the university for a minimum of 12 consecutive months. Dismissed students may not register for any coursework at any campus of Kent State University. The notation of academic dismissal will be printed on students' official transcripts.

Note: For further information concerning the conditions of probation and dismissal, consult your college or campus advising office.

**Deleted:** Specifically, the academic

Deleted: dean

**Deleted:** 1. Students on probation if the work is not improving sufficiently to indicate good likelihood of obtaining minimum grades required for graduation.¶
2. Freshmen or first-semester transfer students

- Freshmen or first-semester transfer students with less than .50 average at the end of the first semester.
- 3. Freshmen at the end of the second semester with less than a 2.00 cumulative grade point average unless the students have maintained a 2.00

average for the prescribed course load during the second semester.

- Sophomores and above with less than a 2.00 cumulative grade point average who are not meeting probationary expectations or who are
- making prescribed progress in their major program.
- 5. Failure to make adequate progress toward completion of program of study (including but not limited to excessive withdrawals; failure to meet
- conditions of admission, major requirements or degree requirements).

Deleted: dean

**Deleted:** dean

Deleted: above

**Deleted:** Please Note: For further information concerning the conditions of probation and dismissal, consult your college office.

**Deleted:** not meeting the above conditions will be subject to academic dismissal and

**Deleted:**, including its Regional Campuses.

Deleted: This

Deleted:

#### **Guidelines for Appeals of Dismissal**

A student who is dismissed has the right to appeal the decision. Appeals must be made in writing to the college or campus, at which the student was enrolled at the time of dismissal.

The appeal letter must be composed, typed, and signed by the student. The appeal letter may be delivered personally or sent by mail and must include original documentation. Appeal letters also may be sent by fax or as an e-mail attachment from the student's Kent State e-mail address but must be supplemented by submitting original documentation. Appeal letters for a dismissal made at the end of the Fall Semester must be received by the Friday before Spring Semester begins. Appeal letters for a dismissal made at the end of the Spring Semester must be received by June 15.

Appeals must be based on recent circumstances that were beyond the control of the student. Appeal letters must include the following:

- 1. An explanation of the extenuating circumstances, such as personal illness/injury, critical family illness, or other situations of sufficient severity that they may have adversely affected academic performance. These circumstances must be documented by providing physician statements or other appropriate official documents.
- 2. Proof of consistent satisfactory academic performance prior to the occurrence of the circumstances believed to be the cause of the dismissal. These efforts must be documented by course instructors, and their statements must be submitted on university letterhead or sent from each instructor's KSU e-mail address. If errors have occurred in one or more reported grades, the course instructor must verify that a grade change has been submitted.
- 3. An explanation of why action such as course withdrawal, complete term withdrawal, request for an incomplete grade, etc. was not taken before the end of the semester.
- 4. A detailed plan of action for achieving academic success for any future enrollment at Kent State University.
- 5. The student's full name, Banner ID number, current and permanent mailing addresses, current and permanent phone numbers and Kent State e-mail address.

Appeals that do not meet these guidelines will not be reviewed.

### Reinstatement

Reinstatement after dismissal from Kent State University is neither automatic nor guaranteed. A student may be reinstated only if the student provides convincing evidence of probable academic success if permitted to return to the university. A dismissed student who has previously accumulated a substantial number of credit hours and/or an excessively low GPA should expect that reinstatement is not likely to be approved. For programs with selective admission requirements, specified certification standards, or additional program and graduation requirements, reinstatement may be impossible.

Application for reinstatement after the required period of time away from the university should be made to the dean of the college or Regional Campus that houses the major program the student wishes to enter. The application should include convincing evidence of the student smotivation to continue and of the student's specific efforts during the period of dismissal to eliminate previous weaknesses. After evaluating the Application for Reinstatement and all supporting materials, the dean will inform the student of the reinstatement decision.

A student who is reinstated is automatically placed on probation until good academic standing (minimum cumulative grade point average of 2.00) is attained. Academic requirements will be determined by the Catalog-in-force at the time the student re-enrolls at the university.

If a student under dismissal intends to enroll in coursework elsewhere before applying for reinstatement

**Deleted:** from which the student was dismissed

Deleted:

Deleted: S

Deleted: s

Deleted: y

Deleted: S Deleted: s

Deleted: have

Deleted: quality point deficiency

Deleted: may

**Deleted:** either through the academic dean of the college, school or Regional Campus from which the students were dismissed, or through

Deleted: academic

Deleted: new

Deleted: school

**Deleted:** to which the students wish to transfer

Deleted: Such

Deleted:

Deleted: their

**Deleted:** The dean's office will provide authorization for required testing.

Deleted: the test results,

**Deleted:** s

Deleted: whether they have been reinstated.

Deleted:

Deleted: S

Deleted: s

Deleted: are

Deleted: are

Deleted: averate

**Deleted:** or above

Deleted: greater overall

Deleted: s

Deleted: s

to Kent State University, advising should first be obtained from the appropriate college or campus	<b>Deleted:</b> office of their academic dean
advising office Coursework taken elsewhere may not be applicable to specified Kent State University	
degree programs, and enrollment may affect the student's potential use of the Academic Forgiveness  Policy or limit the advantages of recalculation provisions in the university's Course Repeat Policy.	Deleted: '
Note: For further information concerning reinstatement, consult your college or campus advising office.	Deleted: Please

### **Academic Standing**

#### In Good Academic Standing

Students with a cumulative grade point average of 2.00 or greater are in good academic standing. Students with a cumulative grade point average less than 2.00 are placed on academic probation. Good academic standing is not the same as eligibility for financial aid or for participation in other activities of the university such as athletics, student organization leadership, extra-curricular activities, etc. For information about eligibility standards, contact the appropriate office or organization.

#### **Midterm Warning**

Students who earn a midterm grade point average of less than 2.00 will be placed on "MIDTERM WARNING."

#### Semester Warning

Students with a cumulative grade point average of 2.00 or greater who earn a semester grade point average of less than 2.00 in any given semester will be placed on "SEMESTER WARNING."

### Selective Academic Program Warning

If a student's grade point average does not meet the standards required for a selective program, the dean may place the student on "SELECTIVE ACADEMIC PROGRAM WARNING." The student would be allowed to remain enrolled in the selective major while attempting to improve academic performance.

### **Not Permitted to Continue (NPC)**

If a student's grade point average does not meet the standards required for a selective program, the dean may decide that the student is "NOT PERMITTED TO CONTINUE (NPC)" in that academic program. Unless the student's cumulative grade point average also is below the dismissal standard, the student may continue at the university but may either be asked to change to a "general" category in the college of the student's major (for exploration of other majors in the college) or be referred to another program (including those on the Regional Campuses) that does not have a graduation standard above the university minimum (2.00 cumulative GPA).

### Academic Probation

Students who fail to maintain a cumulative grade point average of 2.00 will be placed on academic probation. This probation signifies that the cumulative performance is below the minimum university requirement for graduation. Students on probation will be notified by their dean's office. In addition, the following students will be placed on probation:

- 1. Students <u>reinstated</u> to the university after being dismissed because of poor scholarship.
- 2. Transfer students whose <u>cumulative</u> records at all previous institutions do not meet the minimum grade point average requirements of Kent State University.

Probation is an emphatic warning to students that the quality of their academic performance must improve if they are to obtain the minimum grades required for graduation. Students on probation must show considerable improvement in their academic work or they will be dismissed from the university.

Students on probation must reduce their course load as prescribed by the dean. The students also should reduce participation in social and extracurricular activities.

Students are removed from probation only when <u>they achieve a cumulative grade point average of 2.00</u> or greater.

Deleted: 2.00

Deleted: above

Deleted: below

**Deleted:** Different areas of the institution may also establish criteria for good standing as

appropriate for each area. **Deleted:** receive

Deleted: above

Deleted: receive

**Deleted: Midterm Warning** 

Students who receive a midterm grade point average of less than 2.00 will be placed on "Midterm Warning."

Deleted: student is in good standing but the

Deleted: student is in good standing but the

**Deleted:** s

Deleted: se

Deleted: s
Deleted: their

Deleted: college/campus

**Deleted:** readmitted

Deleted: not a penalty but

Deleted: the

**Deleted:** work

Deleted: placed

Deleted: classwork

Deleted: academic

**Deleted:** , in no case exceeding 15 hours

**Deleted:** the work meets the grade point average and other requirements stated above.

Deleted: above

Deleted: ¶

### **Student Course Load**

A minimum of 121 semester hours of approved coursework must be satisfactorily completed to receive a baccalaureate degree. Students expecting to complete this minimum in four years by attending two semesters per academic year (usually fall and spring semesters) should average 15 credit hours per semester and a yearly total of 30 hours.

Approval by the students' academic dean is required for students to register for an overload. An overload is considered as:

- 1. More than 18 hours in fall or spring semester.
- 2. More than six hours in a single five-week summer session; more than 10 hours in an eight-week summer session; more than 10 hours in overlapping summer sessions; or more than 12 hours for all summer sessions combined.

Students on academic probation may not register for more than 15 hours and may receive a prescription from the dean of the college that they further reduce the hours carried until removed from probation. Exceptions to this rule must be approved by the appropriate dean.

Students with questions on specific standards or definitions to qualify for benefits such as Social Security, Veterans Administration, loans and scholarships should consult the university approving and/or reporting office for details.

Deleted: college/school

## KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

	Pre	paration Date	e 9-Nov-09	Curriculum Bulletin
	Effe	ective Date	Fall 2010	Approved by EPC
Donostroont	DI CT			
Department	<del>PLCT -</del>	C 11	10 a a £ 7	2.6-100
College	RG - Regional Campuse	es Coll	ge of i	kanno1097
Degree	AAS - Associate of Appl	lied Science		
Program Name	Plastics Manufacturing	g 7 Prog	ram Code PL	LCT
Concentration(s)	Concentration	on(s) Code(s	·)	
Proposal	Inactivate Program			
		Pros	oran off	red at Trumbull
Description of proportion of p		anc	1 Tuscara	red at Trumbull was campuses.
Does proposed revi	sion change program's to	tal credit hou	ırs? ☐ Yes	□No
Current total credit h	nours: Prop	osed total cr	redit hours	
Describe impact on enrollment and staff None	other programs, policies of ing considerations; need;	or procedure audience; pi	s (e.g., encroa rerequisites; to	achment and duplication issues; eacher education licensure):
	er departments, programs S&T, AS&T, CCC, E-mail			
D	REC	QUIRED END	OORSEMENT	S
Non	Buch			1214109
Department Chair /	School Director / Campus	Dean		<u> </u>
Vini MA	2			7 1/2 700
College Dean		<u>-</u>		1214109 7 De 2009 1142016
Mand	1 Samo			1.11.2016
Executive Dean of R	Regional Campuses / Dear	n of Graduat	e Studies	1 9 62010
	,		<del></del>	
Senior Vice Presider	ot for Academic Affairs and		<del></del>	//



## **College of Technology**

### **Transmittal Memo**

To:

Therese E. Tillet, Director of Curriculum Services

From:

Michael A. Czayka, Associate Professor Technology, Lead Faculty

MERT/PLCT/IERT

Subject:

Inactivate Plastics Manufacturing (PLCT)

Date:

November 20, 2009

### Summary statement describing the proposed action:

Inactive the plastics Manufacturing Associates degree due to lack of interest.

### Curricular Bodies That Have Reviewed and Approved This Action

PLCT sub group

College of Technology, Applied Science and Technology Program Area

College of Technology, College Curriculum Committee



### **College of Technology**

### **Transmittal Memo**

**To:** Therese E. Tillet, Director of Curriculum Services

**From:** Michael A. Czayka, Associate Professor Technology, Lead Faculty

MERT/PLCT/IERT

**Subject:** Inactivate Plastics Manufacturing (PLCT)

Date: November 20, 2009

### **Summary statement describing the proposed action:**

Inactive the plastics Manufacturing Associates degree due to lack of interest.

### **Curricular Bodies That Have Reviewed and Approved This Action**

PLCT sub group

College of Technology, Applied Science and Technology Program Area

College of Technology, College Curriculum Committee

## Inactivation of the Plastics Manufacturing Engineering Technology program.

The purpose is to inactivate the Associates of Applied Science in Plactics Manufacturing Engineering Technology Program. (AAS PLCT)

### **Background Information:**

This program has not seen any enrollment for several years and there is no indications that this is going to change in the future.

### Alternatives and Consequences:

No impact on facilities or faculty.

### Specific Recommendations and Justification:

The preferred action is to inactivate this degree.

### Timetable and Actions Required:

The proposal has passed the MERT group and the AS&T group. It will be presented at the next CCC meeting. The last step is EPC at its next regular meeting. The goal is to inactvate this program in the Fall of 2010.

### CCP attached:

### Catalog Copy:

The Associate of Applied Science in Plastics Manufacturing Engineering Technology provides students with knowledge and skills in both simulated and actual manufacturing environments in the areas of materials, design, computer-controlled equipment and manufacturing processes specific to the plastics industry. The program emphasizes the development of strong mathematical and analytical problemsolving skills and provides a foundation in chemistry and physics. It also incorporates computer applications in manufacturing processes and product development. Requirements articulate with the Plastics Manufacturing certificate and the technology 2+2 baccalaureate degree. Contact an advisor for more information. This major is available at the <a href="Irumbull">Irumbull</a> and <a href="Irumbull">Irumbull</a> and <a href="Irumbull">Iruscarawas</a> campuses.

## KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Date	e 15-Dec-09	Curriculum Bulletin
		Effective Date	Fall 2010	Approved by EPC
Department	Division of	Health Occu	a orthog	
College	RG - Regional Co		pan v	
Degree	ATS - Associate of	of Technical Study		
Program Name	Emergency Medi	ical Services Tecl	hnology	Program Code EMST
Concentration(s)	Conce	ntration(s) Code(s	)	
Proposal	Inactivate Program	n		
Description of propo Inactivate the Emero through Geauga		rices Technology F	Program at Gea	auga which is available only
Does proposed revis Current total credit h	• • •	m's total credit hou Proposed total c		⊠ No
Describe impact on enrollment and staffi none	other programs, po ing considerations;	licies or procedure need; audience; p	es (e.g., encroa rerequisites; te	chment and duplication issues; eacher education licensure):
Units consulted (other	er departments, pro	ograms or campus	es affected by	this proposal):
		REQUIRED EN	DORSEMENT	
1 h	well 1	Mollan		1111/2010
Department Chair / S	School Director / Ca	ampus Dean		11112016 21112016
Manda	. Thom	6		21/ 12016
College Dean				
				//
Dean of Graduate S	tudies (for graduate	proposals)	_	
				/
Provost and Senior \	Vice President for A	Academic Affairs		

Program currently offered at George only.
Proposal submitted (April ERC) to offer program at Trumbull Campus.



### Interdepartmental Correspondence

To: Wanda Thomas, Interim Executive Dean, Regional Campuses

From: David Mohan, Dean Geauga Campus

Date: 01/07/2010

Subject: PROPOSED PROGRAM/COURSE INACTIVATIONS

Enclosed is a proposal to inactivate the Emergency Medical Services program from the Geauga Campus. Geauga is the only campus that offers this program.

The associate of technical study in Emergency Medical Services program has experienced little enrollment since 2003; a total of 8 students enrolled over this 6 year period. Inactivating the program will allow faculty, staff, and administrators the opportunity to focus on creating new and maintaining current vital programs offered at the Geauga Campus. There are no faculty members or students affected by this change.

The Geauga Campus faculty and the Regional Campus College have been consulted about this inactivation.

Approval Required:

Geauga Campus Faculty 12/16/2009 Geauga Campus Dean 12/16/2009 Executive Dean, Regional Campuses Dean

### PROGRAM INACTIVATION PROPOSAL

SUBJECT: Inactivation of Emergency Medical Services Technology (EMST) program at the Geauga Campus

### Background:

The purpose of this proposal is to inactivate the Emergency Medical Services Technology program and cease accepting majors into the program effective Fall 2010. At present there are 2 students enrolled in this program at the Geauga Campus. A total of 8 students have been enrolled in this program in the past 6 years.

This degree was originally implemented to allow certified paramedics to complete an associate's degree with the option of continuing into the 2+2 bachelor degree program. The new BAS degree would serve this contingency without the need for a responsible faculty to meet AQUIP requirements. Additionally, the AQUIP requirements associated with this degree warrant more time than seems advisable considering the lack of enrollment. The campus can better use the resources that are presently allocated to this program to develop and maintain other programs.

The program does not have a fulltime faculty member assigned. It does not have a special accreditation.

The inactivation of this program will not have an effect on any other university program. There are no classes provided exclusively for this degree.

There are currently only 2 EMST majors and these two students will have the opportunity to complete their degrees. No student will lose credit when the program is inactivated.

### Alternative and Consequences:

Alternative: Inactivate Program

Consequences: None

### Specific Recommendations and Justification:

We recommend the Emergency Medical Services Technology program be inactivated at this time. The past performance of the program indicates there is not sufficient need for this type of degree in our service area.

### Timetable and Action Required:

Consulted with Geauga Campus FAC

Send documentation to Executive Dean, Regional Campuses

Submit proposal to EPC

Submit proposal to Faculty Senate

In order to expedite the inactivation we would like to cease accepting majors into the program beginning Fall 2010 semester.

### EMST, HORT, and ITTN enrollments at Geauga Campus (Fall Terms)

Sum of CountOfBANNER\_ID Column Labels

Row Labels	EMST	HORT	ITTN	<b>Grand Total</b>
199680			4	4
199780			8	8
199880		3	12	15
199980		31	14	45
200080		32	10	42
200180		45	12	57
200280		40	18	58
200380	1	37	14	52
200480	1	33	8	42
200580	1	41	2	44
200680		31	3	34
200780	1	10	2	13
200880	2	3	5	10
200980 Completed fall	-2	3		5
Grand Total	8	309	112	429



EPC Agenda | 19 April 2010 | Attachment 8 | Page 5 Roadmap: Emergency Medical Services Technology - Associate of Technical Study [GC-ATS-EMST]

Geauga Campus Catalog Year: 2009-2010

Critical requirements are boldface in shaded areas

Course Subject and Title	Credit Hours	Min. Grade	Important Notes
Pre- Major: [30 Credit Hours]			
Paramedic certification	<b>30</b>	1 ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) (	Students must submit a copy of their paramedic certificate at the time of admission into the program; credit is awarded after minimum 33 hours of coursework.
Semester One: [16-17 Credit Hours]			
BMRT 11009 Introduction to Management Technology	3		
BSCI 10001 Human Biology	3		
COMM 15000 Introduction to Human Communication	3		
ENG 11011 College Writing I	3	_	
MATH 11009 Modeling Algebra  or MATH 11010 Algebra for Calculus	3-4		Students planning to pursue the bachelor's degree in Technology should take MATH 11010
US 10097 Destination Kent State: FYE	, 1		Not required of transfer students with 25 credits
Semester Two: [14 Credit Hours]			
BSCI 20020 Biological Structure and Function	5		
CHEM 10050 Fundamentals of Chemistry	3		
COMT 11000 Introduction to Computer Systems	3		
ENG 21011 College Writing II	3	-	
Semester Three: [3-5 Credit Hours]			
ASL 19201 American Sign Language I or JUS 26704 Issues in Law and Society or PSYC 11762 General Psychology or SPED 19201 American Sign Language I or another foreign language	3-5		

**Graduation Requirements Summary** 

	Cidedadon roquionione can	<u></u>	
•	Malas and Tabal Harris	Mini	num
Minimum Total Hours		Major GPA	Overall GPA
	63	2.0	2.0

Coursework for the ATS in Emergency Medical Services Technology may be pursued at any Kent State campus; however, Note: students must be advised at the Geauga campus.

Regional Campuses

Regional Campuses

### Associate of Technical Study - Category B

The Associate of Technical Study program, Category B, provides associate degree-level completion based on a technical certificate or other formal technical training program acquired outside Kent State University. The block of credits awarded for technical training outside Kent State University is not applicable to any other degree programs. See Radiologic Technology Completion Program on Page 407 of this Catalog.

### **Emergency Medical Services Program**

The Geauga Campus offers an associate degree completion program for students who have completed a state-certified paramedic training program and hold a current paramedic certificate.

Students interested in this program should apply to the Geauga Campus and must meet with an advisor to be admitted to this program. Upon completion of this program, students will be granted 30 credit hours on the basis of their paramedic certification training. In addition, they must successfully complete a minimum of 34-35 hours of courses selected in accordance with the following curriculum.

I.	TECHNICAL COURSES30						
A.	RELATED COURSES						
	BSCI	10001	Human Biology3				
		20020	Blological Structure and Function				
	BMRT	11009	Introduction to Management Technology3				
	CHEM	10050	Fundamentals of Chemistry				
	COMT	11000	Introduction to Computer Systems3				
	MATH	11011	College Algebra4				
III.	GENER	RAL STU	DIES COURSES				
	COMM	15000	Introduction to Human Communication 3				
	ENG	11011	College Writing I3				
		21011	College Writing II				
	US	10097	First Year Colloquium				
		Choose	from the following:				
	JUS	26704	Issues in Law and Society (3)				
	PSYC	11762	General Psychology (3)				
	SPED	19201	American Sign Language I (4)				
	or any	foreign	language (4)				
			TOTAL 64-65				

Coursework may be pursued at any Regional Campus, but students must be advised at the Geauga Campus.

### **Industrial Trades Technology Program**

The Geauga and Trumbull campuses offer an associate degree completion program for students who have completed four years of apprenticeship/journeyman training. Apprentices must have completed their training from an organization working in cooperation with the Bureau of Apprenticeship and Training in the U.S. Department of Labor.

Students interested in this program should apply to either the Kent State Geauga or Trumbull campus and must meet with an advisor to be admitted to this program. Upon admission to this program, students will be granted 30 credit hours on the basis of their apprenticeship training. In addition, they must successfully complete a minimum of 35 hours of courses selected in accordance with the following curriculum:

I.	TECHN	IICAL CI	OURSES
II.	RELAT	ED COU	RSES
	COMT	11000	Introduction to Computer Systems 3
	IERT	22003	Supervision and Labor Relations5
		22006	Economic Decision Analysis
	MATH	11011	College Algebra
III.	GENEF	RAL STU	DIES COURSES
	COMM	15000	Introduction to Human Communication 3
	<b>ECON</b>	22060	Principles of Microeconomics
	ENG	11011	College Writing I
		20002	Introduction to Technical Writing
	PSYC	11762	General Psychology3
	US	10097	First Year Colloquium
	Genera	al studie	s electives4
			e LER list in this Catalog, in consultation with an
	acader	nic advi	sur.
			TOTAL 65

Coursework may be pursued at any Regional Campus, but students must be advised at the Geauga or Trumbull campuses.

### Radiologic Technology Completion Program

The Salem Campus offers associate degree completion programs for certified radiologic technologists and diagnostic medical sonographers who have completed their training at an accredited institution and have been certified by the American Registry of



### Results for 'E'

Kent State University's eight –campus system, one of the largest regional systems in the country, serves both the development of a true living/learning approach at the Kent Campus and regional needs on seven other campuses throughout Northeast Ohio. The campuses offer a wide array of programs ranging from computer technology, education and nursing to arts and humanities. The Kent Campus provides the resources and facilities of a large diverse university, while the Regional Campuses – Ashtabula, East Liverpool, Geauga, Salem, Stark, Trumbull and Tuscarawas – offer the friendly, casual atmosphere of small liberal arts colleges.

	PROGRAM NAME		DEGREE	CAMPUS
	Early Childhood Education Technology	Education and Teaching	AAS	Ashtabula Salem Tuscarawas
	Electrical/Electronic Engineering Technology (Computer)	nimunication, Journalism and Media Science and the Environment	AAS	Ashtabula Trumbul! Tuscarawas
	Electrical/Electronic Engineering Technology (Electrical/Electronic Engineering Technology - General)	nmunication, Journalism and Media Computers, Math and Technology Science and the Environment	AAS	Ashtabula Trumbull Tuscarawas
	Emergency Medical Services Technology  Business Stealthce		ATS	Geauga
	Engineering of Information Technology Con	Business nmunication, Journalism and Madia Computers, Math and Technology	AAS	Tuscarawas
	Environment Management	Science and the Environment	ATS	Trumbull
	Environmental Technology	Computers, Math and Technology Law, Public Safety and Government Science and the Environment	AAS .	Trumbuil

Frequently Asked Questions | Undergraduate Catalog | Graduate Catalog | GPS Home | Kent State University Home | Contact Us

## KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Date	: 11-Mar-10	Curriculum Bulletin
		Effective Date	Spring 2010	Approved by EPC
Department	Provost's office			
College	PR - Provost			
Degree				
Program Name	<b>Dual Credit</b>	Progr	am Code	
Concentration(s)	Conce	entration(s) Code(s)	)	
Proposal	Establish Prograr	ram Policy		
Description of prop Establish a Dual C	oosal: redit Policy betweer	ı Kent State Univers	sity and high so	chools.
Does proposed rev Current total credit	vision change progra hours:	ım's total credit hou Proposed total cr	<del></del>	□No
				chment and duplication issues; acher education licensure):
Units consulted (ot NA	her departments, pr	ograms or campuse	es affected by t	this proposal):
		REQUIRED END	ORSEMENTS	<b>3</b>
Department Chair /	School Director / C	ampus Dean		//
				//
College Dean				
Executive Dean of	Regional Campuses	s / Dean of Graduat	e Studies	//
$\int$	L Chart	She		3,12,10
Senior Vice Preside	ent for Academic Aff	airs and Provost		_

### **Proposal Summary**

Title: Establish a Dual Credit Policy

**Subject Specification:** This is to establish a policy that describes the criteria for an agreement between Kent State University and a high school to offer dual credit courses.

### **Background Information:**

Description of Action: Establish a policy to allow high school students to take courses which award credit in both high school and college.

Conformity of action with mission of sponsoring unit: This action conforms well with the University mission to provide educational opportunities.

Rationale for action: Makes educational opportunities more available.

Effect on current programs, offerings, students and staff: NA

Scope of action: the University

Fiscal and staffing impact of action: This process will be determined on a negotiated basis.

Evidence of need: Making a college education more accessable.

**Alternatives and Consequences:** Not approving would deny high school students an easier access to college.

Specific Recommendation and Justification: Approve policy for educational benenfit

**Timetable and Actions Required:** EPC approval: 3/2010; Faculty Senate approval 4/2010

### **Transmittal Memo**

Date: March 12, 2010

To: Therese Tillett

**Director of Curriculum Services** 

From: Dr, Timothy Chandler

Senior Associate Provost

Re: Establishment of Dual Credit Policy

Attached is the proposal to establish a Dual Credit Policy to offer courses in high schools through Kent State University where students will receive credit at both institutions.

This policy will establish guidelines for both Kent State University and the high schools with which dual credit agreements are established.

The Department of Undergraduate Studies and the Provost's Office have approved this policy.

### **Dual Credit**

### **Program Structure and Administration:**

Dual-credit courses offered in high schools through Kent State University must duplicate the identical course offerings delivered on the campuses of Kent State University to matriculated students. Courses must be approved for dual-credit status, and credit awarded must be deemed acceptable in transfer by faculty of the appropriate academic department (unit) of the university. Elements of dual-credit courses to be approved by the on-campus faculty in the appropriate academic discipline include the syllabus, textbook(s), teaching methodology, teaching/learning facilities, level of rigor, and environment, including appropriate teaching/learning technologies, and student assessment strategies.

KSU is responsible for maintaining a dual-credit student's college transcript. All courses will be identified on the college transcript as the regular college-level course. The high school is responsible for maintaining the student's high school transcript.

Courses taken for dual credit will become part of the student's official college transcript; and, therefore, the earned credits will be accepted at KSU. The evaluation of courses when transferring to postsecondary institutions other than KSU is the purview of the receiving institution.

### **Program Requirements and Expectations:**

- Students enrolled in dual-credit classes must adhere to the dates comparable to those specified on the college campus for registration, drop, withdrawal, or refund.
- A dual-credit class taught in a high school must be composed only of students who have been admitted to Kent State University and who are registered for the course.
- For dual-credit courses, grading criteria must allow faculty the opportunity to award high school only or high school and college credit depending upon student performance.
- KSU will provide dual-credit students full access to KSU libraries and electronic databases as appropriate.
- KSU will provide dual-credit students general academic support services including academic advising, regardless of whether the course is taken at the high school or the University.
- KSU expects that departmentally approved liaisons will monitor dual credit classes
  taught in high schools by high school teachers to provide necessary oversight and ensure
  academic quality. University and High School partners should develop appropriate
  funding models to ensure that such oversight is available. Academic deans have the
  authority to approve dual credit efforts. The Provost office will set a minimum level of
  funding. Academic Deans will have the option of negotiating above that level.
- When first establishing dual credit courses taught in a high school, departmental liaisons should contact the Associate Director of Early College Programs for assistance with logistics and articulation between high school and university.

### **Faculty Qualifications and Support:**

High school instructors of dual-credit courses shall meet the requirements for faculty teaching in institutions of higher education, as stipulated for accreditation by the North Central Association of Colleges and Schools, Commission on Institutions of Higher Education. As such, dual-credit instructors shall comply with these standards required by academic units at KSU. In keeping with state requirements it is expected that high school teachers will hold a master's degree or a Ph.D. in the discipline in which they are teaching.

New dual-credit instructors will participate in orientation activities provided by the University, campus and/or academic department. Continuing dual-credit instructors must participate in both the same professional development and evaluation activities as those expected of adjunct faculty on the university campuses. In order to assure comparability of the dual-credit courses with the corresponding experiences on the college campus, college academic departments will provide instructors of dual-credit courses with support services, including a designated on-campus faculty member to serve as a liaison. Dual-credit instructors will be evaluated according to KSUs evaluation policies for other part-time/adjunct faculty, with the recommendation for continuation being the responsibility of the campus academic department. Thus, Kent State University will provide on-site supervision and evaluation of the dual-credit faculty. The faculty liaisons must make at least one visit to the high school each semester. Student Surveys of Instruction will be administered in the dual-credit course within the time frame and with the method (paper or electronic) utilized by the university.

### **Student Requirements:**

For acceptance into the program the following application materials provided by the student will be required for review, as well as listed admissions criteria:

- Completed written college application
- High school transcripts
- Recommendation from high school faculty and guidance counselor
- Preferred 3.0 cumulative high school grade point average on a 4.0 scale.
- Preferred ACT composite score of 23 or combined SAT score of 1070 (reading and math).

### **Assessment of Student Performance:**

One of the responsibilities of the faculty liaison will be to ensure that dual-credit instructors are using comparable methods of assessment and testing in their dual-credit courses. To demonstrate comparability between dual-credit courses and on-campus courses, Kent State University will

require dual-credit instructors to use either the same final exam as their faculty liaison or an exam that has been approved by their faculty liaison.

### **Memorandum of Understanding:**

All dual credit efforts require the development of a Memorandum of Understanding (MOU) that details the scope of the project, the responsibilities of the high school and the university, student requirements, course requirements, faculty requirements, and the financial model employed. In addition, the MOU must reflect that both parties agree to the following:

- a. To certify that their sites are ADA compliant.
- b. To comply with all applicable provisions of the Family Educational and Privacy Rights Act 20 USC 1232g.
- c. In all cases, to comply with all federal, state, and local laws applicable to this Agreement.
- d. To have in place and abide by a policy prohibiting sexual harassment.
- e. To comply with the standards of national accrediting agencies regarding requirements for accreditation, licensure, certification etc.

Individual departmental/school requirements may be appended to the basic template.

## KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Date	e 11-Feb-10	Curriculum Bulletin			
		Effective Date	Fall 2011	Approved by EPC			
Department	JMC, VCD						
College	CI - Communication	on and Information	1				
Degree							
Program Name	New Media						
Concentration(s)							
Proposal	Inactivate Progran		,				
	3						
Description of propo							
Inactivate the Post-S	econdary (C112) Ce	rtificate in New Me	edia				
Does proposed revis	sion change prograr	m's total credit ho	urs? ☐ Yes	□ No			
Current total credit h	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 (oth COMM, JMC, LIS, V		grams or campus	es affected by	this proposal):			
1000	) Amman V	REQUIRED EN	DORSEMENTS				
Department Chair / School Director / Campus Dean							
1 2 + 1							
College Dean 3 19 110							
Sollege Dealt							
Dean of Graduate Studies (for graduate proposals)							
				1 1			
Provost and Senior \	lice President for A	cademic Affairs					

# 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:

March 17, 2010

I am forwarding to you for inclusion on the next EPC agenda supporting materials for the following program proposal:

Inactivate New Media Certificate Programs C112, C601, C803

This proposal has been approved by the following:

COMM FAC 3/5/10

JMC FAC 2/12/10

LIS FAC 2/12/10

VCD FAC 3/5/10

CCI CCC 3/17/10

### **Proposal Summary**

Inactivate the New Media Certificate Programs

The purpose of this proposal is to inactivate the New Media Certificate Programs:

- Post-Secondary Certificate C112
- Post-Baccalaureate Certificate C601
- Post-Master's Certificate C803

These programs were established several years ago when digital media were first becoming widely available. Since many units on campus were introducing courses in the use and application of these new media to their individual disciplines, the New Media Certificate Programs were intended to be inter-disciplinary. However, the goals of the programs were never specified, the curricula were vague and the programs were never marketed. Instead of bringing new enrollment to Kent State, the New Media Certificate programs languished. Although the programs are still listed in curriculum records as active, the two graduate-level programs are not even mentioned in the current Graduate Catalog. According to the Cognos Report saar-012 AIMS Enrollment Reporting, as of Spring Semester 2010 there are no students enrolled in any of the New Media Certificate programs.

The acquisition of a certificate in New Media apparently has not been a compelling reason for students to enroll in these programs, and the title of the programs is now obsolete. The College of Communication and Information recommends that the programs be inactivated.

### Certificate

### New Media [C112]

The Kent State University undergraduate certificate in new media is an interdisciplinary program designed to prepare students in three primary areas of competence: Literacy, Design and Production. Literacy courses explore communication skills, new media understanding and the integration of emerging technology theory in applied settings. Courses in the design and production of new media explore conceptual processes of creating new media and develop a student's ability to author and implement the design of media in a variety of digital forms.

### Course requirements for new media certificate (16 credits):

JMC	20003	Introduction to Mass Communication	3
VCD	27001	Visual Design for Media: Basic	1
	37000	Visual Design for Media: Advanced	3
	40025	Professional Portfolio: Graphic Design/Illustration	1
Electives:			
		Total	16

## KENT STATE UNIVERSITY EPC Agenda | 19 April 2010 | Attachment 11 | Page 1 **CERTIFICATION OF CURRICULUM PROPOSAL**

		Preparation Date	e 29-Mar-10	Curriculum Bulletin		
		Effective Date	Fall 2010	Approved by EPC		
Department	Division of Health	Occupations				
College	RE - Regional Coll	ege				
Degree	ATS - Associate of	f Technical Study				
Program Name	Emergency Medic	cal Services Tec	hnology	Program Code EMST		
Concentration(s)	Conce	ntration(s) Code(s	)			
Proposal	Offer Program at N	New Site				
at the Trumbull Cam 2010, it will be inacti	offer the full associ ipus. Program is cu vated at that campu	rrently offered at t us.	he Geauga Ca	ncy Medical Services Technology ampus only. However, as of fall		
Does proposed revision change program's total credit hours? ☐ Yes ☒ No  Current total credit hours: 63 Proposed total credit hours						
enrollment and staff None, as the Geaug offering this degree	ing considerations; a Campus will no lo program.	need; audience; p onger offer this pro	orerequisites; to ogram. No othe	achment and duplication issues; eacher education licensure): er institution in the region is		
Units consulted (oth Geauga Campus	er departments, pro	grams or campus	es aπected by	this proposal):		
		REQUIRED EN	DORSEMENT	'S		
Uando	Momas			<u>418 12010</u>		
Départment Chair / School Director / Campus Dean						
College Dean			<u> </u>			
Dean of Graduate S	tudies (for graduate	proposals)				
Provost and Senior	Vice President for A	cademic Affairs				



### **CHANGE REQUEST**

### **ADDITIONAL DELIVERY SITES**

Date of submission: March 29, 2010

Name of institution: Kent State University at Trumbull

Program(s) to be delivered at the site: Associate of Technical Study degree in Emergency

Medical Services Technology

Proposed start date: August 2010

Rationale:

Briefly describe the rationale for offering the program at the new site.

Kent State University is responding to regional requests for such a degree in the Trumbull and Mahoning counties. Currently in development at the Trumbull Campus is establishment of a Bachelor in Fire Science and Emergency Preparedness as well as other bachelor's degree offerings. It is planned that this ATS degree will articulate into these proposed and other bachelor's degrees, thus providing a clear career pathway from certificate to associate to bachelor's degree.

### Resources and facilities:

Provide the name and address of the off-site location. Include in your response the distance from the off-site location to the main campus/administrative site.

Kent State's Trumbull Campus is located at 4314 Mahoning Avenue NW in Warren, approximately 30-35 miles from the Kent Campus.

Describe the facilities of the off-site location. Your response may include a description of administrative buildings, classrooms, computer labs, laboratories, study areas, social areas, technology, and other learning environments.

The Trumbull Campus spans 438 acres with three buildings occupying 246,500 square feet of space and comprising administrative offices, classrooms, laboratories, computer labs, cafeteria, student lounge, library, wellness center, student affairs and a learning center.

Describe any additional resources (e.g., laboratories, technology, etc.) that will be needed as a result of delivering the program(s) at the site and provide a timeline for acquiring/implementing such resources at the site.

There are no additional resources required to implement this degree as the Trumbull Campus currently offers the courses required in the program.

Indicate whether the institution has entered into a collaborative agreement with another entity to deliver the program(s) at the intended site. If so, indicate the parties involved, purpose and timeline of the agreement. Submit a copy of the agreement as an appendix item.

Not applicable.

### Academic leadership:

Submit an organizational chart of the governance structure at the off-site location.

See Appendix A.

Describe the role of the individual responsible for overseeing the operations at the off-site location. In your response, include the title of the individual; their duties and responsibilities at the site; and the title of the individual/office on the main campus/administrative site that the individual reports to.

Wanda E. Thomas, PhD, is the dean and chief administrative officer at the Trumbull Campus. This position provides overall leadership and direction and assumes responsibility for all aspects of campus administration and operation. The position reports to Robert G. Frank, PhD, provost and senior vice president for academic affairs at Kent State University.

Describe the role of other professional/support personnel at the site. In your response, include the title of the individual; their duties and responsibilities at the site; and the title of the individual/office at the off-site location that the individual reports to.

As this is an established regional campus (since 1965) of Kent State University, there is a full range of support personnel who are supervised by an associate dean for academic affairs and a director of student affairs and enrollment management. These positions supervise staff in offices that include, but not exclusive to, the library, computer technology, learning center, disability services, admissions, registration, financial aid, advisement, registrar, bursar and tutoring center. There are approximately 100 faculty and staff members at the Trumbull Campus.

### Administrative/support services:

Describe the administrative services (e.g., admissions, financial aid, advising, registrar, etc.) available at the proposed site. If services are not available at the proposed site, describe how students access such services.

As this is an established regional campus (since 1965) of Kent State University, there is a full range of administrative and support services available, including admissions, financial aid, advising, registrar, tutoring, learning center, disability services, library.

Describe the student services (e.g., tutoring, counseling, career development, etc.) available at the proposed site. If services are not available at the proposed site, describe how students access such services.

The Trumbull Campus Learning Center provides free tutoring and career development services. The Office of Student Affairs provides academic advisement and counseling. Students can access these services on campus or, for many, by e-services.

Indicate whether the institution has entered into a collaborative agreement with another entity to provide administrative/student services at the intended site. If so, indicate the parties involved, purpose and timeline of the agreement. Submit a copy of the agreement as an appendix item.

Not applicable.

#### **Library resources:**

Complete the following table to describe the library resources available at the proposed site.

On-site Physical Library	Librarian/ Professional Staff On-site	Resources	Services	Hours of Operation	Access to Main Library
	·	50,000 volumes/	Orientation	Monday to Thursday:	
		reference materials	Reference desk	8 a.m. –8 p.m.	
Yes	Yes	Computer lab	Copy machines	Friday:	Online
162	162	(36 computers)	Interlibrary loan	9 a.m.–12 p.m.	Offille
		150 print journal	OhioLINK KentLink	Saturday:	
		subscriptions	Grants information	8 a.m.–12 p.m.	

Describe the role of the administrative head of the on-site library. In your response, include the title of the position; term; duties and responsibilities of the individual; whom the individual reports to; and indicate whether the individual has faculty status. Submit the CV/resume of this individual as an appendix item.

<u>Library Director</u>: (Rose Ann Guerrieri, MLIS, see appendix B for curriculum vitae) A full-time administrative and tenure-track faculty position with appointment of assistant professor. The position reports to the associate dean of the Trumbull Campus. Responsible for all library operations; library personnel management, including training and supervision of three-to-four full-time staff and five student employees; development of policies and procedures; short- and long-term planning; budget compliance; program development; staff development; grants information collection supervisor; mailroom supervisor; provides general information, research and reference services; teaches and accesses information literacy in collaboration with faculty; liaison to academic departments; collaborates with faculty members on collection development; and responsible for on-going assessment of collection.

Describe the role of the professional personnel of the on-site library. In your response, include the number of staff persons; titles of the positions; term; duties and responsibilities of the individuals; whom the individuals report to; and indicate whether the individuals have faculty status. Submit the CV/resumes of these individuals as an appendix item.

Reference Librarian: (Harry L. Packard, MLIS, see appendix B for curriculum vitae) A full-time administrative and non-tenure-track faculty position. The position reports to the library director of the Trumbull Campus. Provides general information, research and reference services; teaches and accesses information literacy in collaboration with faculty; liaison to academic departments, collaborates with faculty members on collection development; and responsible for on-going assessment of collection. Oversees two full-time and one part-time staff personnel and five student employees.

Indicate whether the institution has entered into a collaborative agreement with another entity to provide library resources/services at the intended site. If so, indicate the parties involved, purpose and timeline of the agreement. Submit a copy of the agreement as an appendix item.

Not applicable.

#### Faculty:

Provide the number of existing faculty available to teach at the proposed site.

Full-time faculty: 28

Less-than-full-time faculty: 19

Indicate whether the institution will need to identify additional faculty to deliver the program(s) at the proposed site. If additional faculty are needed, describe the appointment process and provide a timeline for identifying such individuals.

No additional faculty required.

Complete the faculty matrix for the faculty who will be teaching at the proposed site. Please include open positions in the matrix. If the institution intends to deliver multiple programs at the site, complete a separate faculty matrix for each program. Please note that the institution will need to submit faculty resumes as part of the review.

Faculty curricula vitae for the following are in Appendix B.

Name of instructor	Rank or title	Full/ part time	Degree, institution, year, discipline	Years teaching experience in discipline	Additional discipline expertise	Course individual will teach in proposed program
Salah M. Blaih	Associate Professor	FT	PhD, Ohio State University, 1988, analytical chemistry	25		CHEM 10050
Noelle Bowles	Associate Professor	FT	PhD, University of Miami, 1996, English	13		ENG 11011
James R. Eberle	Assistant Professor	FT	PhD, Syracuse University, 1994, molecular dev. genetics	14		BSCI 10001
Irene Gianakos	Associate Professor	FT	PhD. University of Akron, 1990, psychology	20		PSYC 11762
Min He	Professor	FT	PhD, Southern Illinois University, 1994, mathematics	16		MATH 10009
Pamela Lieske	Associate Professor	FT	PhD. University of Massachusetts, English	13		ENG 21011
Michael F. Lynch	Associate Professor	FT	PhD, Kent State University, 1985, English	20		ENG 21011
John A. Marino	Associate Professor	PT	MBA, Suffolk University, 1976, management	34		BMRT 10009
Jeffery A. Nelson	Associate Professor	FT	PhD, University of Michigan, 1972, speech	35		COMM 15000 US 10097
Nancy M. Resh	Assistant Professor	FT	MEd, Kent State University, 2000, rehabilitation counseling	5		ASL 19201
Carol L. Robinson	Assistant Professor	FT	PhD, University of Georgia, 1994, literature	16		ENG 11011
Jonathan Stone	Assistant Professor	FT	DC, National University of Health Sciences, 1988, chiropractic	22		BSCI 20020
William C. Ward	Associate Professor	FT	MBA, Baldwin-Wallace College, 1988, systems management	19		COMT 11000
Mary G. Wilson	Assistant Professor	FT	PhD (ABD), Kent State University, political science	3		JUS 26704

#### **Course offerings/descriptions:**

Complete the following table to indicate the courses that comprise the program. Please list courses in groups by type (e.g., core, general education, technical, elective) and indicate if they are part of the curriculum on the main campus or if they are unique to the site.

See Appendix C for program requirements sequentially listed.

Course	Credits (semester)	Core/ Technical	General Education	Elective	Existing/New Course to Site	TAG/OTM
BMRT 11009 Introduction to Management	3				Existing	
BSCI 10001 Human Biology	3				Existing	OTM
BSCI 20020 Biological Structure and Function	5				Existing	ОТМ
CHEM 10050 Fundamentals of Chemistry	3				Existing	ОТМ
COMM 15000 Introduction to Human Communication	3				Existing	TAG/OTM
COMT 11000 Introduction to Computer Systems	3				Existing	
ENG 11011 College Writing I	3				Existing	TAG/OTM
ENG 21011 College Writing II	3				Existing	TAG/OTM
JUS 26704 Issues in Law and Society	3		•	•	Existing	ОТМ
MATH 10009 Modeling Algebra	4				Existing	OTM
PSYC 11762 General Psychology	3				Existing	TAG/OTM
SPED 19201 American Sign Language I (or foreign language)	4				Existing	
US 10097 Destination Kent State: First Year Experience	1				Existing	

Provide a brief description of each NEW course in the proposed program. In your response, include the name and number of the course. Please note that the institution will be expected to submit syllabi for each NEW course as part of the review.

There are no new courses.

#### **Alternative delivery options:**

Indicate any alternative delivery options for the proposed program (check all that apply):

Accelerated ✓ Hybrid/blended ✓ Online

#### Off-site program components:

Indicate if the proposed program contains any of the following off-site components (check all that apply):

Not applicable.

Apprenticeship Clinical Externship

Co-op Student teaching Other (please describe):

Field Placement Internship

#### Market research/evidence of workforce need:

Indicate whether the institution performed a needs assessment/market analysis to determine a need for the program at the proposed site. If so, briefly describe the results of those findings.

Kent State's Geauga Campus currently offers the degree program. However, it is soon to be eliminated because it does not produce sufficient enrollment. The strategic plan for the Trumbull Campus includes developing new degrees in the areas of emergency preparedness, public safety and environmental health. Some of the individuals who would pursue such degrees are first responders who are EMTs and/or paramedics. Offering the ATS in Emergency Medical Services Technology will give broader access to individuals living in such counties as Ashtabula, Mahoning, Columbiana and Geauga.

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

The Trumbull Campus has charged a community advisory committee to assist in the development of new degree programs at the campus. This committee has recommended the addition of the Emergency Medical Services Technology program to Trumbull as it will serve a larger targeted region (than at Geauga) and provide an articulated pathway for baccalaureates. The campus also has letters of support from local agencies supporting the needs for such degree articulations.

Describe how the proposed program aligns with chancellor's strategic plan for higher education in the state of Ohio.

This specific degree program—with the full possibilities of articulations from a certificate at a technical center and to a baccalaureate—is an example of the chancellor's strategic plan goal to provide a comprehensive education to all Ohioans and to make regional campuses and community colleges a gateway to degree attainment at all levels.

Indicate whether any other institution within a 30-mile radius of your institution currently offers the proposed program. If so, list the institutions that offer the proposed program within this radius.

No other institution is offering this degree with the exception of Kent State's Geauga Campus, which is planning to inactivate it as of fall 2010. (Approval of inactivation at the Geauga Campus will go to the Kent State Board of Trustees in May and then to the Ohio Board of Regents.)

#### Commitment to program delivery at site:

Provide a statement of the institution's intent to fully support the program(s) at the proposed site upon authorization, and that if the institution decides in the future to close the site, the institution will provide the necessary resources/means for matriculated students to complete the program(s).

Many of the courses required in this program are required in several other programs offered at the Trumbull Campus; therefore, the courses will continue to be offered even if the program no longer is. Kent State recognizes its obligation for matriculated students to complete the degree into which they were admitted, no matter if the program is revised or eliminated after admittance. When this happens, students are notified and every effort to offer courses is provided to the students. Care is given, also, to meet the needs of part-time students.

#### Appendix items:

List the support documentation submitted with the request. Please clearly identify appendix items by name and letter/number.

- Appendix A: Organizational chart of the governance structure at Kent State University at Trumbull.
- Appendix B: Curricula vitae of the Trumbull Campus library director, reference librarian and the faculty members teaching the courses in the Emergency Medical Services Technology program at the Trumbull Campus.
- Appendix C: Program requirement sheet (fall 2009 roadmap) for the ATS degree in Emergency Medical Services Technology.



Minutes of the EPC Undergraduate Council Minutes of the EPC Graduate Council

Pages 1–3 Pages 4–8

#### EPC UNDERGRADUATE COUNCIL

**Ex-Officio Members present:** Provost and Senior Vice President Robert G. Frank; Faculty Senate Chair Thomas Janson; Deans Donald L. Bubenzer, John R. Crawford, Laura Cox Dzurec, Timothy S. Moerland, Gary M. Padak, Wanda E. Thomas, Stanley T. Wearden, Mark W. Weber, Donald R. Williams; Associate Dean Joanne M. Arhar; dean representative Richard H. Kolbe for Robert (Yank) Heisler Jr.

Ex-Officio Members not present: Dean James E. Dalton

Faculty Senate-Appointed Representatives present: Paul P. Abraham, Min He, David A. Kessler, Lowell S. Zurbuch

Faculty Senate-Appointed Representative not present: Bruce J. Gunning, Erica B. Lilly, Linda L. Williams

**Undergraduate Council Representatives present:** Paul J. Albanese, Pamela K. Evans, Diana L. Fleming, Todd Hawley, Sarah E. Rilling, Gretchen C. Rinnert, Stephen M. Zapytowski

Undergraduate Council Representatives not present: Roberto M. Uribe-Rendon

**Observers present:** 

Observers not present: Brianna D. Lawhorn (Undergraduate Student Government)

**Consultants and Guests present:** Gregory M. Blase, Stephane E. Booth, Darwin L. Boyd, Connie S. Collier, Kevin L. Deemer, Landon E. Hancock, Brian K. Harvey, Anne Reid, Jennifer Sandoval, Denise A. Seachrist, Linnea A. Carlson Stafford, Therese E. Tillett, Michael J. Tubergen

Provost and Senior Vice President Robert G. Frank called to order the EPC Undergraduate Council at 3:21 p.m., on Monday, 25 January 2009, in room 204 of the Kent Student Center.

#### Action Item 1: Approval of minutes from 16 November 2009.

Executive Dean Wanda E. Thomas made motion to approve with no corrections, seconded by Professor Stephen M. Zapytowski and passed unanimously.

Action Item 2: Curricular restructure of the Regional College to align with the original intention for the establishment. All associate and bachelor's degrees, certificate programs and associated courses unique to the Regional Campuses will be housed in the Regional College.

This item was withdrawn. Provost Frank explained that it would come back after more discussion with the affecting units.

#### Action Item 3: Inactivation of the Center for the Study of World Musics.

Dean John R. Crawford said the proposed inactivation was due to faculty resources and the suspension of the PhD degree in Musicology. His motion to approve was seconded by Dean Stanley T. Wearden and passed unanimously.

Action Item 4: Revision of the name of the Department of Chemistry [CHEM] to the Department of Chemistry and Biochemistry [CHMB].

Dean Timothy S. Moerland made a motion for approval. An EPC member asked why just bio since there are other types of chemistry, to which Dean Moerland replied that biochemistry is very large right now; the goal was for the department to appear in searches by prospective students. The motion passed unanimously.

Action Item 5: Establishment of three concentrations in the Classics [CLSS] major within the Bachelor of Arts [BA] degree: Greek [GRE], Latin [LAT] and Classical Civilization [CLSC]. Minimum total credit hours for program completion are unchanged at 121 (35 for major).

Dean Moerland's motion for approval was seconded by Professor Zapytowski and approved unanimously by members.

Action Item 6: Establishment of an Electronic Media Sports Production [ELMS] concentration in the Electronic Media [ELMD] major within the Bachelor of Science [BS] degree. Minimum total credit hours for program completion are 124.

Dean Wearden made a motion for approval. In response to questions about collaborations, both Dean Wearden and Assistant Professor Gregory M. Blase Stated that the school is working with the sports disciplines in the College of Education, Health and Human Services; the program comprises several courses from those disciplines.

Action Item 7: Establishment of a concentration, name change of another concentration and revision of the program requirements for the Recreation, Park and Tourism Management [RPTM] major within the Bachelor of Science [BS] degree. New concentration is Park Management [PMM]. Concentration Recreation and Park Management [RPM] changes name to Recreation Management [RMM]. Revisions are removing PEP 25068 and adjusting general elective credit; and removing PEB electives from the Tourism Management [TMM] concentration. Minimum total credit hours for program completion are unchanged at 121.

Action Item 8: Establishment of a Park Management [PMM] minor. Minimum total credit hours for program completion are 18.

Associate Dean Joanne M. Arhar presented both items together. She explained the differences between the two concentrations within the major and said with these revisions, the program will be unique compared to Ohio State. Her motion to approve was seconded by Dean Moerland; both items passed unanimously.

Action Item 9: Revision of the name of the Industrial Technology [INDT] major, to Applied Engineering [AENG], within the Bachelor of Science [BS] degree. In addition, establishment of an Applied Engineering and Technology Management [AETM] concentration. Minimum total credit hours for program completion are 122 for the Applied Engineering and Technology Management concentration and unchanged at 122-128 (depending on concentration) for the existing three concentrations.

A motion for approval made by Dean Donald L. Bubenzer was seconded by Dean Wearden. It was stressed that the name change was in response to aligning with the program's accrediting body, which recently changed its name; no associate degree program will be changing; and the change does not affect course subjects. The item passed unanimously.

Action Item 10: Inactivation of the Early Childhood Education Technology [ECET] major within the Associate of Applied Science [AAS] degree on the Ashtabula Campus. The degree program remains active on the Salem and Tuscarawas campuses.

Executive Dean Wanda E. Thomas and others explained that the three individual campuses are authorized confer the degree program; inactivating it at one does not affect the other two. Her motion to approve was seconded by Professor Zapytowski and passed unanimously by members.

Action Item 11: Establishment of 14 concentrations in the non-degree Exploratory [EXPL] major: General [GENL]; Business [BUSN]; Health Care [HC]; Performing Arts [PA]; Sport and Recreation [SR]; Education and Teaching [ET]; Hospitality and Tourism [HT]; Design and Visual Arts [DVA]; Science and the Environment [SE]; Languages, Literature and Culture [LLC]; Law, Public Safety and Government [LPSG]; Human Services and Social Sciences [HSSS]; Communication, Journalism and Media [CJRM]; and Computers, Mathematics and Technology [CMT].

In moving item for approval, Dean Gary M. Padak said that the concentrations—with names that are aligned with the 13 interest areas on the GPS website—will enable Undergraduate Studies to take more full advantage of the GPS initiative in advising undeclared students to select a major early. EPC members voiced concern about students confusing the non-degree concentrations with degree programs with similar names. It was explained that it will be clear on application forms that students are declaring the major Exploratory ("undeclared" on applications) first, before being prompted to select a concentration. The system does not force students to select a concentration, and the General concentration will appeal to truly undecided students. It will be the advisors' responsibility to further educate students on the meaning of the Exploratory major and its concentrations, and guide them to explore and decide upon a major. Since it is a non-degree program, the Exploratory major does not appear on student transcripts.

Dean Padak detailed the benefits with having these concentrations, including being able to report to academic units undeclared students who are interested in disciplines in their area, that will enable units to further be aware of and recruit undeclared students to their majors. A request was made by a member to include information about the Exploratory major and its concentrations in the University Catalog.

The motion to approve was seconded by Dean Donald R. Williams and passed unanimously.

Discussion Item 1: The Regional College organizational structure; faculty governance; curriculum process; and faculty appointment, promotion, tenure and reappointment.

Provost Frank referred members to the chart in the document that detailed the two tracks for faculty appointment, promotion, tenure and reappointment for Regional Campuses faculty; the track taken depends on the faculty member being in either in the Regional College or another college. There was discussion on where Regional Campuses engineering technology faculty belong; currently, they are in the College of Technology. Other concerns focused on the tenure and appeal processes as well as the workload of the Regional College dean, who will also continue the duties as dean of his/her campus. Both the provost and Executive Dean Thomas assured members some of the housekeeping duties of the executive dean will be eliminated and, if the workload turns out to be excessive, administration will review the situation for possible restructure.

Members were informed that since most of the document does not fall under the EPC purview—and the portion that does was approved at a previous EPC meeting—the item was discussion only. It will go to Faculty Senate for approval.

With no requests to discuss or elevate any of the lesser action items, the meeting adjourned at 4:15 p.m.

Respectfully submitted.

Therese E. Tillett

Director of Curriculum Services

Ilse Se E. Tillett

Office of the Provost

Jennifer Sandoval

Coordinator, Curriculum Services

Office of the Provost

#### **EPC GRADUATE COUNCIL**

**Ex-officio Members present:** Dean Mary Ann Stephens; Associate Deans Nancy E. Barbour, Jonathan P. Fleming, LuEtt J. Hanson, Ralph Lorenz, Isaac Richmond Nettey, Barbara F. Schloman, John R. Stalvey; associate dean representative Frederick W. Schroath for Richard H. Kolbe; Director Karen W. Budd

**Ex-officio Members not present:** Provost Robert G. Frank; Faculty Senate Chair Thomas Janson, Dean Wanda E. Thomas

Faculty Senate-Appointed Representatives present: Paul O'Keeffe, Susan Roxburgh, Fred T. Smith

Faculty Senate-Appointed Representative not present: Paul A. Farrell

**Graduate Council Representatives present:** Sloane R. Burgess, Raymond A. Craig, Nichole Egbert, Ann F. Jacobson

**Graduate Council Representatives not present:** John C. Duncan, Michael J. Loderstedt, Gregory S. Stroh, John H. Thornton

#### **Observers present:**

**Observers not present:** Aron D. Massey (Graduate Student Senate)

**Consultants and Guests present:** Jacob E. Barkley, Timothy J. Chandler, David W. Dalton, Lisa N.H. Delaney, Julie A. Gabella, Eugene C. Gartland, Jr., Ellen L. Glickman, Mary M. Dellman-Jenkins, Jason M. McGlothlin, Angela L. Ridgel, Monica Teamer, Anita M. Varrati

Dean Mary Ann Stephens called to order the EPC Graduate Council at 3:17 p.m., Monday, 25 January 2010, in the Kent Student Center Conference Suite. Dean Stephens took the opportunity to introduce the committee to Associate Dean for Graduate Studies, Ellen L. Glickman.

#### Action Item 1: Approval of the minutes of 16 November 2009.

Associate Dean Nancy E. Barbour moved for approval of the minutes, which was seconded by Associate Dean John R. Stalvey. With no questions or corrections the motion passed unanimously.

Action Item 2: Establishment of a concentration, Financial Engineering Quantitative [FEMQ], in the Financial Engineering [FEM] major within the Master of Science [MS] degree. The Concentration is for students from Xiamen University in China as part of an articulation (1+1) agreement. Minimum total credit hours for program completion are 32.

Associate Dean Stalvey introduced the item explaining that it was an interdisciplinary program between the Department of Mathematical Sciences and the Department of Finance, which has been in existence since the beginning of the decade. He added that the development of this concentration has allowed Kent State University to reach out to Xiamen University in China. Xiamen University is one of the top universities in China and a good institution with which to partner. This program was originally set up to transfer credits from Xiamen University to Kent State University; however, the Chinese government will not allow this, so this proposal is a creative solution. Associate Dean Frederick W. Schroath said that the program has been very successful, enrolling around 25 students. He added that students end up with around 60 hours between the two universities. Associate Dean Stalvey said that the students get all the courses they would have at each institution, except now they are combined. Associate Dean Stalvey introduced Professor Eugene C. Gartland from the Department of Mathematical Sciences and stated that he was present to answer any questions. With no questions heard, Associate Dean Stalvey moved approval of the item, which was seconded by Associate Dean Schroath. The item passed unanimously.

Action Item 3: Establishment of an Exercise Physiology [EXPH] major within the Master of Science [MS] degree. The program is currently a concentration in the Exercise, Leisure and Sport [ELS] major. Minimum total credit hours for program completion are 34.

Associate Dean Barbour introduced the item and said that this proposal is a result of the reorganization of the College of Education, Health and Human Services. She explained that all of the master's degrees within Exercise, Leisure and Sport were split into three different schools. She added that this was an opportunity to make the major titles more accurate and better fit into the schools in which they are currently housed.

Senior Associate Provost Timothy J. Chandler asked why the title Exercise Physiology was used instead of the broader Exercise Science, considering there are only four faculty members and two have training in areas beyond exercise physiology. He expressed concern that there may be students with interests outside of the area of exercise physiology. Assistant Professor Jacob E. Barkley replied that concern was not something that had been discussed. Associate Dean Stalvey asked if he believed that it would dissuade students from applying. To which, Assistant Professor Barkley said that he did not believe so because the terms are used interchangeably.

With no further questions or comments Associate Dean Barbour moved approval of the item, which was seconded by Associate Dean Stalvey. The motion passed unanimously.

Action Item 4: Revision of the name of the Physical Education [PEP] major within the Doctor of Philosophy [PHD] degree. Name changes to Exercise Physiology [EXPH]. In addition, the sole concentration, Exercise Physiology [EXPH], is inactivated.

Associate Dean Barbour stated that this proposal is similar to the previous action item, and that these changes were again in response to the reorganization of the college. She added that the intent is to change the program to exercise physiology in keeping with the previous proposal.

Senior Associate Provost restated his concern with the title and students whose interests may fall into a broader area. Associate Dean Stalvey asked if RACGS and the Ohio Board of Regents get involved with a name change. He also questioned if the small size of the faculty would "raise eyebrows" at the Ohio Board of Regents. Senior Associate Provost replied in the negative to Associate Dean Stalvey's concerns.

Associate Dean Barbour moved for approval of the item, which was seconded by Associate Dean Isaac R. Nettey. The item passed unanimously

Action Item 5: Move of the Physical Education Teacher Education [PETE] concentration from the Exercise, Leisure and Sport [ELS] major to the Curriculum and Instruction [CI] major within the Master of Arts [MA] degree. Minimum total credit hours for program completion are unchanged at 40.

Associate Dean Barbour said that, again, this proposal is similar to previous action items, and that these changes were in response to the reorganization of the college. She explained that the faculty who are in physical education were formerly housed within the School of Exercise, Leisure and Sport, but are now overseen by the School of Teaching, Learning and Curriculum. She added that currently there is no PhD program for physical education; however, the faculty desired to create a concentration within the PhD program for the major of Curriculum and Instruction.

Senior Associate Provost Chandler stated that there are strong faculty in that area and believes that they will contribute greatly to the Curriculum and Instruction program. Associate Dean Barbour said that the creation of this concentration was desirable for them because they did not have this under the PhD program within the School of Exercise, Leisure and Sport.

Hearing no further questions or comments, Associate Dean Barbour moved approval of the item, which was seconded by Associate Dean Ralph Lorenz. The item passed unanimously.

As a point of clarification, Associate Dean LuEtt J. Hanson pointed out that the agenda indicated that this item was a revision to the Master of Arts degree. Upon inspection of the attached documentation it was determined that this item indeed was in reference to the Master of Arts degree. Associate Dean Barbour apologized and stated that she misrepresented but that the same rationale applies to the Master of Arts degree. She explained that she is ahead of herself, because she knows the school is putting forward a proposal for the PhD program as well.

Associate Dean Barbour revised the motion to indicate the changes were intended for the Master of Arts degree and moved approval of the item. Associate Dean Lorenz seconded her request. The motion passed unanimously.

Editor's note: after the EPC agenda was set and disseminated, the program coordinators contacted Curriculum Services to correct an error in the proposal. The concentration is moving to the MEd, not MA, degree in Curriculum and Instruction. A correction will be issued for the next EPC agenda.

Action Item 6: Establishment of a non-degree, endorsement program, Lead Professional Educator (Grades PreK-12). Minimum total credit hours for program completion are 15.

Associate Dean Barbour explained that this is a combination of the Educational Administration K-12 and Curriculum and Instruction programs. Associate Dean Barbour introduced Associate Professor Anita M. Varrati who explained that Ohio has just changed its licensure and recertification laws. She said that during the course of that process a call was put forth for proposals for institutions for leadership professional education. Kent State University's proposal was one of four endorsements in the state accepted, she added. Associate Professor Varrati stated that this item is a formalization of the pilot program. Associate Dean Barbour added that this endorsement is being added on to an already existing master's certification.

Hearing no questions or comments, Associate Dean Barbour moved for approval of the item, which was seconded by Associate Dean Nettey. The item passed unanimously.

Action Item 7: Establishment of an Instructional Technology [ITEC] concentration in the Educational Psychology [EPSY] major within the Doctor of Philosophy [PHD] degree. In addition, program requirements in the Educational Psychology major are revised to accommodate the new concentration. Minimum total credit hours for program completion are 75.

Associate Dean Barbour stated that this proposal was put forth by the instructional technology faculty within the educational psychology program so that the coursework would be recognized on the students' transcript. She added that Associate Professor David W. Dalton was present to answer the council's questions.

Associate Dean Nettey asked if the program code, ITEC, would remain the same. He added that the College of Technology uses that code for the Industrial Technology program. To which Associate Professor Dalton replied that said that the program would use some legacy courses from Educational Psychology [EDPF], but that the code ITEC has been used since the 1960s.

Editor note: The codes refer what is entered in the student system, Banner, and not necessarily what the units use internally. The Banner code for Instruction Technology has always been ITEC. The Banner code for Industrial Technology is INDT.

With no further questions or comments, Associate Dean Barbour moved for approval of the item. Associate Dean Nettey seconded the motion, which was approved unanimously.

Action Item 8: Revision of the name, progression and graduation requirements of the Community Counseling [CCON] major within the Master of Arts [MA] and Master of Education [MED] degrees. Name changes to Clinical Mental Health Counseling [CMHC], and a pre-practicum examination and a comprehensive examination are required for progression and graduation. Minimum total credit hours for program completion are unchanged at 60.

Associate Dean Barbour stated that this proposal from the Community Counseling program is very long and involved and is in response to the accrediting body, Council for Accreditation of Counseling and Related Educational Programs (CACREP). She added that the title "Community Counseling" is no longer appropriate, so the name is being changed to Clinical Mental Health Counseling, and a number of courses are also being changed. She stated that Associate Professor Jason M. McGlothlin was in attendance to answer questions.

Senior Associate Provost Chandler asked for clarification that the change is driven purely by accreditation. Associate Professor McGlothlin stated that the title more accurately describes the type of counseling being done; and that the accrediting body no longer recognizes "community counseling." Associate Dean Barbour added that there is a shift from the option of doing 600 practicum hours in one semester, now it will be done in two semesters.

With no further questions or comments, Associate Dean Barbour moved for approval of the item. The motion was seconded by Associate Dean Hanson, and passed unanimously.

Dean Stephens then asked if anyone wanted to discuss any of the information or action items.

Information Item 1: Temporary suspension of admissions—until fall 2012—for the Music Education [MUED] and Musicology—Ethnomusicology [MUET] majors within the Doctor of Philosophy.

Senior Associate Provost Chandler asked why the Music Education program was being suspended. Associate Dean Lorenz stated that there are three concentrations within the major and two of those areas have had retirements and separations of faculty who have not been replaced. He added that there are not enough faculty members for a PhD. Senior Associate Provost Chandler said that his reason for asking was that if Kent State University is pushing to be a top-ranked research institution it may seem strange to defer on PhD programs, but in this case it makes sense.

Information Item 6: Temporary suspension of admissions—until fall 2011—for the Accounting [ACCT] major within the Doctor of Philosophy [PHD] degree.

Senior Associate Provost Chandler said that he had the same question for this item as for the previously discussed item. Associate Dean Schroath said that it was the same type of situation, not enough faculty members. He stated that applications are being accepted, but the students will not start the program until fall 2011.

Lesser Action Item 1: Establishment of an alternate delivery mechanism, partially web-based, for the Art Education [ARTE] major within the Master of Arts [MA] degree. Minimum total credit hours for program completion are unchanged at 33-35.

Associate Dean Lorenz explained that this program is not fully online, just a supplement. Professor Fred T. Smith stated that this item did go through the Faculty Advisory Council and was discussed by the members of Art Education. He stated they were moving toward online courses and this would benefit a lot of people. Dean Stephens asked what percentage of courses would be offered online. Professor Smith replied that just a small percentage would be. Associate Dean Barbara F. Schloman reminded members to keep the library needs in mind, because as these types of proposals move forward the faculty and staff in the library are interested in the best ways to support these courses.

Lesser Action Item 2: Revision of program requirements for the Chemical Physics [CPHY] major within the Master of Science [MS] and Doctor of Philosophy [PHD] degrees. CPHY 6/72250 is removed; CPHY 6/72242 and 6/72245 increase credits; in the MS program, CHEM 6/70333 is replaced with CHEM 5/70478; in the PhD program, CPHY 72248 is added to the Optoelectronics [OELC] and Physical Properties of Liquid Crystals [PPLQ] concentrations; CPHY 72640 and 72643 increase credits, and the General Chemical Physics [GCP] concentration is reinstated (erroneously removed in a previous catalog). Minimum total credit hours for program completion are unchanged at 32 for the MS and 60 for the PhD.

Dean Stephens asked for further explanation on this proposal. Associate Dean Stalvey explained that this change is administered by Chemical Physics, which is interdisciplinary and its own separate unit. He added that it has its own Faculty Advisory Council and degree program. He added that this revision represents and evolution in the program. He said that it is still pretty much the same program, but specific content to some of the courses has changed.

Lesser Action Item 3: Temporary suspension of admissions—until fall 2013—for the Applied Social and Behavioral Research [ASBR] major within the Master of Science [MS] degree.

Associate Dean Stalvey explained the reason for this item was that the faculty that originally proposed this program has left the College of Arts and Sciences and moved to the College of Public Health. He added that the college is looking at a possible department merger which may be interested in resurrecting this program, thus the college was asked not to do away with the program entirely. Associate Professor Susan Roxburgh stated that this program just passed through the Educational Policies Council not too long ago with considerable opposition, and that the suspension may suggest that those members concerns were justified. Associate Dean Stalvey said that he believed it would be worse to inactivate the program entirely. He added that when "battle is waged" with the Ohio Board of Regents, it is undesirable to do away with the program.

Associate Dean Nettey asked why this item was a lesser action item while the other suspended programs were information items. Senior Associate Provost answered that it was because there are no students currently enrolled in this program, while the other two had students.

#### Other Business:

Senior Associate Provost Chandler requested, on behalf of the Provost's Office, for graduate units to review and update their programs. He explained that over the last three years there has been great emphasis on the undergraduate programs, the provost has expressed a wish to do the same thing for graduate programs. He stated that the provost would like to think there will be more materials to upgrade and update the graduate programs. He emphasized that there is great support for graduate programs and programming in the Provost's Office. He added that it is hoped that program improvements will continue in parallel with undergraduate programs.

The meeting adjourned at 4:04 p.m.

Respectfully submitted,

lisa MADalaney

Lisa N.H. Delaney

Academic Program Coordinator, Curriculum Services

Office of the Provost

Curriculum Bulletin \_\_\_\_\_

Effective Date Spring 2011 Approved by EPC \_\_\_\_\_

# KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 29-Mar-10

Department	Nursing		
College	NU - Nursing		
Degree			
Program Name	Doctor of Nursing Practice Pr	rogram Code	DNP
Concentration(s)	Concentration(s) Cod	e(s)	
Proposal	Establish Program		
jointly with the Unive	octoral degree, the Doctor of Nursir ersity of Akron College of Nursing. T	he DNP progra	
populations by transl collaborating with oth covering genomics, ep advanced leadership concentrations of the		al interventions curriculum will tatistics, transla ical nurse speci am; and includ	ating evidence into practice, and alist advanced practice nursing es 540 clinical practicum hours in
	sion change program's total credit		
Current total credit h	ours: Proposed tota	al credit hours ?	71-95
	other programs, policies or proced ng considerations; need; audience		roachment and duplication issues; ; teacher education licensure):
master's degree prog DNP core courses) v Prior to 2015, all clin	grams are to transition to the doctowill be offered only to post-MSN clicion ical nurse specialist and nurse prates, but the Healthcare Management:	oral level by 20 inical nurse spe actitioner MSN	concentrations will be transitioned
Units consulted (other	er departments, programs or camp	ouses affected	by this proposal):
College of Public Hea DNP students from b faculty. Also consulte	alth faculty and staff (Alamagno, E	Bhatta, and Ste an Epidemiolo ience, and Emo	dman-Smith) were consulted. The logy course offered by Public Health eritus Professor Robert Smith,
Q (	REQUIRED E	ENDORSEMEN	NTS
Moren/	7. Kull		3 129110
Department Chair / S	School Director / Campus Dean		3 29 10
College Dean	osazue		<u> 3 1/7 1/0</u>
22090/20011			, ,
Dean of Graduate St	udies (for graduate proposals)		

# KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation	Date		Curriculum Bulletin
		Effective Da	te selec	t one	Approved by EPC
Department College	Nursing NU - Nursing			/	[Signatures]
Degree				/ / .	Tana M
Program Name	Doctor of Nursing	ı Practice F	Program Ca	øde	(7)
Concentration(s)		ntration(s) Co			( )
Proposal	Establish Program	(5)			
1 1000001	Lotabilott tog.a				
Description of propo					
jointly with the University of	ersity of Akron Colle, scholars who will po lating scientific evide her healthcare provical nurse specialist as h courses covering ge, and leasdership ar	ge of Nursing. ssess leadersh ence into clinic ders. The DNI advanced prace genomics, epid nd managemen	The DNP print of the DNP print of the DNP program value of the DNP prog	rogram weffect head tions, many will incorped to concent or or or or or or or or or or or or or	s proposed, which will be offered will prepare advanced practice alth outcomes of individuals and maging healthcare systems, and porate the courses of the nurse rations of the Master of Science in evaluation, statistics, translating clinical practicum hours in vicourses.
Does proposed revis Current total credit h	,	n's total credi Proposed to		☐ Yes ours 71-9	□ No 95
enrollment and staffi The American Association	ing considerations; libition of Colleges in	need; audiend n Nursing has	ce; prerequ establishe	isites; tea ed the pos	chment and duplication issues; acher education licensure): sition that all advanced practice The clinical nurse specialist and
	SN concentrations v	will be moved	to the DNF	progran	n, but the Healthcare
Units consulted (other	er departments, pro	grams or can	puses affe	ected by t	his proposal):
College of Public He in an Epidemiology of				nts from	both KSU and UAkron will enroll
	<b>a</b> 2	REQUIRED	ENDORS	EMENTS	
Kare / A	Budd				319110
Department Chair / S	School Director / Ca	mpus Dean	_		
College Deah		-			3,9,10
Maryl	n Harlen	<del></del>			3 ,12,10
Dean of Graduate S	tudies (for graduate	proposals)			
Provost and Senior V	Vice President for A	andomia Affa			/
Provost and Senior 1	vice President for A	сацеппс Апа	แอ		



#### INTEROFFICE MEMORANDUM

TO:

Therese Tillett, Coordinator, Curriculum Services

Mary Ann Stephens, Research and Graduate Studies

FROM:

Dr. Karen Budd, Director, Graduate Programs, College of Nursing

DATE:

March 8, 2010

SUBJECT:

Proposal for New Degree Program - Joint Professional Doctor of Nursing Practice Program

Per the approval by vote of the Masters Curriculum Committee and the College of Nursing faculty, I am requesting that the subject item be placed on the March 2010 agenda of the EPC, effective for Spring 2011.

This new degree, Doctor of Nursing Practice (DNP) will focus on clinical practice rather than research. The DNP thus is distinctive from the PhD in Nursing, the research degree currently offered in our joint PhD in Nursing program.

American Association of Colleges in Nursing (AACN) established the position that all advanced practice master's degree programs were to transition to the doctoral level by 2015. The Commission on collegiate Nursing Education (CCNE), the accrediting arm of the AACN, approved the revised Standards for Accreditation of Baccalaureate and Graduate Degree Program (2008), which now include DNP programs.

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 expand and strengthen the advanced practice master's programs at both colleges by emphasizing the interplay of scientific knowledge translation for evidence-based practice; information and patient care technology; and leadership and interdisciplinary collaboration, in support of high quality patient care process and outcomes. The proposed implementation for the DNP program is spring semester, 2011.

Please contact me if there are any questions.

KB/taa

### KENT STATE UNIVERSITY and THE UNIVERSITY OF AKRON COLLEGES OF NURSING

# A JOINT PROFESSIONAL DOCTOR OF NURSING PRACTICE PROGRAM NEW DEGREE PROGRAM PROPOSAL

The Colleges of Nursing at The University of Akron and Kent State University propose to implement a joint professional nursing doctoral degree program that will move their advanced practice master's degree programs to the doctoral level consistent with recommendations of their accrediting agency. Authorized by the Ohio Board of Nursing (Ohio Revised Code 4723-Nurse Practice Act), advanced practice nurse roles include certified clinical nurse specialists, certified nurse practitioners, certified nurse anesthetists, and certified nurse midwives. Both universities currently have large, high quality master's programs that lead to national certification and State Board credentialing of advanced practice nurses. In 2004, the American Association of Colleges in Nursing (AACN) established the position that all advanced practice master's degree programs were to transition to the doctoral level by 2015.

I. 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.

#### A. New Degree Program Designation

The new degree proposed is the Doctor of Nursing Practice (DNP). Focused on clinical practice rather than research, the DNP thus is distinctive from the PhD in Nursing, the research degree currently offered in our joint Ph.D. in Nursing program.

#### B. Rationale

Based on intensive study of the health care system and review of the findings and recommendations of many national groups, the AACN (2004) concluded that the nursing profession's current practice of preparing advanced practice nurses in master's degree programs no longer was adequate. The growing complexity of health care compounded by an escalating demand for services, burgeoning growth in scientific knowledge, and increasing sophistication in technology pointed to the need for advanced practice nurses to be leaders in collaborating across disciplines, experts in evidence-based practice, and skilled users of information technology. A year earlier, in 2003, the National Academy of Sciences had 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 (Greiner & Knebel, 2003). Similarly, the Institute of Medicine (2003) and the National Research Council of the National Academies (2005) recommended that graduate nursing education prepare nurses at the highest level to 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), were used to develop the proposed 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 expand and strengthen the advanced practice master's programs at both colleges by emphasizing the interplay of scientific knowledge translation for evidence-based practice; information and patient care technology; and leadership and interdisciplinary collaboration, in support of high quality patient care process and outcomes. The proposed implementation date for the DNP program is spring semester, 2011.

#### II. Description of the proposed DNP curriculum, admission criteria, and exit criteria.

#### A. DNP Curriculum

Development of the curriculum was structured by four broad areas of knowledge described in the AACN's *Essentials of Doctoral Education for Advanced Practice Nursing* (2006). Acquisition of knowledge within the areas of Scientific/Physiologic Foundation for Advanced Evidence Based Practice; Leadership/Information Management; Practice Inquiry; and Advanced Specialty Practice, will be demonstrated by the student's development of essential competencies. The following outcome competencies are expected.

#### Graduates of the program will:

- Use appropriate theories and concepts to identify health-related phenomena of interest
- Design and deliver interventions that can withstand scientific analysis
- Evaluate\_health care delivery and nursing practices using sound evaluation principles
- Use evaluation and other methods to account for quality of care and patient safety for focus populations
- Critically appraise and/or use sources informing best evidence, i.e. epidemiology, statistics, health data, and/or methodologies
- Deliver and evaluate care processes and outcomes based on best evidence
- Analyze and define critical choices among health care technologies and information systems toward the betterment of care processes and outcomes
- Understand the dynamics of health care policy and financing at the organizational and national levels
- Provide or assist in the leadership of collaborative, inter-professional teams in health care delivery
- 1. Curricular Organization. Comprising the curriculum of the DNP program are courses organized within the following categories, labeled A, B, and C:
  - Category A: Core courses included in all or most current MSN advanced practice concentrations at the two universities (22 semester credit hours). Minor revisions in titles and content have been made in a few courses for intra-

university consistency. The course titles and credit hours are:

1.	Theoretic Foundations for Advanced Evidence-Based Nursing Practice	3
2.	Clinical Diagnostics for Advanced Nursing Practice	3
3.	Pathophysiology for Advanced Practice Nursing	3
4.	Pharmacology for Advanced Practice Nursing	3
5.	Healthcare Policy and Delivery Systems	2
6.	Ethical and Cultural Issues in Advanced Evidence-Based Nursing Practice	2
7.	Methods of Inquiry in Nursing (Revised Title)	3
8.	Advanced Physical Assessment of Adult Clients	3

- Category B: Specialty courses that vary according to the particular current MSN advanced practice concentration (12-34 semester credit hours). (See Appendix A.)
- Category C: DNP core courses (37 semester credit hours). Descriptions of these DNP core courses are in Appendix B. Course titles and credit hours are:

1.	Advanced Healthcare Statistics I	3
2	Fundamentals of Public Health Epidemiology	3
3.	Synthesis and Application of Evidence for Advanced Practice Nursing	3
4.	Program Evaluation in Nursing	3
5.	Genomics and Health	3
6.	Information Management in Healthcare	3
7.	Advanced Leadership in Healthcare	3
8.	Clinical Scholar I	3
9.	Clinical Scholar II	4
10.	. Clinical Scholar Practicum	3
11.	. Capstone Project	6

Courses of Categories A and B will continue to be taught at both universities to the students admitted to that particular university. The 11 DNP core courses will be taught as follows:

- Course # 1 above, Advanced Healthcare Statistics, is a course also within the
  joint PhD program. In that joint program, students register for a course at their
  admitting university regardless of whether the instructor's employer is KSU or
  UA. Similarly, then, DNP students will register for the Statistics course at their
  admitting university.
- The six courses numbered 2-7 will be divided between the two universities and each university will be responsible for providing instruction for three courses. All students admitted to the program will enroll in the course at the university providing the instruction.
- Courses 8-11 will be taught at both universities to the students admitted to that particular university.
- 2. Entry Pathways. The curriculum has been designed with two pathways to the DNP depending on the educational level of individual students. These pathways are: a) post-Bachelor of Science in Nursing (post-BSN) entry, which includes courses in an

advanced practice specialty; and b) post master's entry with two variations: (1) post master's entry for students who are advanced practice nurses; and (2) post master's entry for students who are not advanced practice nurses.

Full-time Program Plans for each entry pathway follow in Tables 1-3 below. Following approval, we intend to begin the DNP degree program as a part-time post-master's entry program for students who are advanced practice nurses. Therefore, a part-time plan for this entry pathway also is presented.

#### a. Entry Pathway I: Post BSN.

Table 1 Post BSN DNP Generic Curriculum Plan

Program Total Credit Hours: c. 71-79<sup>1</sup> Clinical Practice Hours: 1040 Cr.Hr Summer 1 Cr.Hr DNP Til YR Til Cr Hr Spring 1 + Theoretic Found for 3 + Clinical 3 + [ NP Specialty [2] Tracks\*] DNP Adv. Evidence-Diagnostics based Nsg Pract\* Specialty tracks\* Core Synth. & Applic. 3 4-6 ΑII + Pathophysiology\* + Methods of 3 of Evidence Course 3 Course Cr Hr + Adv Assessment\* 3 Inquiry\* for Adv. Cr Hr Adv Healthcare\* Pract. Nsg. Yr. Ttl 3 Yr Ttl Statistics 12 10-12 3-5 25-29 Total Total Total Cr Hr Cr Hr Cr Hr DNP TU YR TU Spring 2 Summer 2 2 Information 3 Epidemiology & 3 + Healthcare Environ. Health Mgmt in Policy\* DNP 2 Healthcare Adv. Ethical & Genomics 3 Core ΑII + Specialty tracks\* 4-6 + Pharmacology for 3 Cultural Iss. in Course Course APNe\* Healthcare\* Cr Hr Cr Hr + Specialty tracks\* 4-6 + Clinical Yr. Ttl Yr Ttl 3 (2-1,90 Scholar I clin. hrs.) 10-12 7 12 27-31 Total 10-12 Jotal Cr Hr Spring 3 Cr Hr DNP THE YR TH Fall 3 Summer 3 (+ Clin. Scholar 4 (2-2. + Clinical Scholar II + Clinical 1-3 (1-2 (90-180 Practicum (90-270 180 Scholar DNP clin, hr.) as needed) Practicum cl.hr.) cl.hr.)) ΑII Core (+ Capstone · Adv. Leadership in Program (2) 3 Course Course Project I as Evaluation in Healthcare Cr Hr Cr Hr needed) 2-3 + Capstone Project i Nursing Yr. Ttl Yr Ttl (+ Capstone 2-3 (1) + Capstone Project II as Project I needed) 9-10 Total | 6-9 19 19 Total (1-4)Grand Total

NOTE: DNP core courses are in bold type

Depending on the advanced practice specialty, clinical hours required by certification boards vary from 500-700 hours. Clinical hours within the DNP core courses total 540 hours.

<sup>&</sup>lt;sup>1</sup> Specialty tracks with 12-18 cr. hrs. (Appendix A) are included. Tracks with higher numbers of cr.hrs. will require 1-2 additional semesters.

<sup>+</sup> Taught at KSU and UA to DNP students admitted at that university

<sup>•</sup> Taught by KSU or UA to all DNP students 37 cr. hr. DNP Core Courses 34-42 cr. hr. Other Courses

b. Entry Pathway IIA: Post MSN-with Advanced Practice Focus. Nurses with advanced practice master's degrees will complete 37 credit hours of DNP core courses and approximately 500 clinical practice hours. The full time curriculum plan for Entry Pathway IIA follows in Table 2a and the part time plan for these students is in Table 2b.

Table 2a Post MSN with Advanced Practice Nursing Specialty DNP Generic Program Plan

FULL-TIME Program Total Credit Hours: 37 Clinical Practice Hours: 540

PH Epidemiology Adv Healthcare Statistics Adv. Leadership in Healthcare	3 3 3 3	Spring:1     Clinical Scholar I     Syn and Anal of Evidence for Advanced Nsg Pract     Information Mgmt in Healthcare	3 (2-1, 90 clin. hrs.) 3				
• Genomics + Capstone Project I + Clinical Scholar II	9 Cr Hr 3 3 4 (2-2, 180 clin.hrs.)	Fotal Spring 2 + Clinical Scholar Practicum • Program Evaluation in Nursing + Capstone Project I	9 Cr Hr 3 (270 clin.hrs.) 3 3				
Total 10 Total 9  + Taught at KSU and UA to DNP students admitted at that university • Taught by KSU or UA to all DNP students 37 cr. hr. DNP Core Courses							

Table 2b Post MSN with Advanced Practice Nursing Specialty DNP Generic Program Plan Program Total Credit Hours: 37 Clinical Practice Hours: 540

	Cr Hr	Spring 1	CrHr			
Adv Healthcare Statistics	3	Syn and Anal of Evidence	3			
Adv. Leadership in Healthcare	3	for Adv Nsg Pract Information Mgmt in Healthcare	3			
Total	6	Total				
Fall 2	CrHr	Spring 2	Cr Hr			
<ul><li> Genomics</li><li> Public Health Epidemiology</li></ul>	3	Program Evaluation in Nursing     Clinical Scholar I	3 3 (2-1, 90 clin. hrs.)			
Total	6 CrHr	Total Spring 3	6 CrHr			
+ Capstone Project I + Clinical Scholar II	3 4 (2-2, 180 clin. hrs.)	+ Capstone Project I + Clinical Scholar Practicum	3 3 ( 270 clin. hrs.)			
Total	7	Total	6			
+ Taught at KSU and UA to DNP students admitted at that university  • Taught by KSU or UA to all DNP students  37 cr. hr. DNP Core Courses						

c. Entry Pathway IIB: Post MSN-without Advanced Practice Focus. Table 3 below depicts a program plan of approximately 61-69 credit hours for students without advanced practice master's degrees. This pathway also requires 1000 clinical practice hours.

Table 3. Post MSN without Advanced Practice Specialty DNP Generic Program Plan

Program Total Credit Hours: c. 61-691

Fall 1	Cr Hr	Spring 1	CrHr	Summer 1	CrHr	DNP TI	YR Tti
Pathophysiology     Adv Assessment     Adv Healthcare     Statistics	3 3 3	+ Clinical Diagnostics • Synthesis & Applic. of Evidence for Adv. Nsg. Practice + Specialty tracks	3 3 4-6	+ [NP Specialty Tracks]	[2]	DNP Core Course Cr Hr Ttl	Yr Ttl
Total	9	Total	10- 12	Total	[2]	6	19-23
Fall 2	Cr Hr	Spring 2	CrHr	Summer 2	CrHr	DNP TI	YRTI
Pub Health Epidemi- ology     Genomics     Specialty tracks	3 3 4-6	<ul> <li>+ Pharmacology for APNs</li> <li>+ Specialty tracks</li> <li>• Information Mgmt in Healthcare</li> </ul>	3 4-6 <b>3</b>	+ Clinical Scholar I	3 (2-1, 90 clin. hrs.)	DNP Core Course Cr Hr Ttl	Yr Ttl
and in Experience Total	10-12	Total.	. 10 . 12	Total	3	12	23-27
Fall 3	Cr Hr	Spring 3	Cr Hr	Summer 3	CrHr	DNP Tti	YR Ttl
Adv. Leadership in Healthcare     Capstone Project I     Clinical Scholar II	3 4 (2-2, 180 clin hrs.)	Program Evaluation in Nursing     Capstone Project I     Clin. Scholar     Practicum	3 1-3 (90- 270 cl.hr.)	(+ Clin. Scholar Practicum as needed) (+ Capstone Project II as needed)	(1-3)	NP Core Course Cr Hr Ttl	Yr Ttl
. Total	9	Total	7-10	Grand To	(1-4) ital	19 37	19 61-69

NOTE: DNP core courses are in bold type

37 cr. hr. DNP Core Courses 24-32 cr. hr. Other Courses

2. Program Plan Summary. The KSU-UA DNP program requires a minimum of 71 semester credit hours and 1040 clinical hours for graduation. Post-Master's entry requires: a) 37 credits of DNP core courses; b) 540 clinical practice hours; c) transfer from the student's master's in nursing program of a minimum of 34 credits of nursing and

Specialty tracks with 12-18 cr. hrs. (Appendix A) are included. Tracks with higher numbers of cr.hrs. will require 1-2 additional semesters.

<sup>+</sup> Taught at KSU and UA to DNP students admitted at that university

<sup>•</sup> Taught by KSU or UA to all DNP students

advanced practice role-specific course work, which includes 500 clinical hours (or is taken as a part of the DNP program).

#### **B. Admission Criteria.** Admission to the DNP program will require:

- 1. Current Ohio licensure as a registered nurse.
- 2. An undergraduate grade point average of 3.0 on a 4.0 scale (post-BSN applicants). Post-Master's applicants must have earned master's degrees from an accredited university at a cumulative grade point average of 3.0 on a 4.0 scale.
- 3. Three letters of reference from individuals who can address the applicant's potential to succeed in the DNP graduate program.
- 4. A pre-admission interview, by telephone or in person, with the concentration program director. The interview is used to establish a fit between student goals and the desired College of Nursing graduate concentration as recommended by the interviewer(s).
- 5. A 300-word essay describing professional goals and reasons for seeking the particular specialty concentration.

#### C. Exit Criteria

In addition to completion of the appropriate program plan with a grade point average of at least 3.0, the student must complete and successfully defend an evidence-based project to a committee that is composed of the academic advisor and a preceptor member of the healthcare community. Preferably, the preceptor will hold a doctoral degree. The project must result in a manuscript suitable for publication.

#### III. Administrative arrangements for the proposed program

Both colleges of nursing have masters' 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 and share resources where feasible. The experience gained by the two colleges in successfully implementing a joint PhD curriculum has proven useful in designing the DNP joint program.

The DNP will be guided by a joint program steering committee comprising the two college deans, the graduate administrator from each college, and at least one representative graduate faculty member from each college. This committee will meet periodically during the year to guide the program. The graduate program administrators at each college will manage the DNP program.

IV. 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.]

#### A. Student Interest and Demand

For the proposed program, administrators determined the potential market size for a Doctor of Nursing Practice degree from catchment areas in Ohio, Western Pennsylvania,

Southern Michigan, and Eastern Indiana. Consumer preference for scheduling of classes within the degree was also addressed.

Findings, as derived from Eduventures 2006 Consumer Preferences, indicated that

- The total regional market of registered nurses is estimated to reach 235,595 by 2014.
- The fastest target market growth for a DNP degree will most likely occur in Eastern Indiana, Michigan's Ann Arbor area, and the state of Ohio, respectively. This market is projected to be large and growing. The Ohio market is expected to be the largest potential target market, reaching almost 131,000 persons by 2014.
- A program offered part time during early evening or anytime at student convenience is most likely to appeal to the target market for the DNP degree.
   Almost 63% of prospective students indicated that part time programs were more attractive than full time programs for them.
- Prospective students are most likely to be attracted to a DNP program offered in accelerated or summer session courses: about half of the respondents surveyed indicated that they were likely to enroll in a 100% online or hybrid program.
- Prospective students are most likely to prefer courses offered later in the week on Tuesdays, Thursdays, or Wednesdays respectively.

Demand for nurses continues to outstrip numbers of graduates. In the local area, expected growth of employment for 2004-2014 is 24%, and annual openings for nurses average 512. Both Kent State and The University of Akron Colleges of Nursing have expanded enrollment at all levels. More recently, we have had more that 50 inquiries between the two colleges for the DNP, with several callers indicating an interest in beginning a program immediately.

#### B. Institutional Need

The development of the DNP program is aligned with strategic goals of both colleges.

#### C. Societal Demand and Scope

The Doctor of Nursing Practice is a degree that has emerged from the nursing profession in the United States as a response to the need to provide coordinated, sophisticated clinical care that is safe, accessible, and of the highest quality, to a population increasingly needing health care services. Prior to the implementation of the DNP programs, master's prepared nurses, particularly nurse practitioners, have largely supplied this need, especially in ambulatory settings. However, changes in health care, and the emphasis on health care reform, have necessitated nurses with a fuller complement of clinical and organizational skills to provide authoritative care seamlessly across a variety of settings (Mundinger, Starck, Hathaway, Shaver, and Fugate-Woods, 2009).

The range and complexity of services needed and provided by nursing has changed so radically in the past several years that nursing programs have had to escalate their offerings to keep pace. Master's education, particularly, has increased the number of clinical hours, as well as the content of courses. Thus, most nursing master's courses

are at least two years in length, and in some specialties, they are three years in length (e.g. anesthesia). Even so, nurses practicing in advanced roles claim that their education is not adequate, (O'Sullivan, Carter, Lucy, Pohl, & Werner, 2005). They cited needed competencies, especially those in areas dealing with organizational leadership, such as management, evaluation, policy, and information technology. These are precisely the areas being now required in the DNP.

Nursing education also needs the skills of faculty holding the Doctor of Nursing Practice as, increasingly, faculty retire. Moreover, more applicants desire entrance to nursing programs, and the organizations comprising nursing education's clinical partners require faculty to be increasingly available to their units and staff. Thus, for the foreseeable future, the employment opportunities for the DNP as faculty will be extensive.

Because of their focus, specialization, and emphasis on practice, the impact of the DNP on quality of care is likely to be direct and forceful. Moreover, although the DNP is a US-based national program, given the prominence of American nursing, the DNP is likely to be a degree that will stretch across international boundaries. Certainly we have students from other countries who are matriculated in American programs, and they will carry back to their countries the impact of this degree. Thus, the impact on quality of care will be felt, not only in the United States, but across boundaries, as our international students put their education to use in their home countries.

#### D. Statewide Alternatives

- 1. Programs Available in Other Institutions. The DNP is a clinical doctorate being adopted rapidly by nursing programs in the United States, particularly as it is viewed and promoted by the AACN as the replacement for advanced practice master's programs. In Ohio, public universities, such as Ohio State University, The University of Cincinnati, The University of Toledo, and Wright State University have the programs in place or in review. Locally, private universities, such as Case Western Reserve, also have a DNP in place. Nationally, 120 DNP programs are in place, and another 161 are in the planning stage (AACN, 2010).
- 2. Appropriateness of specific locale for the program. Because the two state universities, Kent State University and The University of Akron, are close in proximity and both have large nursing programs in Northeastern Ohio, the DNP is in demand in Northeastern Ohio. The appeal of the KSU-UA joint DNP degree lies in the high quality of their nursing programs at all levels, tuition costs, number of graduates wishing to return to their alma mater, the geographical proximity to several medical centers, and easy driving distances to Akron from Cleveland, Youngstown, and nearby locations.
- 3. Opportunities for Inter-institutional collaboration. Kent State University and The University of Akron have had a long-standing inter-institutional collaboration, beginning with their master's programs and extending to the formal joint partnership of their PhD in Nursing. The DNP collaboration will continue their relationship of respectful collaboration.

#### 4. Institutional Priority and Costs

- a. Support and commitment for the proposing institutions' central administration. Both universities' central administrations support this degree, recognizing that it is a professional mandate which meets the economic and societal needs of their immediate region, and indeed, the nation.
- b. Adequacy of available resources committed for the initiation of the program. Both universities, while under strict cost-controls, support the need for this program, recognizing that professional degrees may also be supported by students' employers and students themselves. Faculty resources will be committed to the degree. Certain supports, such as library facilities and practice laboratories, are already in place for our other nursing programs, and can support the DNP, and community resources have indicated that they will be available for practicums and advanced projects, as they have been for the master's programs. Faculty resources will be reallocated for the beginning of this program, and as graduates enter the workforce, we expect to be able to employ them. They will replace part time faculty, who have shared joint appointments with us and local community programs. Because of the flow of the curriculum, each university is requesting the addition of one faculty member to begin early in this program, and later will add to the program faculty.

#### V. Prospective enrollment.

For the 2009-2010 academic year, Kent State University enrolled 345 graduate students in the Master's program and The University of Akron has 337 enrolled Master's students, with a combined enrollment of 682. Together, the colleges graduate about 110 students each year.

Initially, we will enroll students solely into the Post Master's Entry Pathway A, which is for students with advanced practice Master's degrees. Per year, 12 students will be accepted at each university in the post-Master's DNP curriculum, for a total of 24 students per year. Graduation for these part time students is expected in three calendar years.

#### VI. Special efforts to enroll and retain underrepresented groups in the given discipline.

Each university has made efforts to include students of diverse and underrepresented groups, and indeed, Inclusive Excellence is one of the hallmarks of The University of Akron, which has been recognized by the state and Chancellor Fingerhut. At both universities, strategies to attract and retain students from minority groups include having centralized offices dedicated to the students from minority backgrounds, learning communities, organized programs of mentoring and tutoring, peer mentoring, incentive scholarships at the undergraduate level and at UA, Minority Scholarships at the graduate level (UA), strong advising relationships, and in some majors, special seminars and peer research groups. In the near-by communities and counties, minority groups comprise up to 12 percent of the population (African-Americans), while much fewer for all other minority groups typically are listed (Asians, Hispanics, Native Americans and Alaskans). At UA, 19% of the most recent incoming freshman class included minority students, while 13% of the overall student population included minority students. At Kent, minority students comprise 18.5% of the entire student population.

At KSU and UA colleges of nursing, the graduate students of diverse backgrounds make up greater proportions of the student body (19% and 18% respectively) than the undergraduate proportions (14% and 11%, respectively). (See Appendix C: Tables 1-2.) Diversity includes the frequently used categories of African-American, Alaskan/American Indian, Asian, Hispanic, and "other" grouping. The colleges' statistics are higher than the general nurse workforce, of which 10.7% report having minority backgrounds (AACN, 2009). Nevertheless, minority enrollment at KSU and UA is lower than that reported by the AACN (2010) in all categories. Nationally, minority graduate nursing enrollment, an average of doctoral and masters students, is 23%, whereas ours is 19% and 18% (see Appendix C: Tables 1 and 3).

In the most recent academic year, 2009-2010, men in the undergraduate nursing programs exceeded the numbers of male graduate students. KSU and UA reported 16% and 17% male composition, respectively of undergraduate nursing, while at the graduate level, males were 7% and 11% of the KSU and UA graduate students, respectively. Females, as might be expected in a female dominated profession, were about 83.5% of both undergraduate nursing populations, and 93% and 89% of the KSU and UA graduate nursing enrollments.

The undergraduate nursing population gradually has increased its minority composition. Consequently, a market exists of graduate nurses and potential nursing students for recruitment to the DNP and current master's programs and eventually, the post baccalaureate DNP programs. To help bring in more students from diverse backgrounds, we plan to increase our direct marketing via program brochures, announcements, faculty and student recruiters (word of mouth), and recruitment events and visits to nearby hospitals, clinics, programs and service organizations. Telephone and personal follow up of inquiries by each graduate director and faculty members already are employed at each college; such follow up will be extended to inquiries about the DNP. It has been our experience that matching underrepresented students' inquiries and later, student educational experiences, to potential mentors of similar diverse representation, has been successful, and so this practice will be continued for DNP recruitment and retention. Currently, the two colleges have eight (8) faculty members from minority groups, as well as seven (7) male faculty members, who will mentor students and assist in recruitment efforts.

At the graduate level in the nursing doctoral (PhD) program, special efforts to find financial aid, advisors who function as role models and mentors, support for conference attendance, and financial and educational support at dissertation phases have been the chief strategies for student success, culminating in completion of the program. In addition, students have been made aware of the following programs that provide potential financial sources for underrepresented students:

- 1. The Ethnic Minority Fellowship Program, is an annual program offering stipends to pre- and post-doctoral students to increase the number of minority nurses working in the psychiatric/mental health fields.
- 2. The National Black Nurses Association offers several annual scholarships from \$500 to \$2000 to members of the NBNS.
- 3. The National Association of Hispanic Nurses offers scholarships to nursing students who are their members.

- 4. Minority Nurse Magazine sponsors annual scholarships to academically outstanding students and also offers a large database of scholarships through which a student may seek funding.
- 5. The Indian Health Service offers scholarships to American Indian/Alaskan native students from federally or state recognized tribes who commit to service to native populations after graduation.
- **6.** The United States Public Health Service has offered to forgive loans of any student willing to work in underserved areas.

Faculty and students have acted as recruiters at national conferences, clinical agencies, personal and professional networks, and student health organizations. Financial aid has been a major support to overcome a major obstacle in recruitment. Grants have been available through federal traineeships, and at The University of Akron, minority grants have been available for graduate students of color. At both universities, undergraduate scholarships are available from such sources as the Robert Wood Johnson Foundation and the Patricia Roberts Harris fellowship. These have aided students in the completion of their undergraduate programs, and the faculty then networked with promising students to enter our graduate programs. In addition to such tangible incentives as financial aid (a chief need), cultural awareness by both students and faculty have made programs more comfortable for students from minority backgrounds. Curriculum focusing on results particular to minority populations and health disparities, outreach programs to reach clients and students, and cultural awareness activities such as Black History Month, and Race Month, have steadily prepared students and faculty to understand concerns and lifestyles of minority students. Student success has been celebrated by awards such as the Ebony Achievement Award; scholarships, such as the Regents Scholarship and traineeships; deans' lists; and STARS (Student Achievement in Research and Scholarship). Evaluation has included the number of minority students admitted and graduated from the program, and publications from students of color. The latter have been steered broadly but include those outlets that would likely be frequented by faculty and students of color.

## VII. Availability and adequacy of the facilities and faculty available for the new degree program.

#### A. Facilities

1. Clinical Facilities. Facilities to support the DNP are excellent at both institutions. Because KSU and UA are located in Northeast Ohio, they have ready access to health care facilities in Akron, Cleveland, Youngstown, Canton, and other nearby communities, giving unparalleled support to a practice degree. Six major health care systems with approximately 20 hospitals and other subunits are a strategically located, providing a strong base for nursing and health care. At these agencies, students may situate their practice and capstone projects. We will build upon our established partnerships with major health care facilities in Northeast Ohio (Summa Health System, Akron General Medical Center, Children's Hospital and Medical Center of Akron, Metro-Health Medical System of Cleveland, University Hospitals of Cleveland, Cleveland Clinic and Foundation,) and several smaller hospitals in the areas to engage their DNP and PhD clinicians and researchers. These collaborations will strengthen our resources, build bridges and develop evaluation

projects to further enhance our inter-professional collaborations. Our partners have indicated an interest in continuing work with DNP curriculum and students (See letters of support). In addition, each college has contracts with more than 80 clinical agencies, which provide a rich and diverse scope of clinical settings for DNP students.

- 2. Physical Environments. Each nursing college is located within its own building, although UACON shares one floor with the physical sciences. Both colleges provide nursing classrooms, state of the art Simulation Laboratories and infrastructure, conference rooms, Learning Resource Centers, research offices, study carrels, laboratories, storage areas, and offices for faculty, administration, staff, and graduate students. Both schools are wired with the latest technology including wireless internet connection and extensive support for distance learning. Both colleges have on-site extensive computer laboratories for students. The two institutions are 12 miles, or 20 minutes of travel, from each other; any necessary faculty or student travel is easily expedited.
- 3. Academic Partners. Kent State is establishing a College of Public Health, while UA has an Institute for Health and Social Policy (IHSP), both of which provide excellent faculty, project, and course resources. Both the College of Public Health and the Institute for Health and Social Policy seek to improve health services by establishing or facilitating common research agendas, intervention development at different levels and types of populations, and the provision of consultation and educational resources for the latest in social science technologies. UA CON and IHSP have had long standing partnerships, while the College of Public Health has indicated much interest in interdisciplinary collaboration. Both Colleges of Nursing also have access to Northeastern Ohio Universities College of Medicine (NEOUCOM) for standardized patients and examining rooms, and physician consultation, as well as access to an extensive health library and research opportunities. In addition, the University of Akron is a founding partner of the five-partner Austen Bio-Innovation Institute of Akron (ABIA), dedicated to the development of new products, processes, and partnerships in bioinnovation. The partners are working together to make Akron a major site for research and its collateral jobs and support systems. The present partners in the ABIA are Akron medical centers, NEOUCOM, and institutions serving the underserved in the Akron area; the partnership is expected to expand. Opportunities for DNP students are available and increasing.
- 4. Libraries. In addition to these facilities and supports, the colleges and their associated universities have strong library systems which are available to this DNP program. The libraries of each university are networked to each other through the internet and OhioLink, providing students with the holdings of two major universities, plus those of linked universities in Ohio. OhioLink has over 12 million books, thousands of full text periodicals, including more than 1100 nursing journals and 3800 health related journals. Through OhioLink, faculty and students have access to hundreds of scholarly and general reference materials and databases. Institutional borrowing and lending among libraries allows for considerable resources to be accessed to support this enterprise. Materials can be easily downloaded or obtained on loan within one to two days. Interlibrary software allows for full text article delivery on line, as well.

Library holdings of both universities are extensive and above the average for collections of similar sized universities. Both university libraries have holdings

specific to healthcare. While UA has an entire Science and Technology Library supporting the pure and applied sciences, nursing, allied health fields, engineering, polymer science and polymer engineering, KSU has a School of Library and Information Science within its College of Communication and Information. The university libraries also have amenities such as group project areas, viewing and listening carrels, private study rooms, reading lounges, and coffee shops. Because of the extensive holdings and access, we have budgeted a modest amount to add to library holdings, without overlap at either university, thus assuring a wider-reaching set of holding for the future.

5. On Line and IT support. The delivery of courses through the internet is a reality at both colleges, and is supported at each college by an IT support staff. Additional courses can be easily incorporated into existing arrangements. Online and IT support is strong and continuously growing at both colleges.

#### B. Faculty

A particular strength of the 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 planning and implementation of the joint PhD program, which began in AY2000. Kent State CON has 20 full time tenured doctoral faculty members, and 2 on tenure track. The University of Akron CON has 11 full time tenured doctoral faculty members and 14 on the tenure track. Between the two colleges are 4 faculty members enrolled in DNP programs, and six have intentions to begin DNP study. Each college also has several non-tenured APNs who teach in the master's specialty courses.

One faculty member at UA has both the DNP and a PhD, and will provide clinical guidance to the clinical courses, particularly the role and capstone courses. The four faculty DNP students will be available as DNP faculty by the end of the first and second years of the proposed program. Over time, we expect that the DNP will be taught, for the most part, by DNP practice-oriented faculty, while the PhD faculty will continue to function as researchers and contribute to the complimentary research and clinical missions of the colleges.

We plan to add two FTE DNP-prepared faculty members, in 0.5 increments, equal to one FTE at each college. The income generated by the tuition from DNP students is sufficient to cover hiring costs of new faculty for the DNP clinical courses (see Budget tables 4 A-C, pp. 16-18).

#### C. Graduate Assistants

The internal budgets for graduate assistants at both universities are being reallocated. Awards will be competitive between departmental units, and will be focused on research and some teaching responsibilities. The DNP is a practice degree, and the work of the degree likely will require student placement in external practica. Thus, we recognize that DNP students rarely qualify for graduate assistants under existing university requirements and consequently, have made no budgetary provisions for them beyond those already existing. We are mindful however, of the excellent provision they, as practice-oriented doctoral students, can give to clinical courses, simulation laboratories, and learning resource centers, as teaching assistants.

#### VIII. Need for Additional Staff and Facilities

At the University of Akron the infrastructure to support the new program likely will require an additional administrative assistant. An administrative assistant, for the marginal increase in salary above that of a secretary, can be expected to accommodate some of the recruitment activities, data management, and secretarial support required for the DNP program. Kent State University currently has sufficient support staff for the new program. Facilities at both universities should be sufficient given attention to logistics and scheduling.

## IX. Projected Additional Costs of the Program, and Evidence of Institutional Commitment and Capacity to Meet These Costs.

#### A. Projected Costs

The college administrators (deans, associate deans, and graduate directors) have made a conscious decision to begin offering the DNP program only as a part-time program for post MSN with advanced practice certification students. Our experience and that of the nation indicates that 80% of our nursing graduate students prefer part time study, typically based on their demanding work schedules and family and other role obligations. In this economic downturn, we believe that the part-time focus will allow us greater flexibility in offering courses, fulfill course subscription, and better manage cohort and individual student progression.

The program tuition revenue is expected to support the program and the expected increase in the faculty. So that one can see that the funding can support the expenses, the financial data are presented to include cohorts of students, which together supply the needed additional revenues necessary to develop the program in its first few years.

Each college of nursing will assume the costs of their DNP offering. Savings are realized by each college's contribution of three courses each to the program, capitalizing on the specialized, non-duplicative faculty expertise located at each university.

The universities, by virtue of their approval of this program, are supportive of the program, and both graduate schools recognize that the DNP is a mandated change in professional degrees and conduct.

#### **B.** Fiscal Impact Statement

The budget presented in below is based on the admission plan of 12 part-time post-MSN students with advanced practice certification at each university, and reflects the earlier discussion on facilities, faculty needs, staff, and graduate assistants. Although each college is responsible for providing 3 new courses, all students will take 37 credits and pay the tuition of 3 courses at one school and 3 courses at the other. Because each program has the same number of students (12) and the same number of new courses (3), budget differences would be a wash. Therefore the budget is calculated on 37 hours tuition revenue to each school for their DNP program offering. The budget follows on the next three pages.

# Table 4 BUDGET: POST MASTER'S PART TIME JOINT DNP PROGRAM: KENT STATE UNIVERSITY AND THE UNIVERSITY OF AKRON COLLEGES OF NURSING

Table 4 A Kent State University: DNP PROGRAM ESTIMATED INCOME

Post Master's Part Time DNP Program 37 semester credit hour curriculum	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
Projected <b>KSU</b> Enrollment [part time head count]	12	12	12	12	12	12	12	12
Projected <b>KSU</b> in- state graduate tuition per credit hour at 3% inflation/yr (rounded up)	422	435	448	461	475	489	504	519
Tuition per person/year (rounded up) [Total 37 credit hrs divided by 3 calendar years of program =12.33 cr hrs /yr , Multiplied by tuition per cr hr.]	5203	5364	5524	5684	5857	6029	6214	6399
Tuition per <b>Cohort 1</b> (cohort= 12 students together in 3 years of pgm)	62,436	64,368	66,288					
Cohort 2		64,368	66,288	68,208				
Cohort 3			66,288	68,208	70,284			
Cohort 4	_			68,208	70,284	72,352		
Cohort 5					70,284	72,352	74,572	
Cohort 6 (etc)			<u>.</u>			72,352	74,572	76,788
KSU TOTAL income/year	62,436	128,736	198,864	204,624	210,852	217,056	149,144	76,788
KSU TOTAL INCOME 8 years 1,248,500								

Table 4 B: UAkron: DNP PROGRAM ESTIMATED INCOME

		,						
Post Master's Part- Time DNP Program 37 semester credit hour curriculum	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
Projected <b>UA</b> Enrollment [part time head count]	12	12	12	12	12	12	12	12
Projected <b>UA</b> in-state graduate tuition per credit hour and associated fees at 3% inflation/yr (rounded up)	398	410	422	435	448	461	475	489
Tuition per person/year (rounded up) [Total 37 credit hrs divided by 3 calendar years of program =12.33 cr hrs /yr, Multiplied by tuition per cr hr.]	4907	5055	5203	5364	5524	5684	5857	6029
Tuition per <b>Cohort 1</b> (cohort= 12 students together in 3 years of pgm)	58,884	60,660	62,436					
Cohort 2		60,660	62,436	64,368				
Cohort 3			62,436	64,368	66,288			
Cohort 4				64,368	66,288	68,208		
Cohort 5					66,288	68,208	70,284	
Cohort 6						68,208	70,84	72,348_
UA income per year	58,884	121,320	187,308	193,104	198,864	204,624	140,568	72,348_
UA TOTAL INCOME 8 years 1,177,020								

Table 4C Kent State University and The University of Akron Colleges of Nursing DNP ESTIMATED EXPENSES

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
Kent State U								
New Faculty .5FTE @17% benefits	37.475	37,475	o	0	0	0	0	0
Facilities	0	0	0	0	0	0	0	0
Library	0	0	0	300	0	0	0	300
Other (computers, marketing, supplies)	2000	2000	2000	2000	2000	2000	2000	2000
Total projected expenses	39,475	39, 475	2000	2300	2000	2000	2000	2300
Income Projected	62,436	128,736	198,864	204,624	210,852	217,056	149,144	76,788
Expenses projected	39,475	39,475	2000	2300	2000	2000	2,000	2300
Net income	22,961	89,261	196,864	202,324	208,852	215,056	147,144	74,488
KSU TOTAL NET INCOME 1,156,950								
U Akron								
New Faculty includes benefits .5FTE	0	37,475	37,475	0	0	0	0	0
New Staff	32,760	0	0	0	0	0	0	0
Facilities	0	0	0	0	0	0	0	0
Library	0	0	0	300	0	0	0	300
Other (2 computers, marketing)	2,000	2000	2000	2000	2000	2000	2000	2000
Total projected expenses	34,760	39,475	39,475	2300	2000	2000	2000	2300
Income Projected	58,884	121,320	187,308	193,104	198,864	204,624	140,568	72,348
Expenses projected	34,760	39,475	39,475	2,300	2,000	2,000	2,000	2,300
Net income	24,124	81,845	47,833	90,804	196,864	202,624	138,568	70,048
UA TOTAL NET INCOME 1,052,710								

#### X. Support from Community, Industry, and Government

Letters of support (Appendix C) from our major health systems or hospitals in the Cleveland-Akron area indicate that the DNP program will be welcomed. These and others of our many sites will be available for clinical preceptorships and capstone projects. We have been fortunate in that our supporters have also provided tuition reimbursement under certain conditions to the students taking advanced practice courses. In addition, for several years each college has been the recipient of student traineeships from the Department of Health and Human Services. Each college has an external advisory committee, composed of nurses and others from the region, with whom we may consult, formally and informally, as we initiate and continue the proposed program. Other consultants can be available as we need them, and we have had commentary provided about the PhD and the DNP from external consultants when our joint PhD program was recently externally evaluated. Both colleges of nursing have sent faculty and administrators to various conferences hosted by the American Association of Colleges of Nursing to learn about the DNP. Staff of the AACN is available to respond to questions about implementation, progression and consequences of DNP programs.

#### XI. Response to Reviewers

Responses to our DNP program development plan came from Cleveland State University, The Ohio State University, and the University of Cincinnati.

#### A. Cleveland State University

The reviewer noted both strengths and weaknesses of the KSU-UA PDP. The *strengths* included 1) the reality that the DNP is called for by the AACN and others, and that nursing does need practitioners at the highest level of preparation. 2) The DNP builds on the already combined Master's programs, which focus on preparing nurse practitioners, and appears to need a minimum of new resources. 3) The KSU-UA meets the need to provide high quality doctoral education with a less expensive tuition, contrasted to the good program at Case Western University which has a tuition that may be prohibitive to many. 4) The curriculum appears solid with an internship. The *weakness* of the PDP was that the practicum internships should reflect the purpose of the DNP, which is of nursing Practice. In addition the reviewer asked whether there might be a modification to create a Doctor in Nursing Education or of Nursing Administration.

To respond to the points raised by the Cleveland State reviewer, we note that while we have a joint doctoral program, our master's programs are not combined or jointly administered. Our DNP has clinical scholar seminar and practica courses that require 540 hours of clinical practice in addition to the more than 500 hours required in the clinical specialty courses. We are not able to offer a modification where we can offer a doctorate in Nursing Education or Nursing Administration. However, we do appreciate that some applicants will not be advanced practice nurses (such as nurses without an advanced practice nursing Master's degree who may work in education or administration roles). For those individuals, we offer either the DNP post-master's track for nurses without advanced practice Master's degrees or the PhD in nursing.

#### B. The Ohio State University

The OSU reviewer compared the KSU UA proposal to their program, arguing three points: 1) that the proposed 36 semester hours beyond the MS was minimal and "at the

low end" of a post MS curriculum; 2) that there seemed to be no research beyond the MSN degree. The reviewer wrote that "if these are going to be leaders in evidence based practice, they need to be able to evaluate the evidence... and to evaluate intervention programs so they do need some methodological and measurement competence" although not at the level of the PhD; and 3) that there was much less clinical time than was the case with the OSU curriculum, although the reviewer had difficulty finding or understanding the ways contact hours were located or calculated.

In response, we conducted one survey, and examined another conducted in 2007, of DNP programs across the country. We found that the range of credit hours for the MSN-based DNP was 24 to slightly more than 50, with the majority at 35-40 credit hours. The survey we conducted indicated that 12 programs are 24 to 30 credit hours in length, some of which are reputed to be strong programs. Our proposed post MSN plan, now at 37 credit hours, falls well within the range of credit hours of more than 120 programs now in existence.

In our post master's DNP, the number of hours we currently propose (37) makes the degree not only capable of producing sound practitioners, but will be both accessible and affordable. At both Kent and UA, our master's certification pass rates hover between 95 and 100%. Moreover, our masters' graduates are in demand and well known for their excellent practice preparation. We expect that future practitioners will be well grounded in practice and continue that excellence within our DNP program. We agree that the DNP student should be able to evaluate evidence in several ways, including the critique of published and unpublished research. To that end, we have included several courses that will promote such critical analyses, including an advanced statistics course, analysis of the scientific evidence for practice, evaluation of programs and projects, and epidemiology. We are like many other programs in the courses we suggest, and feel confident that we can teach our students to be critical thinkers in the practice arena.

The reviewer questioned the amount of practice, which was unclear in earlier course descriptions. Our ratio for practice is 1 credit hour to 7 practice hours. We have provisions in the proposed degree for 540 hours beyond 500-700 hours of their master's preparation, located in the clinical scholars' and leadership and management courses. We expect that the capstone project course, while focusing on the project itself, may entail some practice hours as well, but those are not formally calculated in the 540 hours just described. In summary, our program falls well within the range of current program hours, we have provisions for 540 hours of practice, and the practice hours are located within credit hours allocated to the clinical scholar and leadership and management courses.

#### C. The University of Cincinnati

The reviewer noted that the demand for and need of the DNP has been established by the position of the American Association of Colleges of Nursing (AACN).by 2015, and that MSN advanced practice nurses might welcome the DNP since it affords them an opportunity to earn a doctorate with a practice focus. Several curriculum points needed clarification, i.e. that of nursing administration, the number of practicum hours for the BSN to DNP and the MSN to DNP. The reviewer further noted that, particularly promising were the number of faculty in the process of earning a DNP; and finally, that there were adequate resources to conduct the program, including a plan to ensure inclusion of minority students.

In response to perceived ambiguity or questions regarding the curriculum and practicum hours, we note that the KSU-UA DNP program has been clarified to accept MSNs in DNP post-master's pathways, one focusing on advanced practice nurses and the other on MSN prepared nurses who wish to become advanced practice nurses. In the latter group may fall the education or administration minded student who wishes to obtain a practice doctorate. The pathway designed for such students includes courses and practicum hours required for certification as an advanced practice nurse. Core DNP practicum hours are indicated in the clinical scholars' and leadership and management courses and are calculated at a 1:7 credit hour ratio. Advanced practice nurses with at least 500 clinical practice hours will obtain 540 more clinical hours in the DNP program, raising them above the 1000 hours required by the AACN Essentials document. Other students, (BSN to DNP, non-advanced practice nurses with an MSN) will complete the 1040 hours required.

## XII. Evaluation of the Program

### A. Frequency of Evaluations

The Doctor of Nursing Practice will be evaluated by the faculty and the administrations of the colleges of nursing, within the cycle of departmental (undergraduate and graduate) evaluation: at Kent State the cycle is every 7years, while at the University of Akron, evaluations occur every 5 years. These cyclical evaluations at both universities typically have an interdisciplinary committee who, together with an invited external expert, conduct the evaluation. Interim evaluations also are conducted by the colleges for professional accreditation. In contrast to the PhD program, as a professional doctorate program, the DNP program must be reviewed and accredited by the Commission on Collegiate Nursing Education, which is AACN's autonomous accrediting agency.

- **B. Responsibility for Evaluation.** The deans of the nursing programs at KSU and UA will be accountable for the administration of the evaluation of the DNP. The graduate administrators, with the advice of the joint steering committee, will be responsible for the conduct of an evaluation at designated timeframes within their institutions. All current administrators are experienced in conducting evaluations of doctoral and other graduate programs.
- C. Focus and Constituencies of Evaluation The evaluations will systematically focus on collaboration, processes, and student outcomes; and the data are expected to be used in rational decision-making about the program. Data will be gathered and organized around six program components: Curriculum, Faculty, Students, Structure and Governance, Resources, and Evaluation. Each of the components will be related to specific quality indicators of the DNP drawn from national norms and information, as well as content specific to the KSU-UA DNP program. Included will be an evaluation of the recruitment and retention of minority students. Decisions based on the evaluation(s) are expected to be proactive, taking into account internal and external constituencies. Constituencies include alumni and employers, faculty, administrators, students, alumni/graduates, and any other relevant groups.

# XIII. References

- American Association of Colleges of Nursing. (2004). AACN Position statement on the practice doctorate in nursing. Retrieved March 8, 2010, from <a href="http://www.aacn.nche.edu/DNP/DNPPositionStatement.htm">http://www.aacn.nche.edu/DNP/DNPPositionStatement.htm</a>
- American Association of Colleges of Nursing. (2006), Essentials of doctoral education for advanced nursing practice. Retrieved March 8, 2010, from http://www.aacn.nche.edu/DNP/pdf/Essentials.pdf
- American Association of Colleges of Nursing. (March 11, 2009). Fact sheet: Enhancing diversity in the nursing workforce. Retrieved March 8, 2010, from http://www.aacn.nche.edu/Media/pdf/diversityFS.pdf
- American Association of Colleges of Nursing (2010). Table 10: Race/ethnicity of students enrolled in generic (entry-level) baccalaureate, master's, and doctoral (research-focused) programs in nursing, 2000-2009. Retrieved March 8, 2010, from <a href="http://www.aacn.nche.edu/IDS/pdf/EthnicityTbl.pdf">http://www.aacn.nche.edu/IDS/pdf/EthnicityTbl.pdf</a>
- American Association of Colleges of Nursing. (March 4, 2010). Press release: Amid calls for more highly educated nurses, new AACN data show impressive growth in doctoral nursing programs. Retrieved March 8, 2010, from http://www.aacn.nche.edu/Media/pdf/diversityFS.pdf
- Commission on Collegiate Nursing Education. (April, 2008). Standards for accreditation of baccalaureate and graduate degree nursing programs. Retrieved March 8, 2010, from http://www.aacn.nche.edu/Accreditation/pdf/standards.pdf
- Greiner, A.C., & Knebel, E. (Eds.). (2003). *Health professions education: A bridge to quality.*Washington, DC: Institute of Medicine of the Academies.
- Institute of Medicine. (2003). *Health professions education: A bridge to quality.* Washington, DC: National Academies Press.
- Mundinger, M. O., Starck, P., Hathaway, D., Shaver, J., & Woods, N. F. (2009). The ABCs of the Doctor of Nursing Practice: Assessing resources, building a culture of clinical scholarship, curricular models. *J. Professional Nursing*, 25 (2), 69-74.
- National Research Council of the National Academies. (2005). Advancing the nation's health care needs: NIH research training programs. Washington, DC: National Academies Press.
- National Task Force on Quality Nurse Practitioner Education (NTF). (2008). *Criteria for evaluation of nurse practitioner programs*. Retrieved March 8, 2010, from <a href="http://www.aacn.nche.edu/Education/pdf/evalcriteria2008.pdf">http://www.aacn.nche.edu/Education/pdf/evalcriteria2008.pdf</a>
- O'Sullivan, A. L., Carter, M., L., M., Pohl, J., Werner K. (2005). Moving forward together: The Practice Doctorate in Nursing. *Online Journal of Issues in Nursing, 10 (3)*, Manuscript 4.

# **APPENDIX A**

# Courses and Credit Hours by Advanced Practice Nurse Specialty at Kent State University and the University of Akron

Kent State	University	_
Acute Care N	Jurse Practitioner (17-21 cr hr)	
Course		Credits
	Acute Care for Nurse Practitioners	5*
NURS 60022	Acute Care Therapeutics	3
	Adult Primary Health Care I	5*
	NP Summer Practicum	2*
NURS 60792	Acute Care NP Role Practicum	2-6*
		Total 17-21
Adult Clinica	l Nurse Specialist (12 cr hr)	
Course		<u>Credits</u>
NURS 60000	CNS I	4*
NURS 60023	CNS II	4*
NURS 60035	CNS III	4*
		Total 12
Adult Geron	ological Clinical Nurse Specialist (15 cr hr)	
<u>Course</u>		<u>Credits</u>
	Health Care Issues of Aging: Nursing Concepts	3
NURS 60303	Gerontology CNS I	4*
NURS 60304	Gerontology CNS II	4*
NURS 60305	Gerontology CNS III	4*
		Total 15
Adult Nurse	Practitioner (16 cr hr)	
Course		<u>Credits</u>
	Adult Primary Health Care I	5*
	Adult Primary Health Care II	5*
	NP Summer Practicum	2*
NURS 60432	Adult Nurse Practitioner Role Practicum	4*
		Total 16
Geriatric Nu	se Practitioner (19 cr hr)	
Course	<del></del>	Credits
	Geriatric Primary Care I	5*
	Geriatric Primary Care II	5*
	Adult Geriatric NP Practicum	2*
	Health Care Issues of Aging: Nursing Concepts	-
	Adult Geriatric Primary Care NP Role Practicum	4*
		Total 19
Family Nurse	Practitioner (29 cr hr)	
Course		Credits
	Intro to Family Assessment and Counseling in Nursing	3
	Adult Primary Health Care I	5*

	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 III Children	5*
		Total 29
   Pediatric Nu	se Practitioner or Clinical Nurse Specialist (20+3** or 18+3** cr hr)	
Course	of inches of chimes indice operance (40.0 of 10.0 of 11)	Credits
	Introduction to Family Assessment & Counseling in Nursing	$\frac{\text{Orealts}}{3}$
	Advanced Pediatric Assessment and Health Promotion**	5* (2+3**)
	Primary Care of Acutely Ill Children (NP)*	5*
	Care Of Chronically III Children (NP & CNS)*	4*
	Pediatric NP Clinical Practicum (NP)*	2*
	Pediatric NP Capstone (NP)*	4*
	Care of Acutely Ill Children (CNS)*	5*
	Pediatric Clinical Nurse Specialist Capstone (CNS)*	4*
NORS 60073	rediatric Crimical Nurse Specialist Capsione (CNS).	-
		NP Total 20+3** CNS Ttl. 18+3**
	Iental Health (PMH)-Adult Clinical Nurse Specialist (CNS) or Nurse	
	NP) & PMH Child/Adolescent (C/A) CNS (20,21,20+3**cr hr)	G 114
Course	TO CIT A DOT A BUILT To disclared and Francis.	Credits
	PMH APN Adult I: Individual and Family (Adult)	3
	PMH APN Adult II: Group, Organization, Community (Adult)	3
	Theory for Advanced Psychiatric Mental Health Nursing (Adult)	3
	Neurobiology and Psychopharmacology of Maj. Psych.Dis. (Adult)	3
	Adult Primary Health Care I (NP)	5
	PMH APN Child/Adolescent I: Individual and Family (C/A)	3
	PMH APN Child/Adol. II: Group, Organization, Community (C/A)	3
	Theory for Adv. Psych. M H Nursing, Child Adolescent Focus (C/A)	3
	Neurobiol. & Psychopharm. of Maj. Psych. Disord.: C/A Focus (C/A)	3
	Clinical Specialization in Psychiatric Mental Health Nursing* (CNS)	4*
	Adv. Pediatric Assessment & Health Promotion for PMH** * (C/A)	(3)** *
	Psychiatric Mental Health Nursing Practicum I*	2*
NURS 65592	Psychiatric Mental Health Nursing Practicum II*	2*
		Ttl.20-Adult CNS
		21-Adult NP
		20+3**C/A CNS
	dth Nurse Practitioner (18 cr hr)	
Course		Credits
	Pharmacology for Women's Health Nurse Practitioner	3
	Health Care of the Well Woman*	3*
	Health Care of the Reproductive Age Woman*	3*
	Primary Health Care of Women*	3*
	Women's Health NP Practicum*	2*
NURS 60072	Women's Health Nurse Practitioner Capstone Practicum*	4*
		Total 18
*Includes Cii	nical Practice Hours at a Ratio of 1 cr hr: 7 contact hours	
** Substitutes f	or generic APN course	

Adum/Gero	ntological Health Clinical Nurse Specialist (16 cr. hr.)	
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/Gero	ntological Health Nurse Practitioner (24 cr hr)	
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	$\frac{1}{2}$
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
3200.03 /	Onnous Prairie Bornous III	Total 24
Psvchiatric	Nursing Nurse Practitioner (29 cr hr)	
Course	rearing rearise fractitioner (2) or my	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
	Clinical Psychopharmacology	3
3200:662		
3200:663	Psychiatric Mental Health. Internship (elective only)	(1-4)
3200:664	Psychiatric Mental Health. APN II Practicum*	2*
3200:665	Psychiatric Mental Health. APN II	3
3200:667	Psychiatric Mental Health. APN III	3
3200:668	Psychiatric Mental Health. APN III Practicum*	2*
3200:669	Psychiatric Mental Health. APN IV Practicum*	2*
3200:670	Psychiatric Mental Health. Synthesis APN IV	3
		Total 29 (+4-7)

Course	Adolescent Health Nursing (CAH) Nurse Practitioner (22+6** cr hr)	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)**
38200:657	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
	<b>C</b>	Total 22+6**
		(+1-4)
Child & Ad	olescent Health Nurse Practitioner-Acute Care (32+6** cr hr)	<b>\</b>
	listed above for Child and Adolescent Health Nursing plus 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*
		Total 10+22+6**
Nursing An	esthesia (34+12** cr hr)	
Course		<u>Credits</u>
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)**
3200:641	Pharmacology for Nurse Anesthesia I**	(3)**
8200:642	Introduction to Nurse Anesthesia	$ \hat{\mathbf{z}} $
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
3200:648	Residency III *	4*
8200:649	Residency IV *	4*
	•	Total 34+12**
	COLUMN A TE	
* Includes	Clinical Practice Hours	
	es for generic APN course	

### APPENDIX B

# **DNP Core Course Descriptions**

# A. Courses Taught both at Kent State University and the University of Akron

1. Course Title: KSU: NURS 70600 or UA: 8200:XXX CLINICAL SCHOLAR I

Credits: 3 semester credits (2 credit seminar; 1 credit clinical: 90 hrs.)

Prerequisite: KSU: NURS 60601 or UA: 8200:603 and doctoral standing or special

approval from department.

**Course Description:** First of two seminar courses accompanied by clinical practice with expert preceptors. Focus is on transitioning to the clinical scholar leader role within an identified area of advanced nursing practice. Emphasis is placed on the epistemology underlying advanced nursing practice and the integration of theoretical frameworks and evidence-based practice principles in achieving optimal health outcomes for individuals and groups. Comprised of 2 didactic content hours per week and a clinical practicum of 7 hours per week.

### **Course Objectives:**

- 1. Analyze stages in the transformation of identity into a clinical scholar leader.
- 2. Explicate the essential components of the DNP clinical scholar leader role within a personal framework used to identify clinical practice phenomena.
- 3. Analyze a healthcare issue or situation in a practicum setting from the perspective of the identified personal framework, appropriate theoretical frameworks, and evidence-based practice principles.
- 4. Demonstrate leadership behaviors in finding solutions to the healthcare issue or situation.

2. Course Title: KSU: NURS 70610 or UA: 8200:XXX CLINICAL SCHOLAR II

**Credits:** 4 semester credits (2 credit seminar; 2 credit clinical: 180 hrs.)

Prerequisite: KSU: NURS 70600 and NURS 70602 or UA: 8200:XXX and UA: 8200:XXX

**Course Description:** The focus of this second seminar course is on translating and integrating theory and scientific evidence into the clinical work of the advanced practice nurse. Culturally-aware approaches are developed to resolve a healthcare issue using theoretic models and principles of evidence-based practice to design innovative interventions. Comprised of 2 didactic content hours per week and a clinical practicum of 14 hours per week.

### **Course Objectives:**

- Consider the theoretic and scientific evidence base for the impact of culture on a healthcare issue/client problem.
- 2. Design and implement innovative interventions to a healthcare issue or situation based on evidence-based practice decisions.
- 3. Analyze the influence of financial resources on implementation of the intervention.
- 4. Demonstrate leadership behaviors in implementing innovative interventions.

3. Course Title: KSU: NURS 70692 or UA:8200:XXX CLINICAL SCHOLAR

**PRACTICUM** 

Credits: 3 semester credits (3 credit hr. clinical: 270 contact hrs.)

**Prerequisite:** KSU: NURS 70610 or UA: 8200:XXX **Pre/Co-requisite:** KSU: NURS 70640 or UA: NURS 70640

**Course Description:** Synthesis of components of clinical scholar leader role comprises this practicum. Students apply advanced leadership and clinical scholarship skills to developing and evaluating approaches to healthcare problems in a practicum setting.

### **Course Objectives:**

At the end of this course, the student will be able to:

- Design and implement an innovative solution to clinical problems or issues that demonstrate application of theoretic frameworks and evidence-based practice principles and collaboration with other healthcare professionals.
- 2. Demonstrate understanding of financial implications of the innovation.
- 3. Evaluate interventions, particularly in relation to health outcomes, using appropriate evaluation methods.

4. Course Title: KSU:NURS 76199 and or UA:8200: CAPSTONE PROJECT I

**Credits:** 2-6 semester credits

**Prerequisite:** KSU: NURS 70600 or UA: 8200:XXX KSU: NURS 70610 or UA: 8200:XXX

**Course Description:** Faculty and preceptor-directed project that contributes to nursing practice knowledge. Culminates in an oral defense and a publishable manuscript. Capstone project students must register for a total of 6 hours, 2 to 6 hours in a single semester, distributed over three semesters if desired. S/U grading; IP permissible.

### **Course Objectives:**

At the end of the course, the student will be able to:

- 1. Identify and justify a clinical project of practical and theoretical relevance to evidence based practice.
- 2. Address how the capstone project involves innovation, if appropriate, and the essential components for its success.
- 3. Develop a sound literature review for the project and use it to bring the reader to an understanding of the capstone core problem/issue/focus.
- 4. Identify expected outcomes and related measurements or metrics.
- 5. Complete a manuscript suitable for publication.

5. Course Title: KSU:NURS 76299 and or UA:8200:XXX CAPSTONE PROJECT II

**Credits:** 1-3 semester credits

Prerequisite: KSU: NURS 76100 or UA: 8200:XXX

**Course Description:** Capstone project students must continue registration until all degree requirements are met. S/U grading; IP permissible.

# 6. Course Title: KSU/UA NURS70727/8200:607 ADVANCED HEALTHCARE STATISTICS

(Note: course is part of the joint PhD in Nursing curriculum, and although taught either at KSU or UA, students register at their university of record)

Credits: 3 semester credits

**Prerequisite:** Doctoral standing or special approval from department.

**Course Description:** In-depth examination of descriptive statistics, correlation, regression, multiple regression sets, scaling, nonlinear transformation, missing data, and interactive effects; including initial manipulation of data, integrating understanding of inference and probability.

### **Course Objectives:**

At the end of this course, the student will be able to:

- 1. Examine the underlying assumption of each statistical test covered in this course.
- 2. Incorporate theory into the use of linear models in nursing research.
- 3. Critically evaluate the appropriateness and accuracy of the data analysis reported in a published article on the student's area of interest.
- 4. Apply scientific data analysis techniques to answer research questions the student identifies with an existing dataset.

# B. Courses Taught only at Kent State University

1. Course Title: KSU: NURS70602 SYNTHESIS AND APPLICATION OF EVIDENCE FOR ADVANCED NURSING PRACTICE

Credits: 3 semester credits

Prerequisite: KSU/UA NURS70727/8200:607

**Course Description:** Focus of course is on the concepts, models, and methods for implementation of evidence-based nursing practice at both individual clinician and system levels. Competencies for the identification, analysis, synthesis, and application of evidence relevant to nursing and health care practice are developed. Factors that facilitate and impede implementing and sustaining evidence-based practice are considered. Students learn skills necessary for identification of clinical problems in advanced practice nursing and promoting adoption and implementation of evidence-based solutions to promote patient health outcomes.

### **Course Objectives:**

At the end of this course, the student will be able to:

- 1. Differentiate concepts and models of evidence-based practice.
- 2. Locate, critically appraise, and synthesize evidenced-based nursing resources.
- 3. Identify strategies for implementation of evidence-based practice changes in complex health care systems, including consideration of potential personal, professional, organizational, and health system barriers.
- 4. Develop a specific evidenced-based practice clinical topic related to advanced practice nursing.

2. Course Title: KSU: EPI 52015 FUNDAMENTALS OF PUBLIC HEALTH EPIDEMIOLOGY

**Credits:** 3 semester credits

**Prerequisite:** Doctoral standing or special approval from nursing.

Course Description: Introduces principles, methods, and application of epidemiology. Covers the history of epidemiology, concepts of disease causation and prevention, measures of disease frequency and excessive risk, epidemiologic study designs, causal inference, outbreak investigation and screening. Provides experience with calculation of rate standardization, measures of disease frequency, association, and impact, and sensitivity and specificity of screening tests. Highlights the applications of epidemiology to the understanding of disease etiology, transmission, pathogenesis, and prevention, evaluation, and public policy development.

### **Course Objectives:**

- 1. Describe natural history of disease, i.e. the concepts of disease causation, pathogenesis, and prevention.
- 2 Describe public health problems in terms of magnitude, person, time and place.
- 3. Calculate measure of disease frequency, excess risk, and impact; and perform age adjustment or standardization.
- 4. Identify and interpret data from existing sources, understand strengths and limitations of each source, and make appropriate causal inference.
- 5. Identify the principles and limitations of public health screening and evaluate validity and reliability screening tests.
- 6. Describe the strengths and limitations of epidemiologic study designs including sources of bias of each.
- 7. Discuss ethical and legal principles related to the collection, maintenance, use, and dissemination of epidemiologic data.
- 8. Conduct an outbreak investigation.
- 9. Interpret epidemiologic study results and be able to communicate them to both lay and professional audiences.

3. Course Title: KSU: NURS70640 ADVANCED LEADERSHIP IN HEALTHCARE

**Credits:** 3 semester credits

**Prerequisite:** Doctoral standing or special approval from department.

Course Description: Advanced competencies of the doctoral-prepared advanced practice nurse for interprofessional leadership in healthcare to improve patient and population health outcomes are addressed. Five key leadership competencies including creating and leading change; self-knowledge; strategic vision; interpersonal communication; and organizational effectiveness are presented with examples and case studies. Transcending themes of ethics, research, interprofessional collaboration, creativity, and insuring accountability are addressed throughout the course. Students conduct a self-assessment, and develop and implement individualized action plans for advanced competency in interprofessional healthcare leadership.

### **Course Objectives:**

At the end of the course, the student will be able to:

 Describe the rationale for requiring professional nurses practicing at the most advanced level of nursing to be prepared as clinical scholars with advanced leadership competencies.

- 2. Recognize and develop personal knowledge of one's leadership abilities and potential.
- 3. Describe and integrate historical and contemporary leadership models and research.
- 4. Develop the ability to critically analyze leadership behavior, styles, and roles as they relate to team, group, and leadership effectiveness.
- 5. Synthesize historic and contemporary change frameworks for effectively implementing change within practice, academe, and the community.
- 6. Analyze how a leader effectively creates and implements strategic vision to change health systems, public policy, and community.
- 7. Describe interpersonal communication of effective leaders and enhance personal communication skills.
- 8. Describe how ethics, research, creativity, technology, diversity, and accountability are related to leadership in healthcare.
- 9. Develop strategies for creating and leading change in healthcare through interprofessional collaboration.

# C. Courses Taught only at the University of Akron

1. Course Title: UA: 8200:XXX INFORMATION MANAGEMENT IN HEALTHCARE

Credits: 3 semester credits

**Prerequisite:** Doctoral standing or special approval from department.

**Course Description:** This course focuses on nursing informatics to support clinical decision making in advanced nursing practice.

### **Course Objectives:**

At the end of this course, the student will be able to:

- 1. Discuss current trends in nursing and health care related to the role of nursing informatics.
- 2. Apply nursing informatics to clinical problems in nursing.
- 3. Use the scientific process and data as basis to develop, implement, and evaluate nursing interventions as related to information management.
- 4. Synthesize information and knowledge as the key component to nursing clinical practice.
- 5. Analyze or apply nursing informatics to a DNP/group project

5. Course Title: UA: 8200:XXX GENOMICS AND HEALTH

**Credits:** 3 semester credits

**Prerequisite:** Doctoral standing or special approval from department.

**Course Description:** This course introduces advanced clinical nurses to basic principles in genetics and genomics, addressing the history of life, genome mapping and sequencing, genomic evolution and structural variation, databases, functional genomics, pharmocogenomics, and the epidemiology and social/ethical impact of genomics. The application of genomics to clinical decision making and counseling, and the impact of genomics on the individual, family and health care provider will be discussed. A paper or project will be one outcome of the course.

# **Course Objectives:**

By the completion of the course, the student will be able to:

- Describe the relationship of genetics and genomics to health, prevention, screening, diagnostics, prognostics, and the selection of treatment modalities and their effectiveness.
- 2. Interpret and integrate genomics-related research and other information to clinical decision-making and appropriate interventions.
- 3. Collect and interpret personal, health, and developmental histories of individuals and families that address their environmental, genetics, and genomic risks.
- 4. Determine referrals to specialized genetic and genomic services.
- Suggest possible researchable studies in the field or as related to clinical decisionmaking or care.

7. Course Title: UA: 8200:848 PROGRAM EVALUATION IN NURSING

**Credits:** 3 semester credits

**Prerequisite:** Doctoral standing or special approval from department.

**Course Description:** Analysis of theories and models of program evaluation and their relationships to designs, processes, techniques, and outcomes in nursing-related evaluations.

# **Course Objectives:**

At the end of the course, the student will synthesize understanding of:

- 1. Models of program evaluation in nursing settings
  - a. Formative and summative models of evaluation as generic approaches.
  - b. Standards and indicators held by the nursing profession.
  - c. Analytical and practical components of various models, including environmental niche, organizational culture, organization's structure and goal(s), constituencies, values, program outcome(s), criteria for effectiveness.
- 2. Organization culture
  - a. Competing values and belief systems held by various constituencies.
  - b. Impact of a culture on expressed missions and goals of a nursing program.
  - c. Impact of culture on program evaluation in an organization.
- 3. Power and politics in program evaluation
- 4. Ethical considerations in program evaluation
- 5. Criteria of effectiveness and their relationship to nursing standards, organizational processes, and program evaluation.
- 6. Techniques and measurement in program evaluation:
  - a. Needs assessment, process indicators, and outcome measures.
  - b. Use of existing and locally-developed tools.

## **APPENDIX C**

# **Ethnicity Tables**

Table 1. AY 2009-2010 GRADUATE Enrollment by Ethnicity and Gender at Kent State University and The University of Akron Colleges of Nursing

Program Level: Graduate Kent State University CON				University of Akron CON			
	is the property of the second		N   1 %		<b>V</b>	%	
Ethnicity/Race/Gender	MSN	PhD		MSN	PhD		
African-American	22	1	7.0	24	3	8.0	
Asian	11	3	4.0	4	0	1.0	
Hispanic	4	0	1.0	4	0	1.0	
Native American/Alaskan	2	0	0.6	1	0	0.3	
Caucasian	278	12	81.0	277	7	82.0	
Other/Unreported	28	1	7.0	27	0	8.0	
Male	26	1	7.0	39	0	11.0	
Female	319	16	93.0	298	10	89.0	
Total ethnic minority	67	5	19.0	60	3	18.0	
Total each degree program	345	17	100.0	337	10	100.0	
Total graduate students		362	100.0		347	100.0	

Table 2. AY 2009-2010 UNDERGRADUATE Enrollment by Ethnicity and Gender at Kent State University and The University of Akron Colleges of Nursing

Program Level: Undergraduate	Kent State Univ	ersity CON	The University of Akron CON		
Ethnicity/Race/Gender	N	%	N	%	
African-American	82	6.0	25	5%0	
Asian	29	2.0	11	2.0	
Hispanic	16	1.0	11	2.0	
Native American/Alaskan	7	0.1	1	0.1	
Caucasian	1135	86.0	462	89.0	
Other/unreported	48	4.0	12	2.0	
Male	206	16.0	88	17.0	
Female	1111	84.0	434	83.0	
TOTAL ethnic minority	182	14.0	60	11.0	
TOTAL UG Students	1317	100.0	522	100.0	

Table 3 National Graduate Nursing Enrollment by Ethnicity, 2009

ETHNICITY	DOCTO	DRAL	MASTERS		
	N	%	N	%	
African-American	424	11.6	8,479	12.6	
Hispanic	168	4.6	3,270	4.8	
Asian	193	5.3	5,010	7.4	
Alaskan/ American Indian	54	1.5	485	0.7	
Caucasian	2,806	77.0	50,236	74.4	
TOTAL MINORITY	839	23.0	17,244	25.6	
TOTAL	3,645		67,480		

**Source:** American Association of Colleges of Nursing (2010). *Table 10: Race/ethnicity of students enrolled in generic (entry-level) baccalaureate, master's, and doctoral (research-focused) programs in nursing, 2000-2009.* Retrieved March 8, 2010, from <a href="http://www.aacn.nche.edu/IDS/pdf/EthnicityTbl.pdf">http://www.aacn.nche.edu/IDS/pdf/EthnicityTbl.pdf</a>

# **APPENDIX E**

# **Letters of Support**



Accor DH 44857-2489 320-744-8260 wie nich rungsteilerich odg

March 11, 2010

N. Margaret Wineman, Ph.D., R.N., C.N.S. Dean, College of Nursing Office of the Dean College of Nursing Akron, OH 44325-3701

Re: Doctor of Nursing Program (DNP)

Dear Dr. Wineman:

I am writing this letter to support a collaborative undertaking between the University of Akron University and Kent State University in offering a Dector of Nursing (DNP) degree to the nursing community in Northeast Ohio. As you may be aware, The American Association of Colleges of Nursing (AACN) has mandated that advanced practice nursing education be structured to support optimal patient care and nursing education outcomes. To that end, the AACN recommends that all master's programs preparing advanced practice nurses (nurse practitioners, clinical nurse specialists, nurse ariesthetists, and nurse midwives) be transitioned to doctor of mursing practice (DNP) programs by 2015.

I believe that nurses prepared with the DNP are needed to meet ongoing and increasingly complex healthcare needs of the populace. In addition, some nurses at my institution have already expressed a strong interest in returning to school for the DNP. Since our institutions already have a strong educational alliance, we look forward to partnering to guide and precept clinical learning experiences for DNP students and provide opportunities for their capsione projects.

Furthermore, I believe that the DNP will significantly enhance the preparation of advanced practice nurses in the implementation of evidence-based practice and the utilization of research that will be pressure quality patient-care outcomes

in addition, given the growing shortage of nursing faculty, this program will prepare nurses ready to assume a teaching role at The University of Akron or Kent State University.

In closing, please consider my request (and support) in favor of a dual, collaborative undertaking between the University of Akron and Kent State University in offering the Doctor of Nursing (DNP) degree.

If you have any questions, please do not hesitate to contact me-

Sincerely.

Beverly Bokovitz, MSN, RN, NEA-BC

Bevery Bakourty

Sr. Vice President, Nursing and Chief Nursing Officer

Aligne Congraf Discourage management of control of control of the co



Cree Perkins Square • Akrou, Ohio 44308-1062 Phone 330-543-1000 www.akronchildrens.org

February 25, 2010

N. Margaret Wineman, Ph.D., R.N., C.N.S. Dean, College of Nursing Mary Gladwin Hall Akron, Ohio 44325

Dear Dr. Wineman:

It is my pleasure to provide this letter in support of the collaborative undertaking between Colleges of Nursing at The University of Akron and Kent State University to develop a joint proposal for a Doctor of Nursing Practice (DNP) program. The history of collaboration between the Colleges of Nursing at The University of Akron and Kent State University to educate nurse researchers through the joint PhD program, demonstrates the ability of these two institutions to provide quality, thriving doctoral level programs to nurses. The proposed joint DNP program compliments the successful joint PhD in Nursing program and provides a unique opportunity for nurses to attain a DNP degree at a public university in northeast Ohio in a cost efficient manner.

The American Association of Colleges of Nursing (AACN) has mandated that advanced practice nursing education be structured to support optimal patient care and nursing education outcomes. To that end, the AACN recommends that all master's programs preparing advanced practice nurses (nurse practitioners, clinical nurse specialists, nurse anesthetists, and nurse midwives) be transitioned to dooter of nursing practice (DNP) programs by 2015. In order to provide the joint DNP program in a timely manner, I urge you to accept the joint DNP proposal so that planning and implementation of the program can move forward. Nurses at Akron Children's Hospital returning to school to attain the DNP degree have expressed interest in attending the proposed program. In addition, graduates from The University of Akron and Kent State University are important to the nursing workforce in northeast Ohio. Given the growing shortage of nursing faculty, this program will prepare nurses ready to assume the teaching role at The University of Akron or Kent State University, thereby ensuring stability in the nursing workforce.

Nurses prepared with the DNP are needed to meet ongoing and increasingly complex healthcare needs of the populace across the lifespan. Development of a joint DNP program will significantly enhance the preparation of advanced practice nurses in the implementation of evidence-based practice and the utilization of research that will help ensure quality patient-care outcomes. Nurse leaders and clinicians at Akron Children's Hospital look forward to partnering with DNP students to guide and precept clinical learning experiences and provide opportunities for capstone projects.

Sincerely,

Grace Wakulchik, RN, MSN, MBS Vice President of Patient Services

And Chief Nursing Offices

and the constitution of th



Joan M. Kavanagh, RN, MSN Associate Chief Nursing Officer Cleveland Clinic Health System Clinical Education/ Professional Development

February 22, 2010

Laura Cox Dzurec PhD. APRN-BC Dean and Professor Kent State University College of Nursing Kent, Oho 44242

Dear Dr. Dzurec:

It is my pleasure to write a letter to support the Kent State University and the University of Akron plan to jointly implement a Doctor of Nursing Practice (DNP) degree beginning in Spring, 2011. Faculty from both of these Colleges of Nursing enjoy an exemplar reputation and this practice-focused degree will prepare experts in specialized advanced nursing practice. We believe that the DNP will attract nurses from our hospital system, which will continue to contribute to the quality of practice required for nurses in advanced practice positions.

There are a number of advantages to this joint program. As state universities, both Kent State and Akron University are positioned to provide access to this important degree in a cost effective manner. Because of our strong positive working relationship with these colleges of nursing and faculty, we are committed to work collaboratively to offer clinical opportunities to these students. With over 400 students enrolled in the advanced practice programs at the two universities, we can begin to address the growing clinical nursing shortage, as well as the need for nursing faculty.

The DNP will strengthen advanced practice nursing in Ohio by providing exposure to the research base of every advanced practice nurse—that is, those currently holding master's degrees and advanced practice certification. We endorse this program and are eager to work with you as you take next steps to implement this effort. Nursing in Northeast Ohio demands the professional nursing expertise that a DNP will provide.

Sincerely.

Joan M. Kavanagh, RN. MSN Associate Chief Nursing Officer Cleveland Clinic Health System

Clinical Education/Professional Development

en Koronay (

 R. G. Frank, Provost and Executive Vice President, Kent State University L. Lefton, President, Kent State University

The Cleveland Clinic Foundation

5001 Rockside Road IN8 Independence, Ohio 44131 Tel 216-986-4876 Fax 216-986-4889 kovanajájásálasa



5847 N. Chesinus Street RO, Box, 1204 Ravenna, Obia 44266 Phone (330) 297-0811 March 1, 2010

N. Margaret Wineman, Ph.D., R.N., C.N.S. Dean, College of Nursing The University of Akron Akron, OH 44235-3701

Dear Dean Wineman:

On behalf of Nursing Leadership at Robinson Memorial Hospital, we are writing to endorse the efforts of our colleagues at the Colleges of Nursing at the University of Akron and Kent State University respectively to develop a Doctor of Nursing Practice (DNP) program.

This important proactive initiative is absolutely congruent with the American Association of Colleges of Nursing (AACN), which has recommended that all master's programs preparing advanced practice nurses be transitioned to doctor of nursing practice programs by 2015.

The administration of Robinson Memorial Hospital, an ANCC designated Magnet Hospital, believes strongly in supporting the lifelong learning of our staff, which is clearly reflected in Robinson's 100% tuition reimbursement policy. We look forward to proudly supporting our nurses as they enroll in DNP programs at our public universities here in northeast Ohio. The growth in the numbers of nurses prepared at doctoral level will be one factor that addresses critical workforce shortage issues in primary care, specialty clinical practice and nursing faculty.

Please let us know if there is any way we can be of assistance in supporting this initiative. We look forward to partnering with the University of Akron and Kent State in providing DNP candidates clinical learning experiences and opportunities for their capstone projects.

Sincerely.

Linda Breedlove RN, MBA, NE-BC

Vice President, Patient Care Services / CNO

Suzanne Hughes, M.S.N., R.N.

Director, Health Education and Nursing Research

www.robinsonmemorial.org



Robinson Memorial Hospital is an affiliate member of Summa Health System



February 26, 2010

Dean Laura Cox Dzurec PhD, APRN-BC Dean and Professor Kent State University College of Nursing Kent, OH 44242

Dear Dr. Dzurec:

Catherine S. Koppelman, RN, MSN, NEA-BC Chief Nursing Officer University Hospitals & University Hospitals Case Medical Center

Central Nursing Administration 11100 Euclid Avenue LKS 5006 Cleveland, OH 44106 216.844.5775 Phone 216.844 2445 Fax Catherine Koppe man@Uthespitals.302

I am pleased to write a letter of support for the Kent State University and the University of Akron plan to jointly implement a Doctor of Nursing Practice (DNP) degree beginning in Spring 2011. As we are all abundantly aware, this effort is not only a requirement of the Commission on Collegiate Nursing Education, an accrediting body for baccalaureate and higher degree nursing, but it also is a requirement in terms of the quality of practice required for those nurses in advanced practice positions both within and outside hospitals. Because Kent State and Akron University are a state universities, their joint efforts will provide access to this important degree in a cost effective manner. Of the more than 400 students enrolled in advanced practice programs at the two universities, we trust that many of these students will enroll in the initial post-master's certificate to complete the DNP.

This practice-focused degree is designed to prepare experts in specialized advanced nursing practice. Its focus is on innovative, evidence-based practice that brings to the patient the application of credible research findings. We recognize that Kent State University and the University of Akron have exemplary faculty prepared to offer this program. We enjoy a strong positive working relationship with the universities and faculty and are eager to see the implementation of the ONP.

Thank you for your consideration of this important degree. The complexity of nursing in Northeast Ohio demands the sort of expertise that a DNP will provide. You and your faculty are to be commended for providing leadership in the design and implementation of this program.

Sincerely,

Catherine S. Koppelman, RN, MSN, NEA-BC

Children - makely gran mare -

**Chief Nursing Officer** 

 R. G. Frank, Provost and Executive Vice President, Kent State University L. Lefton, President, Kent State University



University Hospitals Case Medical Center has earned the American Nurses Credontishing Centers Magnet Recognition for Excilence in Nursing Servessi

runwershy trophels at Case Medical Center is the printers affiliate of Case Western Reserve University School of Medicine



# Wooster Community Hospital

1761 Beall Avenue, Wooster, Ohio 44691-2342 330-263-8100

Providing Services At The Following Locations:

March 2, 2009

N. Margaret Wineman, Ph.D., R.N., C.N.S. Dean, College of Nursing The University of Akron College of Nursing 209 Carroll Street Akron, OH 44235-3701

Main Compus

1761 Scall Ave. Phone: 330-263-8100 Dear Dr. Wineman,

Home Health 1799 Beall Ave. Phone 330-263-8636 Fax: 330-263-8541 As the Chief Nursing Officer for Wooster Community Hospital (WCH), I am fully aware of the ongoing complexity of the healthcare needs of the patients and communities we serve. As our the care of our patients becomes more complex, we need the support of nurses who function at the highest level of nursing practice and have the skills and abilities to guide and translate research into nursing practice.

Wound Healing Ctr. 1799 Beall Ave. Phone: 330-263-8750 Fax: 330-263-8752 As nursing continues to evolve, the requirements for nursing leadership and practice also evolve and change. The development of a Doctor of Nursing Practice (DNP) program is a logical next step in that progression. The DNP offers nurses who wish to have a practice focus, the ability to prepare to be a leader in practice, apply research to practice and innovations in care and mentor nurses at all levels of practice. It offers an attractive educational tract to the nurse who wishes to practice at the highest level of their profession but maintain a practice rather than research focus.

#### North Compus

Militowa Professional Bldg. 128 E. Militown Rd. Phone: 330-202-3371 Fax: 330-202-3381 The collaboration of the University of Akron and Kent State University to develop a DNP program holds great potential and opportunity. Nurses in Northeastern Ohio who wish to return to school for this degree find that their options require either exclusively long distance learning or re-location; neither of which most find satisfactory. The option of having such a program in their 'backyard' with two fine universities is very exciting.

Health Point 3727 Friendsville Rd. Phone: 330-202-3300 Fax: 330-303-33 At WCH, we have been involved with the University of Akron in many ways: undergraduate clinical education (with the instructors being Wooster employees); nurses in both the University of Akron and Kent State's graduate programs; and in my own additional role, as an instructor at the University of Akron. The development of the DNP program offers an additional educational opportunity for WCH staff, the opportunity to precept DNP students and to be involved in capstone projects.

I strongly support both Universities as they move forward in making the proposed DNP program a reality.

Sincerely,

Loraine Frank-Lightfoot RN, BSN, MBA, CCRN

Your Community, Your Hospital, Your Choice www.woosterhospital.org From: Alemagno, Sonia

**Sent:** Sunday, March 21, 2010 8:10 AM

To: BUDD, KAREN

Cc: Bhatta, Madhav; Stedman-Smith, Maggie; DZUREC, LAURA

Subject: RE: Doctor of Nursing Practice

Drs. Bhatta and Stedman-Smith have discussed the plan of offering the Fundamentals of Public Health Epidemiology to nursing students and I fully support this plan. The College of Public Health is pleased to collaborate in teaching of public health related disciplines.

Please let me know if you need any additional support documentation. We look forward to this collaboration!

Sonia Alemagno

Sonia Alemagno Kent State University PO Box 5190 Kent, Ohio 44242 330-672-6501 From: robert smith [rsmith33\_98@yahoo.com] Sent: Thursday, March 25, 2010 10:47 AM

To: BUDD, KAREN Cc: DREW, JOSEPH

Subject: Re: Interdisciplinary Leadership and Management course

Hello Karen, GREAT to hear from you again and yes, I would love to chat with you about the new Doctor of Nursing Practice program. I am also excited about the possibility of remaining involved in the Leadership (and Management) course which our committee worked so hard to develop and the challenge and experience I gained in implementing the course (only once) with Greer Glazer. I have a flexible schedule and would be happy to come to your office for discussion. Bob Smith

# **Assessment Plan Guidelines for New or Revised Programs**

1. Identify and list the student learning goals for this program.

The larger student learning goal of the entire Doctor of Nursing Practice is to become a superior self reflective practitioner of nursing. At the completion of the program, the student shall be able to achieve the following specific leaning goals:

- Use appropriate theories and concepts to identify health-related phenomena of interest
- 2. Design and deliver interventions that can withstand scientific analysis
- 3. Evaluate\_health care delivery and nursing practices using sound evaluation principles
- 4. Use evaluation and other methods to account for quality of care and patient safety for focus populations
- 5. Critically appraise and/or use sources informing best evidence, i.e. epidemiology, statistics, health data, and/or methodologies
- 6. Deliver and evaluate care processes and outcomes based on best evidence
- 7. Analyze and define critical choices among health care technologies and information systems toward the betterment of care processes and outcomes
- 8. Understand the dynamics of health care policy and financing at the organizational and national levels
- 9. Provide or assist in the leadership of collaborative, inter-professional teams in health care delivery
- 2. Articulate multiple measurable student learning objectives (outcomes) for each goal.

Learn	ing Goal	Measureable objectives		
1.	Use appropriate theories and concepts to identify health-related phenomena of interest	Students will take tests in relevant courses, and submit a paper identifying their capstone project and related theories.		
2.	Design and deliver interventions that can withstand scientific analysis	Interventions will be designed by students (practicing registered nurses) and assessed on site by health professional preceptors. In addition, assessments will be entered as journal entries in electronic data bases and will be reviewed by faculty. Periodic assessments of quality of care will likely be required in the Clinical Scholars courses.		
3.	Evaluate_health care delivery and nursing practices using sound evaluation principles	Evaluation principles will be addressed in particular evaluations, and the papers will cite the principles and the means of meeting them in the clinical arena (field). Appropriate statistical analysis will be conducted and reviewed by students and faculty.		

4.	Use evaluation and other methods to account for quality of care and patient safety for focus populations	Write a paper assessing care using appropriate standards of care for patient safety and quality of care (e.g. JCAHO standards, nursing specialty standards of care), epidemiological analyses, and statistical support to account for quality of care and patient safety.
5.	Critically appraise and/or use sources informing best evidence, i.e. epidemiology, statistics, health data, and/or methodologies	Read and critique journal articles, attend lectures and presentations and write reports, describe and critique interventions of other practitioners.
6.	Deliver and evaluate care processes and outcomes based on best evidence	Read and critique journal articles, attend lectures and presentations and write reports, describe and critique interventions of other practitioners
7.	Analyze and define critical choices among health care technologies and information systems toward the betterment of care processes and outcomes	Read and critique journal articles, assess information systems in various agencies, apply information system technology to the care process, assess outcomes using comparison statistical techniques.
	Understand the dynamics of health care policy and financing at the organizational and national levels	Read and describe the various forms of budgets, describe likely scenarios using budget and financial management techniques. Prepare and report a sample budget.
9.	Provide or assist in the leadership of collaborative, inter-professional teams in health care delivery	Design an intervention, describe the system of developing alliances, overcoming barriers and challenges, and deliver the care describing the viewpoints, pro and con, of the collaborating team members. Describe a group meeting using a defined tool of group assessment.

- 3. List and describe the appropriate methods that will be used to assess how well students are meeting the articulated objectives (outcomes).

  Tests, journals, papers, reports, analyses (verbal and statistical), and delivery of care interventions (see above for goals and plans of assessment).
- 4. Include a timeline for implementation of the assessment plan. An annual update including assessment results and intended changes based on the results is due to the Associate Provost for Academic Quality Improvement by July 1
  - a. Annual submission of a quality improvement report and any recommended changes and rationales for any changes.
  - b. Semester reports of student grades.

# GPS Website Description and Key Words for Searching

# Description:

The Doctor of Nursing Practice program prepares advanced practice nurse (Clinical Nurse Specialist or Nurse Practitioner) leaders with advanced skills to improve healthcare and healthcare systems, and achieve healthy patient outcomes. The DNP-prepared advanced practice nurse is a clinical scholar who translates scientific evidence into innovative interventions and then designs a way to evaluate them, always with the goal of helping individuals and populations achieve the highest possible level of health.

# **Key Words:**

Healthcare, innovative interventions, clinical scholar, Doctor of Nursing Practice, advanced practice nurse leaders

# KENT STATE UNIVERSITY EPC Agenda | 19 April 2010 | Attachment 14 | Page 1 **CERTIFICATION OF CURRICULUM PROPOSAL**

		Preparation Dat	e 11-Feb-10	Curriculum Bulletin				
		Effective Date	Fall 2011	Approved by EPC				
Department	LIS							
College	CI - Communicati	on and Information	1					
Degree		CER6-	Post-Baccalau	reate Certificate				
Program Name	New Media	ew Media Program Code C601						
Concentration(s)	Conce	ntration(s) Code(s	;)					
Proposal	Inactivate Progran	n						
Description of propo	Baccalaureate (C601)							
Does proposed revi Current total credit h		m's total credit hol Proposed total c		□ No				
Describe impact on enrollment and staff none	other programs, po ing considerations;	licies or procedure need; audience; p	es (e.g., encroa rerequisites; te	achment and duplication issues; eacher education licensure):				
Units consulted (oth COMM, JMC, LIS, \		ograms or campus	es affected by	this proposal):				
060		REQUIRED EN	DORSEMENT	S				
(Sut )	~			3 /8/10				
Department Chair /	School Director / Ca	ampus Dean	# # # # # # # # # # # # # # # # # # #					
theuts				319110				
College Dean				3/1/10				
				i i				
Dean of Graduate S	tudies (for graduate	proposals)		/				
		25 25 8 <sup>4</sup>		/ /				
Provost and Senior	Vice President for A	cademic Affairs						

# EPC Agenda | 19 April 2010 | Attachment 14 | Page 2 **KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL**

		Preparation Date	e 11-Feb-10	Curriculum Bulletin				
		Effective Date	Fall 2011	Approved by EPC				
Department	LIS							
College	CI - Communication	on and Information	1					
Degree	CER8 - Post-Master's Certificate							
Program Name	New Media	Prog	ram Code C8	03				
Concentration(s)	Conce	ntration(s) Code(s	;)					
Proposal	Inactivate Progran	n						
Description of propo Inactivate the Post-M		ficate in New Med	ia					
Does proposed revi Current total credit h		m's total credit ho Proposed total c		□No				
Describe impact on enrollment and staff none	other programs, poing considerations;	licies or procedure need; audience; p	es (e.g., encroa rerequisites; te	achment and duplication issues; eacher education licensure):				
Units consulted (oth COMM, JMC, LIS, \		grams or campus	es affected by	this proposal):				
$\cap$		REQUIRED EN	DORSEMENT					
(Lul)	Lu -			3 ,8,10				
Department Chair /	School Director / Ca	ampus Dean						
Hillith	,			319110				
College Dean	College Dean							
				1 1				
Dean of Graduate S	tudies (for graduate	proposals)						
Provost and Senior	Vice President for A	cademic Affairs						

# 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:

March 17, 2010

I am forwarding to you for inclusion on the next EPC agenda supporting materials for the following program proposal:

Inactivate New Media Certificate Programs C112, C601, C803

This proposal has been approved by the following:

COMM FAC 3/5/10

JMC FAC 2/12/10

LIS FAC 2/12/10

VCD FAC 3/5/10

CCI CCC 3/17/10

# **Proposal Summary**

Inactivate the New Media Certificate Programs

The purpose of this proposal is to inactivate the New Media Certificate Programs:

- Post-Secondary Certificate C112
- Post-Baccalaureate Certificate C601
- Post-Master's Certificate C803

These programs were established several years ago when digital media were first becoming widely available. Since many units on campus were introducing courses in the use and application of these new media to their individual disciplines, the New Media Certificate Programs were intended to be inter-disciplinary. However, the goals of the programs were never specified, the curricula were vague and the programs were never marketed. Instead of bringing new enrollment to Kent State, the New Media Certificate programs languished. Although the programs are still listed in curriculum records as active, the two graduate-level programs are not even mentioned in the current Graduate Catalog. According to the Cognos Report saar-012 AIMS Enrollment Reporting, as of Spring Semester 2010 there are no students enrolled in any of the New Media Certificate programs.

The acquisition of a certificate in New Media apparently has not been a compelling reason for students to enroll in these programs, and the title of the programs is now obsolete. The College of Communication and Information recommends that the programs be inactivated.



TO: Educational Policies Council

FROM: Provost and Senior Vice President Robert G. Frank

SUBJECT: Agendas for Monday, 17 May 2010

Kent Student Center, Room 204, 3:20 p.m.,

DATE: 10 May 2010

In the event that any of the action or information item 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 Therese E. Tillett, director of curriculum services, by Friday, 14 May, to ensure that the materials are available at the meeting for review.

### **EPC UNDERGRADUATE COUNCIL**

### **ACTION ITEMS**

 Approval of minutes of 19 April 2010. Attachment 1

University Requirements Curriculum Committee (presented by URCC Co-Chair Thomas Janson)

Establishment of an outcomes assessment plan for the Kent Core.

**Effective Fall 2011** 

Attachment 2: Plan, Instructions and Examples | University of Massachusetts: Course-Based Review and Assessment Handbook

### **INFORMATION ITEMS**

### College of Education, Health and Human Services

School of Health Sciences

1. Extension to the Ashtabula Campus the Health Care Administration and Systems [HCAS] concentration in the Integrated Health Studies [IHS] major within the Bachelor of Science in Education [BSE] degree.

Effective Fall 2010

Attachment 3

# **Regional College**

Division of Applied Business

2. Establishment of an eBusiness [C145] post-secondary certificate. Minimum total credits to program completion are 18.

**Effective Fall 2011** 

Attachment 4

3. Establishment of an Office Software Applications [C146] post-secondary certificate. Minimum total credits to program completion are 18.

Effective Fall 2011

Attachment 5

### **INFORMATION ITEMS continued**

### Regional College continued

Division of Applied Business continued

4. Establishment of a validation agreement between Kent State University at Trumbull and Mahoning County Career and Technical Center's College Tech Prep programs in information technology networking and support and services. Agreement will be re-evaluated every two years.

Effective Fall 2010

Attachment 6

 Establishment of a validation agreement between Kent State University at Trumbull and Trumbull Career and Technical Center's College Tech Prep program in interactive multimedia. Agreement will be re-evaluated every two years.

**Effective Fall 2010** 

Attachment 7

6. Re-evaluation of the validation agreement between Kent State University at Trumbull and Trumbull County Career and Technical Center's College Tech Prep program in information technology. Original agreement was established fall 2008 with re-evaluations to be conducted every two years.

**Effective Fall 2010** 

Attachment 8

### LESSER ACTION ITEMS

### **College of Arts and Sciences**

Department of English

1. Inactivation of the Comparative Literature [COML] minor.

Effective Fall 2010

## **College of Communication and Information**

School of Communication Studies

 Inactivation of the non-degree Pre-Communication Studies [PCOM] major. Students will be admitted directly in the Communication Studies [COMM] major within the Bachelor of Arts [BA] degree.

**Effective Fall 2010** 

3. Revision of the admissions GPA requirement—from 2.25 to 2.00 GPA—for the Communication Studies [COMM] major within the Bachelor of Arts [BA] degree. **Effective Fall 2010** 

### College of Education, Health and Human Services

School of Lifespan Development and Educational Sciences

4. Revision of the program requirements for Deaf Education [DFED] concentration in the Intervention Specialist [INSP] major within the Bachelor of Science in Education [BSE] degree. Minimum B- grade completion is required for SPED 43009, 43310, 43311, 43313, 43324, ASL/SPED 29202; 1 credit hour is removed from SPED 43392; and requirement added that students must complete NCATE assessments before student teaching. Minimum total credit hours to program completion decrease, from 140 to 136.

**Effective Fall 2010** 

### **LESSER ACTION ITEMS continued**

### **College of Nursing**

5. Inclusion in the University Catalog student policies from the college handbook. These policies include, but are not limited to, admission and progression, changing campuses, dismissal and reinstatement, petitions for exceptions, background checks, personal and professional liability insurance, student conduct, attendance, cheating and plagiarism.

Effective Fall 2010

### **Regional College**

Division of Health Occupations

 Revision of the program requirements for the Respiratory Therapy Technology [RTT] major within the Associate of Applied Science [AAS] degree. RTT 11006, 11008, 21012 are added; RTT 21002 is removed; credit hours are decreased in RTT 11002, 21010 and increased in RTT 11004, 21001, 21004, 21005. Minimum total credit hours to program completion increase, from 63 to 73.

Effective Fall 2010

### **EPC GRADUATE COUNCIL**

### **ACTION ITEMS**

Approval of minutes of 19 April 2010.
 Attachment 1

### **Graduate School of Education, Health and Human Services**

(presented by Associate Dean Nancy E. Barbour)

Inactivation of the Master of Arts [MA] degree for the following programs—all of which remain active within the Master of Education [MED] degree—Career Technical Teacher Education [CTTE]; Clinical Mental Health Counseling [CMHC]; Curriculum and Instruction [CI]; Evaluation and Measurement [EVAL]; Higher Education and Student Personnel [EAHE]; Health Education and Promotion [HEDP]; Instructional Technology [ITEC]; Intervention Specialist [INSP]; Rehabilitation Counseling [RHAB]; School Counseling [SCON]; and School Health Education [SHED].

**Effective Fall 2010** 

Attachment 9

### **INFORMATION ITEMS**

### College of Arts and Sciences

School of Biomedical Sciences

 Temporary suspension of admissions—until fall 2013—for the Biomedical Sciences— Biomedical Mathematics [BMTH] major within the Master of Science [MS] and the Doctor of Philosophy [PHD] degrees.

**Effective Fall 2010** 

Attachment 10

### **Graduate School of Management**

Department of Economics

2. Temporary suspension of admissions—until fall 2013—for the International Economics [IECN] and Public Sector Economics [PSEC] concentrations in the Business Administration [BAD] major within the Doctor of Philosophy [PHD] degree.

Effective Fall 2010

Attachment 11

### **LESSER ACTION ITEMS**

College of Architecture and Environmental Design; College of the Arts; College of Arts and Sciences; College of Communication and Information; College of Nursing; College of Public Health; College of Technology; Graduate School of Education, Health and Human Services; Graduate School of Management

1. Declaration of the admission requirements for all graduate programs (master's and doctoral levels) in all academic units.

**Effective Fall 2010** 

Attachment 12

### **Graduate School of Education, Health and Human Services**

School of Lifespan Development and Educational Sciences

 Revision of the program requirements for Deaf Education [DFED] concentration in the Intervention Specialist [INSP] major within the Master of Education [MED] degree. SPED 53092 is added; minimum B- grade completion is required for SPED 53009, 53310, 53311, 53313, 53324, ASL/SPED 29202; and requirement added that students must achieve a SLPI intermediate-level rating and complete NCATE assessments before enrolling in advanced practicum course.

Effective Fall 2010

### **CORRECTIONS**

24 August 2009 EPC Agenda

1. Banner code for the post-baccalaureate certificate in Autism Spectrum Intervention Specialist is C622.

19 April 2010 EPC Agenda

2. With the revision of the Political Science [POL] major within the Master of Arts [MA] degree, minimum total credit hours for program completion increase, from 30-33 to 33-36 (depending on option).

### **COURSE CHANGES**

Key for course changes:

а	Title Abbreviation	d	Diversity	Н	Credit Hours	New	New	s	Schedule (activity)
С	Cross-List/Slash	Ε	Credit-by-Exam	Inact	Inactivate	Р	Prerequisite	T	Title
С	Course Content	Fee	Fee	L	LER	R	Repeatable	W	Writing Intensive
D	Description	G	Grade Rule	N	Number	S	Subject		

### **Course Changes Effective Summer 2010**

BST	50196	Individual Investigation (1-3)	New
EHS	50196	Individual Investigation (1-3)	New
EPI	50196	Individual Investigation (1-3)	New
HPM	50196	Individual Investigation (1-3)	New
PH	41096	Individual Investigation (1-3)	New
PH	40195	Special Topics in Public Health (1-3)	New
SBS	50196	Individual Investigation (1-3)	New

**ENG** 

# **Course Changes Effective Fall 2010**

		ma daddion to denoge triming dadien (d)					
ENG	11011	College Writing I (3) [Kent Core]		DP			
MATH	11009	Modeling Algebra (4) [Kent Core]		D			
RTT	11000	Introduction to Respiratory Therapy (2)		cDP			
RTT	11001	Pharmacology (2) to: Respiratory Care Pharmacology		TaDP			
RTT	11002	Cardiopulmonary Diseases (4) to: (3)		cHP			
RTT	11003	Cardiopulmonary Anatomy and Physiology (3) to: Application and Mechanisms of Cardiopulmonary Anatomy and	d Physiology.	TacDP			
RTT	11004	Therapeutics I (5) to: Therapeutics (7)		TAcH DP			
RTT	11006	Introduction to Clinical Respiratory Care (3)		New			
RTT	11008	Arterial Blood Gas Analysis (2)		New			
RTT	21000	Critical Care (5)		cDP			
RTT	21001	Mechanical Ventilation (3) to: (5)		cHDP			
RTT	21002	Therapeutics II (6)		Inact			
RTT	21003	Perinatal and Pediatric Respiratory Therapy (2)		cDP			
RTT	21004	Advanced Diagnostics (2) to: (3)		cDPH			
RTT	21005	Special Fields in Respiratory Therapy (1) to: Tac Pulmonary Rehabilitation and Continuing Care (2)					
RTT	21010	Respiratory Therapy Capstone (5) to: (3)cHF					
RTT	21012	Basic Research Development and Analysis (2)		New			
Course Changes and Special Course Fees Corrections for 19 April 2010 Agenda							
GEOL	54070	Principles of Stratigraphy (3)					
GEOL	72025	Exploration Geophysics (3) omitted		Pc			
GEOL	72069	Hydrogeochemistry (3)omitted		Pc			
Course		Course Title	AY2009 \$	AY2010 \$			
ENG	<mark>11001</mark>	Introduction to College Writing–Stretch*	<mark>n/a</mark>	<mark>10.00</mark>			
ENG 11002		College Writing I—Stretch	<del>n/a</del>	<del>10.00</del>			
ENG 11011		College Writing I*	n/a	10.00			
ENG 21011		College Writing II*	n/a	10.00			
PEB 10095		Special Topics: Beginning Rock Climbing	n/a	35.00			
PEB 10095		Special Topics: Beginning Spinning	n/a	35.00			
PEB 10095 PEB 10095		Special Topics: Intermediate Ice Skating	n/a	35.00			
PEB 10095		Special Topics: Introduction to Kayaking  Special Topics: Sand Volleyball	n/a n/a	35.00 20.00			
PEB 10095		Beginning Broomball	n/a	35.00			
			11/4	55.55			

\* The above fees for the Department of English apply only to Kent Campus sections.



Minutes of the EPC Undergraduate Council Minutes of the EPC Graduate Council

Pages 1–4 Pages 5–6

#### **EPC UNDERGRADUATE COUNCIL**

**Ex-Officio Members present:** Provost and Senior Vice President Robert G. Frank; Faculty Senate Chair Thomas Janson; Deans Donald L. Bubenzer, John R. Crawford, James E. Dalton, Timothy S. Moerland, Gary M. Padak, Mark W. Weber; Associate Dean Joanne M. Arhar; dean representatives LuEtt J. Hanson for Stanley T. Wearden, Richard H. Kolbe for Robert (Yank) Heisler Jr., and Robert G. Sines Jr. for Wanda E. Thomas

Ex-Officio Members not present: Deans Laura Cox Dzurec, Donald R. Williams

**Faculty Senate-Appointed Representatives present:** Min He, Bruce J. Gunning, Erica B. Lilly for Paul P. Abraham, Linda L. Williams, Lowell S. Zurbuch

#### **Faculty Senate-Appointed Representative not present:**

**Undergraduate Council Representatives present:** Paul J. Albanese, Pamela K. Evans, Diana L. Fleming, Todd S. Hawley, Sarah E. Rilling, Gretchen C. Rinnert, Roberto M. Uribe-Rendon, Stephen M. Zapytowski

#### **Undergraduate Council Representatives not present:**

#### **Observers present:**

Observers not present: Brianna D. Lawhorn (Undergraduate Student Government)

**Consultants and Guests present:** Stephane E. Booth, Darwin L. Boyd, Timothy J. Chandler, Alicia R. Crowe, Mary Ann Haley, Sally Kandel, Denise A. Seachrist, Andrew Shahriari, Linnea A. Carlson Stafford, Suzi Starheim (Kent *Stater*), Therese E. Tillett

Provost and Senior Vice President Robert G. Frank called to order the EPC Undergraduate Council at 3:21 p.m., on Monday, 19 April 2010, in room 204 of the Kent Student Center.

#### Action Item 1: Approval of minutes from 22 February 2010.

Dean Mark W. Weber made motion to approve with no corrections, seconded by Senator Erica B. Lilly; it passed unanimously.

Action Item 2: Designation of writing-intensive course status to THEA 41620 History of Period Styles for Theatre Designers.

Senator Bruce J. Gunning moved the item for approval, which was seconded by Dean Weber. An EPC member inquired how instructors will be informed of the writing expectations for the course. Dean John R. Crawford replied that these issues are discussed during curriculum committees, and coordinators meet with faculty about these expectations. In addition, the instructor who prepared the writing-intensive proposal also teaches the course. The item was passed unanimously.

## Action Item 3: Designation of domestic diversity course status to MUS 22131 Survey of Rock Music History.

Assistant Professor Andrew Shahriari explained that this course is currently and successfully offered as a special topics course in both traditional (i.e., classroom) and online formats. An EPC member's asked if the school was planning to submit this course for the Kent Core, which was answered in the affirmative. Senator Lilly's motion to approve was seconded by Professor Roberto M. Uribe-Rendon and passed unanimously.

#### Action Item 4: Establishment of an Experiential Learning Requirement for all baccalaureateseeking students at Kent State.

Associate Professor Alicia R. Crowe and Associate Dean Ralph Lorenz, co-chairs of the Undergraduate Curriculum Task Force, presented the item. They explained the initiative arose from the 21st Century Undergraduate Curriculum Core Committee, comprised of faculty, staff and administrators, which recommended that every undergraduate should have some experiential learning while at Kent State.

The task force was charged with implementation. It recognized that experiential learning is learning by doing, and there are many ways to accomplish that. The task force developed five categories into which an experiential learning activity may fall: civic engagement, creative/artistic, practical experiences, research and study abroad/away. The task force recommended a decentralized approach to applying the requirement; the requirement may be a course, part of a course or a non-credit, non-course opportunity.

A motion to approve the item was made by Dean Gary M. Padak and seconded by Dean Weber.

A long discussion period followed. In response to an EPC member's question about administrative support, Associate Stephane E. Booth outlined the resources that can be obtained from the Division of Research and Sponsored Programs, Faculty Professional and Development Center and the Office of Experiential Education and Civic Engagement. Another member expressed concern about adding another requirement when the drive was to reduce complexity. She also questioned why making it a requirement since the majority of programs already require an experiential learning-type course. Associate Provost Booth countered that her data showed only 60 percent of undergraduates at Kent State having a required course that could fulfill this requirement; approximately 40 percent of students currently take advantage of non-course experiential learning opportunities.

Several members asked about the university's legal responsibilities, to which Associate Provost Booth replied will be handled the same way as is currently done every time a student takes an internship or student teaching position. Other discussion focused on the deadline of the January 2011 EPC meeting for units to decide how to apply the requirement for fall 2011 implementation. It was explained that while units must decide by January, courses do not need to be approved to be designated at that time. However, courses do need that approval before the fall 2011 cohort registers for them.

Following several questions and comments about implementation, Provost Frank firmly stated that it is the responsibility of the deans and chairs/directors to implement the policy for their respective units; minutiae should not derail an overall policy change.

The item went to a vote by show of hands and passed with 20 members approving and three opposing (out of 25 voting members present).

Action Item 5: Revision of the Catalog Rights and Exclusions Policy to require undergraduate students who have not completed degree requirements within six years to update to a more recent catalog. Current policy is 10 years. Policy is retroactive; therefore, students with a pre-2004 catalog will need to update their catalog by fall 2011.

Associate Vice President Sally Kandel presented the item, explaining that the university has not been following the policy as stated; she has found evidence that Kent State has current students in 1980 and 1990 catalogs. The 10-year marker was tied to the university's Higher Learning Commission accreditation review; however, with the move to AQIP (ed. note: Academic Quality Improvement Program, which presents accreditation review as an ongoing activity), that no longer applies.

She recommended, instead, that Kent State tie catalog to the six-year graduation rate as used by the state. By also shortening the period, the policy will streamline the advising process by not keeping so many catalogs active. The policy will continue to include an exception statement for unique individual situations and for part-time students who are making steady, if slow, progress.

A member asked about the retroactive clause, to which Associate Vice President Kandel replied is a solution to the move to a new degree auditing system, DegreeWorks (to replace DARwin). It will be more effective and efficient to have most students in the same catalog so the university does not have to operate both the old and new systems when advising and clearing for graduation.

There was short discussion on what groups were consulted about this policy change. Associate Vice President Kandel disclosed that she received positive feedback on the revision from the Associate and Assistant (A&A) Deans Committee and the Academic Advising Administrators Council (AAAC).

The motion to approve the item was made by Professor Stephen M. Zapytowski and passed unanimously.

Action Item 6: Revision of the Dismissal Policy for undergraduate students to create consistency of standards and place the responsibility (and costs) for academic dismissal from the university in the Office of the Provost.

Associate Dean LuEtt J. Hanson, who chaired the A&A Deans Committee two years ago when the proposal was developed, said this proposal brings consistency to the process, to which Provost Frank added is a substantial improvement upon the current decentralized, fractionalized system; the new policy now has "one set of rules to guide our decisions."

Provost Frank said responsibility of the academic dismissal will be entrusted with Senior Associate Provost Timothy J. Chandler. There was much discussion on the average number of students dismissed and the number who appeal; as well as the difference between "not permitted to continue in a program" and "dismissal from the university," and the process flow from college to provost to student to college (the latter for appeal).

Dean James E. Dalton made a motion to approve, stating that he was in full support of the revision. Professor Zapytowski seconded. The item passed unanimously.

Action Item 7: Inactivation of the Plastics Technology [PLCT] major within the Associate of Applied Science [AAS] degree. The degree program is offered on the Trumbull and Tuscarawas campuses.

Dean Donald L. Bubenzer stated that there are no students currently in the major, nor any possibility of future students (Ed. note: it was corrected during the meeting that there is one active student in the program on the Tuscarawas Campus). With a motion made by Professor Zapytowski and seconded by Dean Weber, the item passed unanimously.

Action Item 8: Inactivation of the Emergency Medical Services Technology [EMST] major within the Associate of Technical Study [ATS] degree on the Geauga Campus.

Associate Dean Robert G. Sines Jr. made a motion for approval, saying there are no students in the program. Senator Gunning seconded the motion, adding that there are no faculty at Geauga to support the program. In answer to a question on the history of students in the program, there was discussion on the program itself, which is popular; however the university must compete with community colleges and, even, fire stations in offering the program. The item passed unanimously.

In response to a request for any conversation on the information or lesser action items, the following were discussed:

## Information Item 1: Establishment of a Dual Credit Policy between Kent State University and area high schools.

Members questioned online course possibilities, library access for the high schools students, the vetting of high school teachers and the possibility of the student earning high school credit only in a dual-credit course. Senior Associate Provost Chandler said online courses may qualify for dual credit, and any high school student participating in the dual credit program must be admitted to Kent State; in short, they are Kent State students. The phrase "dual credit" is a bit of misnomer; these students are earning the Kent State course, not just the credit. The high school teachers will be approved following the current policy in place for adjuncts. In answer to the last question, he said the clause was requested by the high schools so as not to prevent a lower-achieving student from graduating from high school. If a student is not at the college level for the course, the student must withdraw from the college course—just as any other Kent State student withdraws—but will able to remain in the high school course.

It was clarified that this policy is Kent State's guidelines to implement the state-mandated policy on dual credit. Per a member's request, the document will be modified to include the word "guidelines." There was also discussion on the financial aspect of offering dual-credit courses. The vice president for finance and administration is reviewing the financial packets available and will convey a decision to deans by the end of the semester for approval.

Associate Provost Booth reminded all that any program of which more than 50 percent will be offered at a high school or any other off-site location needs approval from both the Higher Learning Commission and the Ohio Board of Regents.

Information Item 3: Extension of the Emergency Medical Services Technology [EMST] major within the Associate of Technical Study [ATS] degree to the Trumbull Campus.

This information item, coupled with Action Item 6, above, will be taken to Faculty Senate together to be described as the Emergency Medical Services Technology degree program moving from Geauga to the Trumbull Campus. Since the Ohio Board of Regents considers Kent State's Regional Campuses as "offsite" locations and not part of the Kent State University system, the university must submit these requests separately, as described in the agenda.

Lesser Action Item: Special course fees for ENG 11001 College Writing I-Stretch, ENG 11011 College Writing I and ENG 21011 College Writing II.

One member requested the rationale for the fee. The submission forms stated the fees are for an instructional textbook, produced in house and updated annually. There followed discussion on the need for fees to update and maintain facilities, equipment and technology. Provost Frank said that administration is talking about the different reasons for fees, and Senior Associate Provost Chandler is working with a small committee to develop a more consistent policy on fees.

With no other requests for discussion, the meeting adjourned at 4:40 p.m.

Respectfully submitted,

Therese E. Tillett

**Director of Curriculum Services** 

Office of the Provost

#### **EPC GRADUATE COUNCIL**

**Ex-Officio Members present:** Dean Mary Ann Stephens; Associate Deans Nancy E. Barbour, Jonathan P. Fleming, Barbara F. Schloman, John R. Stalvey; Director Karen W. Budd; associate dean representatives Frederick W. Schroath for Richard H. Kolbe, Stanley T. Wearden for LuEtt J. Hanson

**Ex-Officio Members not present:** Provost Robert G. Frank; Faculty Senate Chair Thomas Janson; Dean Wanda Thomas; Associate Deans, Ralph Lorenz, Isaac Richmond Nettey

**Faculty Senate-Appointed Representatives present:** Jessie Carduner for Robin L Selinger, Susan J. Roxburgh

Faculty Senate-Appointed Representative not present: Paul A. Farrell, Paul O'Keeffe, Fred T. Smith

**Graduate Council Representatives present:** Sloane R. Burgess, Laura Cox-Dzurec for Ann F. Jacobson, Raymond A. Craig, Nichole Egbert, Michael J. Loderstedt

Graduate Council Representatives not present: John C. Duncan, Gregory S. Stroh, John H. Thornton

**Observers present:** 

Observers not present: Aron D. Massey (Graduate Student Senate)

**Consultants and Guests present:** Christopher P. Banks, Timothy J. Chandler, Lisa N.H. Delaney, Julie A. Gabella, Ellen L. Glickman, Monica Teamer

Senior Associate Provost Timothy J. Chandler called to order the EPC Graduate Council at 3:23 p.m., on Monday, 19 April 2010, in room 310C of the Kent Student Center.

Action Item 1: Approval of the minutes of 25 January 2010.

Associate Dean John R. Stalvey moved for approval of the minutes, which was seconded by Associate Dean Barbara J. Schloman. With no questions or corrections the motion passed unanimously.

Action Item 2: Establishment of a Doctor of Nursing Practice [DNP] degree to be jointly offered with the University of Akron (dual enrollment agreement). Six new courses are established for the new degree program.

Director Karen W. Budd explained that the Doctor of Nursing Practice (DNP) is very distinct from the PhD, which is a research degree. She added that it is conceptualized differently from the PhD because it is built on the current master's degree by adding 39 hours to it. She said that these doctoral courses have been split; some will be taught at Kent State University and some will be taught at the University of Akron. Regardless of where the course is taught, she added, students will register at their home university. Director Budd then moved for approval of the item, which was seconded by Associate Dean Schloman. Senior Associate Provost Chandler then opened the floor to questions and comments.

Associate Professor Nichole Egbert inquired about the nature of the new courses. Director Budd stated that three of them are clinical scholar courses, which are associated with 540 clinical hours. She reiterated that the courses required in the program will be split between Kent State and the University of Akron.

Dean Laura Cox Dzurec explained that the national organization is intending to eliminate advanced practice master's programs by 2015. She added that the College of Nursing has been a little slow at coming to this; others have had DNP degree for a while. She stated that this program follows a tightly proscribe curriculum and follows what is being done nationally—there are four universities in Ohio with this degree.

Senior Associate Provost Chandler asked that given the shortage of doctoral-prepared nurses, what impact this program would have. Director Budd responded by saying that it was expected to have a big impact, but it is being reported that this is not happening. Associate Dean Stalvey asked if this program was similar to the physical therapy program in that there are two distinct populations between the DNP students and the PhD students. Director Budd confirmed that is the case with nursing as well.

Senior Associate Provost Chandler asked if students can transfer from a DNP to a PhD, to which Director Budd answered in the affirmative.

Dean Mary Ann Stephens asked about the student population that would enter this program. Director Budd responded that they are people who have had positions in hospitals and practices and see that this is the way nursing is going, more than coming back for expertise. Associate Dean Stalvey asked if these students are directors of nursing. Director Budd said that there are mainly clinicians, who can be directors but are coming in now because they want a doctorate and want it for their job right now. She added that many of the advanced practice nurses do not find it necessary now and they are the ones that will have to be recruited. However, she added, there have already been many inquiries about the DNP, and it is not anticipated that there will be any problems filling the classes.

Associate Professor Susan J. Roxburgh asked if the difference between the DNP and PhD is a manner of degree of research. Director Budd said that it is a different degree entirely in that it is professional and not research based.

Associate Professor Egbert asked if Kent State currently offers a course in informatics, which will be used in the DNP program. Director Budd answered in the affirmative, but clarified that the University of Akron would be offering it. She added that this is one of the down sides of a joint program. Director Budd said that that the DNP joint degree is an improvement over the PhD joint degree because the PhD degree is all about equity and constantly trying to equalize. She said that the DNP is totally different, and calling it a joint program may be stretching it a bit. However, she added, the Ohio Board of Regents merely defines a joint program as having joint administrative oversight. Senior Associate Provost Chandler said that the university is going to continually be encouraged by the state to develop these types of programs. Dean Stephens asked if this proposal is going through as a joint proposal to the Ohio Board of Regents. Director Budd answered in the affirmative, clarifying that the Program Development Plan was submitted jointly. Dean Stephens said that will help because the University of Akron will not oppose Kent State on this proposal.

With no further questions, the item passed unanimously.

Information item I: Inactivation of the New Media post-baccalaureate [C601] and post-master's [C803] certificate programs.

Dean Stanley T. Wearden explained that this item was simply a formal inactivation of certificates that have not been offered for a while.

Senior Associate Provost Chandler reminded the council that the university must have accurate records of the programs being offered so that it does not appear that there are large numbers of programs without students in them. He then asked for any requests to discuss the lesser action item. Hearing no desire for discussion, he asked for a motion to adjourn. Associate Dean Nancy E. Barbour motioned for adjournment. 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 Honors College Interdepartmental Memorandum

**To:** Stephane Booth, Associate Provost for Quality Initiatives and Curriculum

From: Donald R. Williams, University Requirements Curriculum Committee

**Re:** Proposed Outcomes Assessment Plan

**Date:** April 24, 2010

In December of 2009, the Faculty Senate approved a proposal that established that Kent Core courses would be required to assess learning outcomes, and charged the University Requirements Curriculum Committee (URCC) with developing outcomes assessment templates and an approval process. This memo describes the proposed process and the attached assessment proposal form and instructions for use by academic units in describing their outcomes assessment plans. The proposed process and form are based on several discussions of an ad hoc sub-committee of the URCC (made up of Profesors Arhar, Burhanna, Caine-Bish, Haley, Rothstein and Williams) and the URCC full membership.

In addressing the charge from Faculty Senate, the subcommittee adopted four primary objectives:

- 1) Keep the process as simple as possible,
- 2) Allow for considerable flexibility in definitions of learning outcomes and methods and reporting of assessment,
- 3) Align with the learning objectives from the former LER requirements (the list of learning objectives is included in the first column of the form), and
- 4) Acknowledge that the responsibility for monitoring the quality of outcomes and assessment and for continuous improvement in outcomes and assessment lies with the faculty at the department or school level.

The proposed process is that any unit wanting to maintain Kent Core status for an existing Kent Core (formerly LER) course, or wanting to propose a new Kent Core course, will be required to complete the Outcomes Assessment Plan form. Those units proposing a new course will also be required to submit the Kent Core Information Form (formerly LER Information Form) and sample syllabus. All proposals will be reviewed at the appropriate departmental/school and/or College levels before being submitted to the URCC and EPC for final approval.

The minimum requirement for approval of the assessment plan for a Kent Core course is that there is at least one Kent Core learning objective addressed in the course, with at least one appropriately defined learning outcome and its corresponding method of

assessment and reporting. The URCC will not evaluate the appropriateness of the outcomes or methods of assessment and reporting. This is left to the departmental/school and collegial units. In addition, the academic unit must assure that the faculty members who teach the course have agreed to:

- The objective(s) to be addressed,
- Complete an annual review and reporting of the assessment results to the URCC, and
- Use the assessment and evaluation results to revise the course and/or assessment plans. Revised assessment plans may be submitted to the URCC annually if desired by the unit.

The URCC considered a variety of methods for assessment in its discussions. For example, it considered the idea of having all seniors engage in an electronic survey regarding their Kent Core learning experiences, with drop-down boxes with lists of courses, corresponding learning objectives, and the opportunity to indicate their opinion of the extent to which the learning objective was attained in their course. One concern with this approach was that seniors would not be able to recall the specifics of their Kent Core courses, and the approach would be subject to considerable measurement error. Another idea was to have units embed questions regarding the course learning objectives in the Student Survey of Instruction (SSI) forms, which would address the problem of recall bias noted above. While both approaches have merits, it was felt that it was not appropriate for the URCC to require a particular form of assessment. Rather, the URCC feels that either of these approaches could be utilized by a department or school as part of its assessment plan and would encourage their consideration by the units.

The committee recognizes that, while many units already are actively engaged in assessment of learning outcomes in their courses, and very familiar with a wide range of assessment tools, other units might need assistance in completing the form. Consequently the URCC proposes that the Faculty Professional Development Center (FPDC) be charged with developing a website and providing faculty workshops with resources specifically designed for the preparation of the Kent Core Course Outcomes Assessment Plan. The website and workshops would offer assistance with defining learning outcomes and identifying and developing appropriate measures of attainment, among other topics as requested by the faculty. They would also offer examples of alternative approaches to outcomes assessment, such as those represented in the attached examples of completed Outcome Assessment Plan forms. The URCC also proposes that the FPDC be charged with developing a handbook for faculty use, similar to the attached handbook from the University of Massachusetts.

Please let me know if you have any questions regarding these proposals or attached materials.

#### Instructions for Completing the Kent Core Learning Outcomes Assessment Plan

To submit a Kent Core Learning Outcomes Assessment Plan, please complete the attached form and submit to the URCC for review.

- 1. At the top of the form, please include the course number and title of the course to be reviewed. The first column on the form lists the Kent Core (formerly LER) learning objectives and the second column lists the corresponding Transfer Module learning objectives.
- 2. In the third column, "What corresponding learning outcomes are included....", please provide specific learning outcomes for the course.
  - Corresponding learning outcomes that are specific for this course (Column III of the form), must be included for each Kent Core Learning Objective (Column I) that is being assessed for this course.
  - Specific course learning outcomes should use language that demonstrates that they are in fact learning outcomes. Example language includes words such as define, name, describe, identify, recognize, evaluate, present, propose, develop, contrast, summarize, or perform. Previously proposed learning outcomes /objectives can be revised if they do not currently qualify as learning outcomes. For additional information about learning outcomes, visit the Kent Core website at <a href="https://kentcore.kent.edu">https://kentcore.kent.edu</a>.
  - The assessment plan must include at least one course learning outcome that corresponds to one Kent Core learning objective, keeping in mind that for each learning outcome, an assessment method must be included.
  - In the fourth column of the form, "What methods will you use to assess student progress....", please provide a description of the assessment methods for each specific learning outcome listed.
  - The assessment method should be described in sufficient detail that faculty who teach
    the course and URCC members reviewing the assessment plan will be able to come to a
    common understanding of what is expected. If a common assessment is being
    proposed, then it would be useful to include the exact questions/problems/case studies,
    etc. that will be used
  - When choosing methods of assessment, remember that <u>for every assessment method</u> <u>proposed</u>, there will have to be corresponding evidence.
- 3. In the fifth column, "What evidence of this do you plan.......", please provide a description of the evidence from the assessment that will be presented yearly to URCC. See the Kent Core website (<a href="http://kentcore.kent.edu">http://kentcore.kent.edu</a>) for articles that describe the types of evidence appropriate for various methods of assessment. The yearly summary will be submitted to URCC by the end of each academic year, and should include a summary of the results of the assessment, a statement of the faculty's review of the results, and a description of any modifications to the plan and/or course that are going to be made as a result of the review.
- 4. Units will have the opportunity to revise and resubmit their Learning Outcome Assessment Plan with their yearly summary.
- 5. For the Kent Core Learning Outcomes Assessment Plan to be approved, the assurances listed on the template must be confirmed by signature of the department chair/school director or other authorized individual.

## **Kent Core Learning Outcomes Assessment Plan**

I. Kent Core Learning Objective	II. Transfer Module Learning Objective	III. What corresponding learning outcomes are included in this course?	IV. What method(s) will you use to assess student learning?	V. What evidence of this will you present yearly for the 5 year review of this Kent Core course?
Acquire critical thinking and problem solving skills	Evaluate arguments in a logical fashion – competence in analysis and logical argument			
Apply principles of effective written and oral communication	Communicate effectively			
Broaden their imagination and develop their creativity				
Cultivate their natural curiosity and begin a lifelong pursuit of knowledge				
Develop competencies and values vital to responsible uses of information and technology				

Engage in independent	Engage in our democratic		
thinking, develop their own	society – be active and		
voice and vision, and	informed citizens; develop		
become informed,	a disposition to participate in and contribute to our		
responsible citizens			
T	democracy		
Improve their	Acquire an understanding		
understanding of issues and	of our global and diverse		
behaviors concerning	culture and society		
inclusion, community and			
tolerance			
Increase their awareness of			
ethical implications of their			
own and others' actions			
Integrate their major studies			
into the broader context of			
a liberal education			
Strengthen quantitative			
reasoning skills			
Understand basic concepts	Employ the methods of		
of the academic discipline	inquiry characteristic of		
_	natural sciences, social		
	sciences and the arts and		
	humanities.		

ASSURANCES:
By submitting this proposal, we assure that:
1. The faculty who teach this course have agreed to the learning outcomes and assessment methods.
2. Assessment results will be reviewed annually by the faculty and submitted to the URCC.
3. Modifications to the course and/or assessment plan will be based on the annual review.

Department/School Representative \_\_\_\_\_\_ Date \_\_\_\_\_

#### Kent Core Learning Outcomes Assessment Plan

COURSE NUMBER & TITLE: \_NUTR 23511 Science of Human Nutrition\_

Kent Core Learning Objective	Transfer Module Learning Objective	What corresponding learning outcomes are included in this course?	What method(s) will you use to assess student progress toward the learning outcome?	What evidence of this do you plan to present yearly for the next 5 year review of this Kent Core course?
Acquire critical thinking and problem solving skills	Evaluate arguments in a logical fashion – competence in analysis and logical argument	Recognize the theories related to body weight, obesity, and weight control as well as describe treatment modalities utilized to treat weight issues.  Comprehend the processes of digestion, absorption, and excretion in order to identify nutrient availability and physiological function.	Common assessment utilizing six multiple choice questions from unit exam.	Percentage of correct responses on common assessment questions from all sections of NUTR 23511 with the goal of 75% of students accurately answering questions.
Apply principles of effective written and oral communication	Communicate effectively	Identify nutritional concepts and integrate their relationship to nutritional health and disease as well as general nutrition recommendations.	Diet assessment project—students complete a three day diet log and then analyze the diet logs for their macro and micronutrient composition. Students must answer self-assessment questions that guide students in giving example of strengths & weaknesses of their diet based on comparisons to general nutrition recommendations. This project has two parts which allow assessment of both early and late semester course competency.	Ten randomly selected diet assessment projects will be selected with identifying student and instructor information removed from each section/semester. Faculty within the nutrition and dietetics department will use a common rubric to assess written communication on assignment.
Broaden their imagination and develop their creativity				
Cultivate their natural curiosity and begin a lifelong pursuit of knowledge		To be able to integrate course knowledge into individual dietary behavior changes and to describe how the information for this course can increase health personally.	Pre & post-test questionnaire that assesses if there were changes in their perceptions of nutrition and its impact on their own health.	Determine if significant differences exist for pre & post-test responses on the questionnaire.
Develop competencies and values vital to responsible uses of information and technology		To be able to integrate course knowledge into individual dietary behavior changes and to describe how the information for this course can increase health personally.	Diet assessment project—students complete a three day diet log and then analyze the diet logs for their macro and micronutrient composition.	Randomly select 10 students' projects from each section without student or faculty information. Nutrition and Dietetics faculty grade using the nutritional technology

				$\mathcal{L}$
				rubric with the goal of 75% of students scoring 80% or above on the use of nutritional technology.
Engage in independent thinking, develop their own voice and vision, and become informed, responsible citizens				
Improve their understanding of issues and behaviors concerning inclusion, community and tolerance				
Increase their awareness of ethical implications of their own and others' actions				
Integrate their major studies into the broader context of a liberal education				
Strengthen quantitative reasoning skills		Utilize the basic principles of the scientific method and how it relates to nutritional research.	Common assessment utilizing two multiple choice questions from unit exam.	Percentage of correct responses on common assessment questions from all sections of NUTR 23511 with the goal of 75% of students accurately answering questions.
Understand basic concepts of the academic discipline	Employ the methods of inquiry characteristic of natural sciences, social sciences and the arts and humanities.	Distinguish the role of carbohydrate, fat, & protein as energy yielding nutrients including the role chemically and physiologically in the body.  Distinguish the role of micronutrients and their role physiologically in the body.  Identify the nutritional needs as they relate to the lifecycle.	Common assessment utilizing six multiple choice questions from unit exam.	Percentage of correct responses on common assessment questions from all sections of NUTR 23511 with the goal of 75% of students accurately answering questions.

Person Submitting Assessment Plan	Natalie Caine-Bish	Dai	ie
•	· · ·	-	

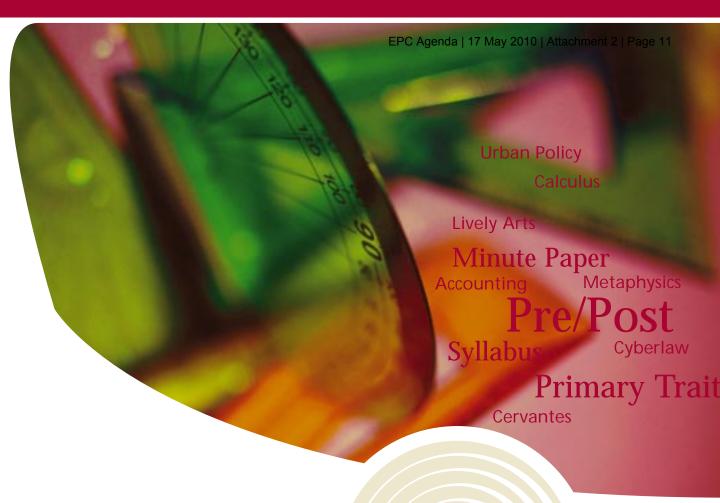
### **Kent Core Learning Outcomes Assessment Plan**

COURSE NUMBER & TITLE: CS 10051 Introduction to Computer Science

Kent Core Learning Objective Acquire critical thinking and problem solving skills	Transfer Module Learning Objective Evaluate arguments in a logical fashion — competence in analysis and logical argument	What corresponding learning outcomes are included in this course?  Design algorithms, formulate problem and data abstractions, think computationally.	What method(s) will you use to assess student progress toward the learning outcome?  The course already includes a "design an algorithm" question in its curriculum, as part of the student assessment process.	What evidence of this do you plan to present yearly for the next 5 year review of this Kent Core course?  A rubric will be designed to assess a sample of the answers and statistics will be submitted.
Apply principles of effective written and oral communication	Communicate effectively			
Broaden their imagination and develop their creativity		Understand concepts such as "mathematical modeling", stepwise refinement, data types, protocols, etc.	(See below)	
Cultivate their natural curiosity and begin a lifelong pursuit of knowledge		Think computationally and rapidly pick up and assess information on the web.	Assign homework. This homework will be assessed for depth of research and creativity.	Summary of a review of the samples
Develop competencies and values vital to responsible uses of information and technology		Coverage of Computer and network security and touch on some ethical issues surrounding computing.	Assign a project to use a virus checker on a computer.	A count of the viruses found will be submitted.

Engage in independent thinking, develop their own voice and vision, and become informed, responsible citizens  Improve their understanding of issues and behaviors concerning inclusion, community and	Engage in our democratic society – be active and informed citizens; develop a disposition to participate in and contribute to our democracy  Acquire an understanding of our global and diverse culture and society	Some problems are solved in multiple ways, pointing out advantages of each. Also, teaching them about information on the web and how to judge its value.	(See 2 slots above)	
tolerance				
Increase their awareness of ethical implications of their own and others' actions		Coverage of computer and network security and of ethical issues, makes students aware of the consequences of the misuse of a computer.		
Integrate their major studies into the broader context of a liberal education				
Strengthen quantitative reasoning skills		A portion of the course is devoted to algorithm design and analysis.	Falls under the same aegis as the first item above.	
Understand basic concepts of the academic discipline	Employ the methods of inquiry characteristic of natural sciences, social sciences and the arts and humanities.	The whole course explains the development of CS in a way similar to the way it actually happened; many of the relevant concepts are explained.		

Person Submitting Assessment Plan	Michael Rothstein	Date	



# COURSE-Based Review and Assessment Methods for Understanding Student Learning

office of Academic Planning & Assessment University of Massachusetts Amherst





## Contents

Assessment as a Teaching Tool
How to Use this Handbook
Chapter 1 What is Course-Based Assessment?
Chapter 2 Adapting Your Course to Include Assessment
Chapter 3 Selecting When and How Often to Assess
Chapter 4 Assessing Student Learning at Specific Points
Appendix 4-A Samples, Examples and Worksheets
<b>Chapter 5</b> Assessing Student Learning Over the Course of the Semester
Appendix 5-A Samples, Examples and Worksheets
Chapter 6 Interpreting and Using the Results of Classroom Assessment
Sources and Resources
Bibliography

#### Letter to Instructors

## Assessment as a Teaching Tool

Across higher education there is a growing demand for systematic and thoughtful student learning assessment. In general, however, state legislators, state higher education boards, and administrators have been more enthusiastic about assessment than have academics. In part, faculty members' ambivalence towards assessment is fueled by their perceptions that much of what is done in the name of assessment is of little use to them in improving their own teaching, student learning, or the curriculum.

Indeed, until fairly recently, much of assessment has focused more on issues of external accountability than on developing assessment activities that directly improve educational practices. Among the reasons why the assessment effort has had little effect on the teaching-learning process is that faculty have not been adequately involved in identifying relevant assessment questions or in developing appropriate assessment methods that could indeed inform teaching and learning.

This lack of faculty involvement is unfortunate because, at its best, course-based assessment can facilitate student learning by:

- Helping you clarify your teaching goals and what you want students to learn
- Giving your students a better understanding of your expectations for their work in your course and how you evaluate their performance
- Opening up the lines of communication and feedback between you and your students
- Actively engaging students in their own learning
- Providing you with increased information about student learning in your classroom, allowing you to adjust your teaching as the course progresses

Our hope is that this handbook will serve as a useful tool in helping you develop course-based assessment strategies that help your students learn. Please consider it as only one catalyst for your own ideas. I hope the information provided here will help you see assessment not as a chore, but as an opportunity to use your own inquiry skills to investigate the teaching and learning questions you find most relevant, compelling, and intriguing. And, as always, please contact our office if you would like additional information or assistance.

Martha L. A. Stassen, Ph.D. Director of Assessment Office of Academic Planning and Assessment

## How to Use this Handbook...

#### Understanding "why"

If you're new to assessment, Chapter 1 provides an overview of what we mean by "assessment" and an introduction to its uses in the classroom. The introductory phase of assessment involves building a base of understanding about the benefits and tools of assessment, and about what you want to learn from the process. It is here that you identify why and what you want to assess.

#### Defining goals and objectives

If you already understand what assessment is and know why you want to assess, Chapter 2 can help you begin to adapt your course to include assessment. An effective assessment strategy is based on clear, explicitly stated goals and objectives. This chapter guides you through the process of writing course goals and objectives, identifying existing assessment methods, and analyzing your syllabus.

#### Defining the focus of course-based assessment

If you know your goals and objectives, Chapter 3 will help you decide whether to assess those goals at the moment or over time. During this phase, you will address the "how" of assessment and focus on when and why to use classroom-based techniques for short- or long-term assessment. You will also explore the importance of engaging students in the assessment process.

#### Techniques for assessing student learning

If you know you want to assess and have a good idea of what assessment in your classroom should look like, Chapter 4 will help you identify strategies and methods to collect assessment data at key points in the semester. Chapter 5 introduces techniques to assess student learning throughout the semester and looks at ways to structure course assignments and the syllabus to facilitate ongoing assessment.

#### Understanding and using your results

If you're ready to use what you've learned from your assessment data, Chapter 6 will help you put it all together. Understanding what the data tell you is key to using the results to enhance teaching and learning in your classroom. Your findings serve as an example of your accomplishment and may be used to guide curricular revisions and improvements.

EPC Agenda	17 Mav	2010	Attachment 2	Page 16
------------	--------	------	--------------	---------

# Chapter 1

■ Getting Started: What is Course-Based Assessment?

#### The purpose of this chapter...

This chapter offers basic definitions and explanations of assessment terminology and tools. It describes the similarities and differences between assessment and grading, as well as what assessment can mean for your students. Reasons to assess and common questions about assessment are also included.

Chapter 1 At A Glance What is assessment? Assessment and grading Why assess? What is course-based assessment? Assessment challenges at research universities Assessment: your students and you Questions and answers

"...a learner-centered, teacher-directed approach designed to improve student learning in the individual classroom."

- Wright, B. D. (1991)

## What is Assessment?

The word "assessment" has taken on a variety of meanings within higher education. The term can refer to the process faculty use to grade student course assignments, to standardized testing imposed on institutions as part of increased pressure for external accountability, or to any activity designed to collect information on the success of a program, course, or University curriculum. These varied uses have, unfortunately, moved us away from a focus on the central role that assessment should play in educational institutions - the gathering of information to improve institutional practices.

Therefore, for the purposes of this handbook...

Assessment is the systematic collection and analysis of information to improve student learning.

## Assessment and Grading

When the issue of course-based assessment is raised, faculty members often say, "I already do assessment. I grade student assignments." Grades are indeed one measure of student achievement. There are significant drawbacks, however, to using grades to meet assessment's primary goal – to improve teaching and learning.

Assessment links student performance to specific learning outcomes in order to provide useful feedback to the instructor and students about how successfully

Grades are global evaluations that represent the overall proficiency of students. They *don't* tell you about student performance on individual learning goals...

students are meeting these outcomes. Traditional grading, which offers one "score" to represent the sum total of students' performance across a whole host of outcomes, does not provide the sort of detailed and specific information necessary for linking student performance to improvement. Because grades don't tell you about student performance on individual (or specific) learning goals or outcomes, they provide little information on the overall success of your course in helping students attain the specific and distinct learning objectives of interest.

## Why Assess?

An effective instructor understands that it is not enough to present course material to students and hope that they get it, assuming that some will and some will not. Learning occurs when there is an interplay between the teaching process and the outcome. When assessing learning, the instructor identifies specific goals and objectives for each course, systematically gauges the extent to which these anticipated outcomes actually occur and determines to what degree learning takes place.

Assessment also: *makes the learning process more effective* and consistent by systematically linking assignments, course structure and grading practices to intended learning goals; *helps instructors become better teachers* by offering specific feedback on what is working or not working in their classrooms; and *provides systematic feedback to students* about their own progress.

### First, answer these questions

- 1. What do you really want students to know and learn?
- 2. What are your students actually learning?
- 3. What can you do to help students learn what you believe they need to know?

### Then, follow these steps

- 1. Identify and articulate what students should learn in your class
- 2. Develop tools to measure student learning
- 3. Establish systems to compile and analyze the data you collect with these tools
- 4. Use the information gathered to improve/adapt curricula, pedagogy, and goals

### What is Course Assessment?

Course-based Assessment refers to methods of assessing student learning within the classroom environment, using course goals, objectives and content to gauge the extent of the learning that is taking place.

# Assessment Challenges at UMass Amherst and other Research Universities

The advantages to both instructor and student from classroom assessment are recognized and accepted at colleges and universities across the country. There are, of course, particular challenges for large research universities. However, there are faculty at institutions like UMass who are finding ways to use formal classroom and institution-wide assessment to improve practice. The websites for these campuses are included in the Sources and Resources section of this handbook. Examples of their work are provided throughout this handbook.

## Assessment: Your Students and You

#### **Assessment: Benefits for Students**

Assessment designed to facilitate improved student learning can offer a number of benefits to students. For students, assessment can mean:

- clarifying their instructors' expectations for them
- focusing more on learning as they come to see the connection between learning and course content
- becoming more self-reflective learners
- understanding their own strengths and weaknesses as students

#### Assessment: Benefits for the Instructor

As an instructor, you can use assessment to:

- provide a more learning-centered, student-responsive classroom environment
- employ a variety of assessment techniques described in later chapters to stay on top of student learning as it occurs
- adjust the teaching process to accommodate gaps in learning that can be tied to methods of instruction
- become more student-responsive in terms of facilitating learning and acquisition of knowledge

Helping students understand these benefits is key. Enlisting student investment in the assessment process can both make the results more meaningful and encourage students' active participation in the learning process. Consistent and constructive feedback to students about the results of your in-class assessment can help you accomplish this goal. (See Chapter 3 for ideas on how to engage students in assessment)

## Questions and Answers

- Q. Doesn't assessment ask me to become an education researcher, conducting research in the classroom on how and why students learn?
- A. If we define research as systematically making observations and collecting data, then assessment certainly may be looked at as classroom research, research that some faculty may want to pursue. However, the primary purpose of classroom-based assessment is to improve the teaching/learning process by identifying new ways to re-examine the courses you teach and to measure what works with students and what doesn't.
- Q. Won't classroom-based assessment add greatly to my workload?
- A. Articulating course goals in measurable terms and developing assessment tools and data collection methods will be time-consuming at first. However, you may find that what originally seemed like a lot of unnecessary work may actually generate renewed interest in an old course and a recharged excitement about teaching. Once you've figured out how assessment fits into your teaching style and goals and have developed the tools you'll need to implement it in your classroom, student evaluation may become easier and more efficient, freeing up more of your time.
- Q. Assessment activity is not established as part of the faculty reward system on campus. How can I benefit from assessment on a professional level?
- A. Assessment activity is not yet an explicit part of the faculty reward system but is taking on more institutional importance. Assessment can also benefit you professionally by improving your teaching skills and facilitating your interactions with students, which are important to the faculty reward structure. In addition, many grant funding agencies now require strong assessment components to any projects designed to improve teaching and learning.
- Q. I'm convinced of the potential benefit of bringing assessment into my classroom, but I'm unclear where to start.
- A. Once you've made the decision to do classroom-based assessment, the actual process is quite simple and focuses around identifying course goals and objectives, and developing assessment tools to evaluate how well you and your students meet those goals during the semester. The next chapter in this handbook helps you get started on this plan.

## Chapter 2

■ Adapting Your Course to Include Assessment

#### The purpose of this chapter...

First outlining ways to get started with assessment, this chapter goes on to offer suggestions on how to define course goals and objectives and provides a worksheet to help you tie goals and objectives to your course syllabus. It helps you determine what assessment methods you are already using and discusses the ways to start including more deliberate assessment in the courses you teach.

Chapter 2 At A Glance Suggestions for getting started Steps in the process Sample goals and objectives Questions and answers

"Course-embedded assessment involves taking a second look at materials generated in the classroom so that in addition to providing a basis for grading students, these materials allow faculty to evaluate their teaching."

> - Palomba, C. A. & Banta, T. W. (1999)

## Suggestions for Getting Started

At its most basic, the assessment process can be broken down into three parts:

- 1. establishing student learning goals and objectives for the course
- 2. measuring whether these goals have been met
- 3. using the results to improve teaching and learning in the course

You already go through these steps, at some level, whenever you develop a new course or consider revising an existing one. In formal assessment, these steps become more systematic and detailed to ensure clearly articulated links between what you want students to learn and your understanding of what they actually do learn.

In this chapter, we will walk you through each of these steps. Before you begin, take some time to reflect on the course you will be assessing.

- *Take an inventory* of your classroom teaching goals to become more aware of what you want to accomplish in your courses.
- *Identify what, if any, assessment methods* (meaning, methods you use for gathering information on your students and their performance) you are currently using (e.g., tests, exams, surveys etc.).

## Steps in the Process

#### Step 1: Establishing Learning Goals and Objectives

Just like the term "assessment," there are varying definitions of "goals" and "objectives." For consistency and ease of understanding as you work through this handbook, these terms will be used as defined:

Goals describe broad learning outcomes and concepts (what you want students to learn) expressed in general terms (e.g., clear communication, problem-solving skills, etc.).

Objectives describe specific learning behaviors that students should exhibit in the context of the course. Objectives are the specific skills, values and attitudes students should exhibit that reflect the broader goals (e.g., for students in a freshman writing course, this might be "students are able to develop a cogent argument to support a position"). Often in the assessment literature, "objectives" and "outcomes" are used interchangeably.

#### Identifying and Articulating Course Goals

Again, course goals reflect the broad concepts and skills you want students to develop as a result of your course. Explicit goals can help you focus the design and structure of your course and guide your development and implementation of specific, measurable course objectives.

So begin by asking yourself, "What are the major academic goals I want students to achieve in this course?" and write down your responses. Remember that the goal statements can be quite broad and theoretical. You will become more specific when you develop the learning objectives for the course.

If you are having trouble identifying course goals, try answering these questions:

- Why do you use current assignments, course structure, and activities? What is it you want to help students learn through these course elements?
- What do you want your students to learn and in what ways do you want them to grow?
- In the past, have your goals for students been realistic?
- What do your students usually learn and in what ways do they usually grow?
- Where do students have difficulty; what do they consistently
- If you ran into a student who had taken your class the previous semester, what would you hope the student would say about what she took away from your course?

#### **Drafting Course Objectives**

Course objectives transform goal generalizations into specific student performance and behaviors that demonstrate student learning and skill development.

Here are three questions that focus on objectives in slightly different ways. Use them to help you identify course objectives:

- For each of your stated goals, what are the specific student behaviors, skills, or abilities that would tell you this goal is being achieved?
- Ideally and briefly, what would a skeptic need (what evidence needs to be present, what specific behavior needs to be visible) in order to see that your students are achieving the major goals you have set out for them?
- In your experience, what evidence tells you when students have met these goals - how do you know when they're "getting" it?

#### **Effective Objectives**

- use action words that specify definite, observable behaviors (See table on next page).
- indicate an appropriate level of attainment
- are assessable through one or more indicators
- comprehensively and meaningfully define a goal
- are realistic and achievable
- use simple language

Adapted from California State University, Bakersfield, PACT Outcomes Assessment Handbook (1999).

The University of Iowa maintains an on-line version of the Cross and Angelo (1993) Teaching Goals Inventory (http://www.uiowa.edu/~centeach/tgi/). On the site, you can rate the importance of a host of learning goals and submit the results. You are provided with a summary report of the relative importance you place on various types of goals.

## noteworthy

Bloom's taxonomy (1964) is a well-known description of levels of educational objectives. It may be useful to consider this taxonomy when defining your objectives.

Level	Cognitive Behaviors
1. Knowledge	to know specific facts, terms, concepts, principles, or theories
2. Comprehension	to understand, interpret, compare and contrast, explain
3. Application	to apply knowledge to new situations, to solve problems
4. Analysis	to identify the organizational structure of something; to identify parts, relationships, and organizing principles.
5. Synthesis	to create something, to integrate ideas into a solution, to propose an action plan, to formulate a new classification scheme
6. Evaluation	to judge the quality of something based on its adequacy, value, logic or use

#### **WORD POWER**

Concrete verbs such as "define," "argue," or "create" are more helpful for assessment than vague verbs such as "know," "understand" or passive verbs such as "be exposed to." Some examples of action words frequently used in objectives are included in the table below.

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
define	classify	apply	analyze	arrange	appraise
identify	describe	compute	appraise	assemble	assess
indicate	discuss	construct	calculate	collect	choose
know	explain	demonstrate	categorize	compose	compare
label	express	dramatize	compare	construct	contrast
list	identify	employ	contrast	create	decide
memorize	locate	give examples	criticize	design	estimate
name	paraphrase	illustrate	debate	formulate	evaluate
recall	recognize	interpret	determine	manage	grade
record	report	investigate	diagram	organize	judge
relate	restate	operate	differentiate	perform	measure
repeat	review	organize	distinguish	plan	rate
select	suggest	practice	examine	prepare	revise
underline	summarize	predict	experiment	produce	score
	tell	schedule	inspect	propose	select
	translate	shop	inventory	set-up	value
		sketch	question		
		translate	relate		
		use	solve		

Adapted from California State University, Bakersfield, PACT Outcomes Assessment Handbook (1999).

## What are some examples of effective goals and objectives?

The goals and objectives that follow are examples for you to consider as you think about your own.

#### **Biology**

#### Course Goal

Students will learn and demonstrate use of the scientific method for original scientific research.

#### **Objectives**

- The student will demonstrate that s/he has formulated an hypothesis, designed a good experiment, controlled variables, operationally defined terms and interpreted data appropriately
- The student will demonstrate understanding of the scope and sequence of the scientific report format by outlining and completing a report based on one of the in-class

adapted from California State University Multi-Campus Team Drafts (1998).

#### **English Composition**

#### Course Goal

Students will learn to acknowledge and adjust to a variety of writing contexts. **Objectives** 

- The student will demonstrate through discussion, planning and writing an awareness that audiences differ and that readers' needs/expectations must be taken into account as one composes text
- The student will demonstrate in writing the ability to draft and revise work with a sense of purpose and an awareness of audience

adapted from California State University Multi-Campus Team Drafts (1998).

#### Management

#### Course Goal

The student will identify those activities that are most likely to distinguish effective, well-managed technology development programs from ineffective programs. **Objectives** 

- The student will outline the six components of an effective management development program.
- The student will develop a formal evaluation checklist to assess program success.

adapted from Diamond, Designing and Assessing Courses and Curricula (1998).

#### Religion

#### Course Goal

The student will demonstrate an understanding of the theological foundation of the course.

#### **Objective**

- When given a definition of the term "religion," the student will identify which of the following characteristics is emphasized: feeling, ritual activity, belief, monotheism, the solitary individual, social valuation, illusion, ultimate reality, and/or value.

adapted from Diamond, Designing and Assessing Courses and Curricula (1998).

#### **History**

#### Course Goal

The student will learn to work as a "knowledgeable practitioner" in the discipline.

#### **Objectives**

#### The student will be able to:

- describe relevant historical events and people
- argue as an historian does
- take a position on a debatable historical issue
- use historical data as evidence for a particular position or point of view
- raise and answer counter-arguments

#### **Mathematics**

#### Course Goal

The student will be able to apply course concepts to mathematical problem-solving models.

#### **Objectives**

- The student will be able to solve algebraic and quadratic equations
- The student will demonstrate the ability to explain each step in the problem solving process

#### **Economics**

#### Course Goal

Students will use economic theory and modeling to explain government policies and their effects.

#### **Obiectives**

- Students will choose one topic relevant to current economic events and explain its relevance in terms of economic principle and theory
- Students will develop and run a statistical model analyzing the current rate of inflation in relation to the CPI

#### **Physics**

#### Course Goal

The student will be able to state and apply physical concepts in their own words and to discuss what they don't know.

#### **Objectives**

- The student will select one physical law and design an experiment to demonstrate
- The student will write a report on the experiment, including a section addressing unanswered questions

#### Education

#### Course Goal

As a result of taking this course, the student will be able to evaluate and apply educational theory and philosophy to the reality and challenge of today's system of education.

#### **Objectives**

At the conclusion of this unit, the student will be able to:

- discuss the philosophical foundation of education
- identify popular theories of education and teaching
- begin to apply philosophy and theory of education to their own development as an educator
- assess the contribution and development of the other members of the assigned task group

Examples on this page have been adapted from Walvoord & Anderson, Effective Grading (1998).

#### Step 2: Identifying and Reviewing Existing Assessment Techniques

The next step in the assessment process is to identify what information you already collect about student progress and how these measures tie to your intended learning goals and objectives. Consider the following:

- 1. What information on student learning/performance do you currently collect (e.g., first-day surveys, class assignments, tests, etc.)?
- 2. How informative are each of these to understanding the student learning process?
- 3. How do these data sources relate to your newly articulated goals and objectives?
- 4. Are there gaps between the information you collect and your course objectives? What other information do you need to have to understand whether students are meeting these objectives? (Identification of these gaps will be useful in Chapters 4 and 5 when additional assessment techniques/options are provided).

### noteworthy

As you continue to go through this workbook, keep in mind that existing assignments can be made more valuable by self-consciously linking them to the objectives they are designed to assess. For example, the grade for a final exam can be made more meaningful in determining the extent of student learning if each construct or section of the exam is tied to specific, identified learning objectives for the course and discrete scores for each of these constructs is recorded separately.

#### Step 3: Reviewing the Course Syllabus

At this point in adapting your course to include classroom-based assessment you have developed specific course goals for student learning, outlined actionbased course objectives to help you measure student knowledge, behavior, and skills, and identified current assessment techniques.

You should now look critically at whether your existing course syllabus explicitly outlines anticipated learning outcomes and ties course content and requirements to these outcomes. This is your first step in using the assessment process to develop improved communication between you and your students. Without clearly stated objectives that are linked to class content, it will be more difficult to implement classroom assessment.

#### The Course Syllabus and The Course Skeleton

The course syllabus is one of the first lines of communication between you and your students. You will not be able to accurately assess student learning without an effective syllabus that details course goals, expectations and requirements. These elements of the syllabus will serve as a starting point for implementing classroom assessment in your course.

For example, chances are that if your original syllabus did not state course goals, it may not be entirely clear to students how course goals and their own learning connect in the course. A good place to start is to develop a course skeleton that lists course goals and objectives and how each assignment will contribute to successful learning outcomes. An example of a course skeleton follows.

#### **Economics Course Skeleton**

#### Course: Economics and Political Thought

Students will use economic theory and modeling to explain government policies and their effects.

#### Outcomes reflecting this goal:

1. Students will choose one topic relevant to current economic events and explain its relevance in terms of economic principle and theory.

Assignments that demonstrate accomplishment of this objective:

- a. Five-to-seven-page midterm paper
- b. Five minute in-class presentation based on midterm paper
- 2. Students will develop and run a statistical model analyzing the current rate of inflation in relation to the Consumer Price Index (CPI).

Assignments that demonstrate accomplishment of this objective:

- a. Data analysis preparation report describing data, steps in developing the model and methodology
- b. Statistical analysis results and one-page write-up

adapted from Walvoord & Anderson, Effective Grading (1998).

**WORKSHEET** 

Worksheet for your course
Goal #1:
Outcomes reflecting this goal:
1
Assignments that demonstrate accomplishment of this outcome:
a.
b.
2
Assignments that demonstrate accomplishment of this outcome:
a.
b.
Goal #2:
Outcomes reflecting this goal:
1
Assignments that demonstrate accomplishment of this outcome:
a.
b.
2
Assignments that demonstrate accomplishment of this outcome:
a.
h

## **Questions and Answers**

- Q. I teach more than one course a semester. Does it make sense to incorporate classroom-based assessment into only one of my courses or should I do it for each course I teach?
- A. Classroom-based assessment techniques can be adapted to virtually any course so you could, in theory, begin using them in each course you teach. In practice, however, assessment specialists generally recommend beginning with one course. This will allow you the time you'll need to identify desired learning outcomes for the course, adapt your syllabus to track those outcomes and tailor assessment methods to course-specific needs. Later, you can use this initial experience to bring assessment into other courses that you teach.
- Q. Aren't assessment methods more quantitatively-based than qualitative. How can I apply them to assignments where the answers are not quantifiable, such as research papers and essay exams?
- A. Not all approaches to assessment must use quantitative data. A variety of methods that will be discussed later in this handbook are based on qualitative techniques. Identifying specific goals and objectives, as well as quality standards, for qualitative assignments can help you in your assessment of these types of assignments.
- Q. How do I determine what the most appropriate assessment method is for a particular assignment or group of assignments?
- A. Selecting an appropriate assessment method for course assignments is tied directly to the learning outcomes designated for each assignment and the traits within that assignment that you have identified as important. The next chapter of this handbook will describe the various assessment methods and discuss ways to select the most relevant one for each assignment.

## Chapter 3

■ Selecting When and How Often to Assess

#### The purpose of this chapter...

Assessment can be done at a specific moment or over an extended period. This chapter explores ways to help you determine whether to assess student learning at a particular point in time or throughout the semester. It also provides an overview of classroom assessment techniques for both short and long-term assessment models and discusses ways to make sure students are at the center of your assessment activities.

Chapter 3 At A Glance Deciding on whether to assess "at specific points in time" or "over time" Assessing student learning at specific points Assessing student learning over the course of the semester Engaging students in assessment Questions and answers

"Many faculty have been 'doing assessment' for their own sake, and have not been overwhelmed with the task, without particular experience in evaluation methodology."

- Nichols, J. O. (1995)

## **Beyond Goals and Objectives**

Once you have outlined course goals and objectives and identified the assessment techniques you're already using, you'll want to think about the length and scope of the new course-embedded assessment techniques you'd like to implement.

## Deciding Whether to Assess "at Specific Points in Time" or "Over Time"

Classroom assessment can be conducted over the course of a semester or it can be done at a key moment during a specific part of class. Whether you assess student learning on a longer-term basis or "at-the-moment" really depends on what you are trying to evaluate and learn. (As is true in research generally, the inquiry method you use is dependent upon the questions you want to answer.) Think about what you want to learn from assessment results. Key questions to consider include:

Am I trying to gauge student learning of class content in general?	Yes	No
2. Do I care about the knowledge students bring into the classroom with them at the start of the semester compared to the learning they will take away with them at the end?	Yes	No
3. Does the extent of progress or improvement over a period of days or weeks matter?	Yes	No
4. Do I want to assess the level of students' reflective thinking about a particular reading assignment?	Yes	No
5. Am I interested in specific areas of learning that I have identified as particularly relevant or important?	Yes	No
6. Am I concerned about how well students understand a complicated lecture?	Yes	No

If you answered "yes" to questions 1, 2 or 3, you should plan on using an assessment method that gauges student learning over time. If you answered "yes" to questions 4, 5, or 6, you will need an assessment method that evaluates student learning at a particular point in time. Of course, it is quite possible that all the questions are of interest to you and you may want to incorporate both types of assessment in your model. Specific ways to assess learning on both a short- and a long-term basis are discussed throughout this chapter. Chapters 4 and 5 look at these methods in greater detail.

## Assessing Student Learning: Specific Points in Time

It is often valuable to know whether students are keeping up with a particularly difficult lecture or have understood complicated reading assignments at various points in the semester. While the ability to understand key concepts should certainly increase as the semester progresses, levels of understanding and learning can also rise and fall throughout the semester based on the material being covered at any given point in time. In this way, "at-the-moment" assessment can be an important teaching tool that allows you to adjust your instruction as the semester continues to accommodate fluctuations in student progress. Examples of *short-term assessment*, (which are described in detail in *Chapter 4*), include the following:

- Minute paper
- Classroom polling techniques
- Reflective thinking activities

- Muddiest point exercises
- Primary trait analysis (scoring rubrics)
- Background knowledge probes

## Assessing Student Learning: Over the Course of the Semester

One of the most effective ways of assessing student learning from the start of the semester to the end is to track student progress throughout the semester. It is somewhat more unusual for instructors to do this type of analysis because collecting data about student learning on specific learning outcomes across assignments is sometimes seen as troublesome and time-consuming. This is not always the case and can be avoided with a well-organized assessment plan. It is frequently worth the effort because increases in knowledge and understanding from the beginning of the semester/course until the end can tell you how well students learned and whether long-term course goals and objectives were achieved. Long-term assessment can be especially helpful in evaluating how well a course has succeeded in meeting its central goals. It can also help identify areas of content or instruction that were not as successful as others in facilitating student learning. Portfolio Analyses, Systematic Progression of Assignments, and Pre- and Post-Tests are all examples of "over-time" assessment. They are discussed in greater detail in Chapter 5.

## **Engaging Students in Assessment**

One of the great benefits of many assessment techniques is that they provide an opportunity to create clearer communication with your students. Key to the success of this process, however, is engaging your students in assessment, motivating them to take the activities seriously, and helping them see how it can become a valuable complement to their learning. Angelo and Cross (1993) write that:

"Students are unlikely to realize the value of assessment, or of self-assessment, unless faculty make them explicitly aware of it through instruction and modeling. When students are helped to see the useful ways that classroom assessment can inform teaching and learning, they are much more likely to participate fully and positively" (p. 32).

Angelo and Cross also recommend that you maximize the positive impact of classroom assessment by letting students know:

- what the assessment results were
- how you interpreted them
- what you intend to do in response

As Wright (1991) puts it, classroom assessment has the potential to increase "interest in learning and change attitudes and behaviors" when students become more involved, self-reflective learners (p. 585).

## How Can You Enlist Student **Involvement in Assessment?**

#### 1. Make it Count

Students are people, too, and like the rest of us, they want to know what is in it for them. What will they gain by taking course-embedded assessment seriously? Altruistically, we may not want to attach grades or rewards to assessment exercises. Unfortunately, this often translates into a lack of importance in the eyes of many students. Therefore, for the most potentially reliable results:

- make all assessed assignments count in one way or another
- let students know how and why it will count
- explain how you will use the assessment component to evaluate their work

For instance, if you are using a scoring rubric, give them a copy of the evaluation standards, or explain the standards to them in class. You can even ask them to evaluate their own work using the rubric.

## 2. It's a "Two-Way-Street"

Beyond grades, students are also intelligent consumers. Help them understand why assessment matters and how it can help you become a more effective teacher and help them become more efficient learners. Explain how you will use the data to adjust the course as it goes along and to fine tune it before you offer it again. Let them know that their input will help future students who take this course. This will help students:

- invest in the process
- see the big picture outside of the immediate effect assessment will have on them
- keep lines of communication open
- facilitate student-faculty interaction

#### 3. Important to Their Future

The third key component to helping students understand the importance and validity of classroom assessment is to show them how it will benefit them, beyond grades, now and in the future. Use course goals, objectives and anticipated learning outcomes to accomplish this, making sure to tie these to their future study and the world off-campus and post-degree:

- Clearly articulate the "transferability" of the skills you are asking them to produce
- Stress what the data can tell all of us about student learning, skills, abilities and achievements in general and how it can help them, as individuals, become self-reflective learners
- Show them how to use the data to alter and/or improve their own performance

In looking at how to engage students in assessment, Palomba and Banta (1999) define the assessment process as a "natural responsibility to our students and each other" that can "help create high expectations for students as well as provide opportunities for synthesizing experiences, for active learning and for prompt feedback" (p. 346). The challenge becomes helping students see the importance of the cycle.

## Questions and Answers

- Q. When deciding whether to use "at specific points in time" or "over time" assessment, isn't a final exam for the course an easy way to accomplish both types of assessment at once?
- A. While administering a final exam at the end of the semester will give you an idea of students' learning at that point in time, standard year-end evaluations are final judgments that do not allow time for instructional change and may not provide real insight into student learning on specific goals and objectives. "At specific points in time" assessment offers both you and your students the chance to change direction, rethink priorities or keep going with what's successful. "Over time" assessment, unlike final exams, shows the progression of thought and provides the ability to document learning outcomes.
- Q. How can I learn more about different assessment methods and how to implement them?
- A. Chapters 4 and 5 in this handbook will give you a basis for understanding and beginning to implement classroom-based assessment techniques. These chapters outline several specific methods and describe how to implement them, how to collect and keep track of what you find out, and how to evaluate the results in order to fine tune course content and instruction if necessary.

# Chapter 4

■ Assessing Student Learning at Specific Points in Time

## The purpose of this chapter...

Assessing student learning at specific points in your course can mean assessing at the start of the semester, after a particularly in-depth lecture, at times when you think ideas are not flowing as freely as they might, to clear up potential areas of confusion, or to encourage reflective thinking on particular issues or topics. This chapter gives you examples of a variety of moment-specific assessment techniques.

The following methods of assessing student learning at specific points in time facilitate the learning experience and help students become more conscious of their learning. By linking course feedback to your goals and objectives, the learning/evaluation process becomes more "real" for students. It gives them the opportunity to reflect on their own learning in the context of articulated learning outcomes for the course and to gauge the extent to which they are meeting these outcomes. They, and you, can then make timely adjustments to teaching and learning in the classroom.

Chapter 4
At A Glance

Assessing student background and experience Assessing student learning on key points Considerations for large lecture classes Examples and worksheets (Appendix)

"One important distinction in assessment methods is between techniques that directly determine whether students have mastered the content of their academic programs and those that ask students to reflect on their learning."

Palomba, C. A. & Banta, W. (1999)

## **Assessing Student Background** and Experience

A good starting point for classroom assessment is to gauge the level of knowledge and understanding that students bring into the classroom at the start of the semester. A background knowledge probe asks students not only basic questions about previous coursework and preparation but also focuses on identifying the extent to which the student may or may not be familiar with key concepts that will be discussed in the course. Use the background knowledge probe at the beginning of the semester, at the start of a new unit, or prior to introducing a new topic.

An example of a student background knowledge probe can be found in this chapter's **Appendix** 

Data collected from the background knowledge probe can help you:

- 1. understand the difference between student preparation and your expectations
- 2. plan and prepare for upcoming topics or units to be covered in the course
- 3. point out for students important areas in which they may lack basic knowledge and identify resources that they can access to improve their level of understanding

## Assessing Student Learning at Key Points in the Semester

Knowing what a student brings to a course or a unit is important. Knowing what learning is taking place at a specific moment in class is equally valuable. Every instructor can identify key concepts within a course. Assessing the extent to which students understand these key concepts can be especially helpful in gauging whether students are "getting" course content, or moving through the semester without a solid base of understanding on important fundamental concepts. This information can also help you know whether to slow down, move faster or adjust your syllabus to accommodate disparities in learning. Assessment methods to gauge student understanding of core concepts include:

Worksheets and examples can be found in this chapter's Appendix

Primary trait analysis Minute papers Misconception/Preconception check Muddiest point **Punctuated Lectures** 

Chain Notes Classroom Opinion Polls Reading reaction Paper reaction

## Primary trait analysis

Primary trait analysis (PTA), adapted by Walvoord and McCarthy (cited in Walvrood & Anderson, 1998) combines traditional grading practices with class-room-based assessment. This technique asks the instructor to link specific goals and objectives outlined for a particular course assignment to varying levels of achievement (e.g., excellent, good, fair, poor). These levels are based on the degree to which the student has met the identified learning outcomes for the assignment. To conduct PTA, the instructor: 1. breaks down individual components, or primary traits, of an assignment that are key to successfully meeting assignment requirements; 2. identifies levels of achievement for each trait; and 3. constructs a grid (rubric) on which student achievement is scored.

For example, an essay for an English course might be analyzed for primary traits and levels of achievement as follows:

#### Primary trait analysis

Trait	5-Excellent	4-Good	3-Adequate	2-Weak	1-Poor
Introduction					
Argument					
Grammar					
Tone					
Conclusion					

The instructor would then check off the score for each of the five primary traits listed as important for the assignment, with a minimum total score of 5 (poor) and a maximum total score of 25 (excellent). In this way, PTA can reduce some of the subjectivity in grading and facilitate more reliable tracking of student progress on important course objectives throughout individual assignments.

This example of a PTA rubric is very simple. Others are more complex, providing definitions of what an "Excellent" introduction to an essay would look like and sometimes assigning varying numbers of points to different traits based on their importance in the assignment. (See Appendix 4-A for more information.)

#### Minute paper

The minute paper may be one of the most widely-used and accepted methods of classroom assessment. This method offers a quick and easy way to assess student learning at a particular point in time. Credited to Angelo & Cross (1993), the minute paper not only provides helpful feedback but requires little time or effort to administer. Several minutes before the end of class, you might stop your lecture or end the discussion to ask students to take one or two minutes to answer, in writing, several questions about the day's work. These questions might include "What is the most important thing you learned in today's class?" or "Do you still have questions about the material we covered today?" Students respond on a sheet of paper and hand them in before leaving.

You can use the minute paper to assess:

- Student recall and understanding
- Student evaluation of what they recall
- Student ability to self-assess their learning and understanding

## key points continued

#### Misconception/Preconception Check

The misconception/preconception check is a way to assess what students bring with them into class, or how they are processing information at various points in the semester. Used at the start of a course, the misconception/preconception check is a short survey, questionnaire or essay-type evaluation that asks students to comment on information and key points relevant to course content. Student answers provide the instructor with an understanding of the extent of "real" understanding or knowledge that students bring with them on the first day of class. It also offers information about misconceptions students may also have, misconceptions that the instructor can subsequently address and clear up during class.

The misconception/preconception check can also be used at various points in the semester to help assess whether:

- misconceptions are clearing up or growing
- preconceptions are being reshaped
- students are improving in their ability to assess relevant course content and filter out untruths or inaccuracies

#### **Muddiest Point**

The muddiest point exercise (Angelo & Cross, 1993) is a variation of the minute paper. Administered during or at the end of a lecture or class discussion, the muddiest point exercise asks students to think about what went on in class that day and to write about what was the "muddiest" (least clear) point in that day's class.

This exercise:

- asks the student to reflect on the class lecture or discussion
- asks the student to decide what was understood and what was unclear
- asks the student to self-assess learning and to identify what did/did not work

One way to address the potential for confusion on key points is to incorporate into your course syllabus pre-planned times to assess students for their "muddiest point." You can also use a more informal approach and assess for confusion or misunderstanding when you sense there may be a problem.

#### **Punctuated Lectures**

The punctuated lecture technique provides immediate, on-the-spot feedback on how students are learning from a lecture or a demonstration, and how their behavior may be influencing the process. It also encourages students to become self-monitoring listeners and self-reflective learners. This technique is designed for use in classes where lectures or lecture-demonstrations are a primary method of instruction.

This technique requires students and teachers to go through five steps:

- 1. Listen- students begin by listening to a lecture or demonstration
- 2. Stop- after a portion of the presentation has been completed, the teacher stops the action
- 3. Reflect- students reflect on what they were doing during the presentation, and how their behavior may have helped or hindered their understanding of the information
- 4. Write- students write down any insights they have gained
- 5. Feedback- students give feedback to the teacher in the form of short, anonymous notes

Punctuated lectures can be used to monitor student listening skills throughout the semester by asking students to save their written reflections in folders. After they have done several of these self-reflection assignments, ask students what they have written, looking for patterns and changes over time.

adapted from Angelo & Cross, Classroom Assessment Techniques (1993).

#### **Chain Notes**

To respond to Chain Notes, students in a lecture course pass around a large envelope on which the teacher has written one question about the class and/or teaching of the class. The students have all been given index cards beforehand. When the envelope reaches a student, he or she spends less than a minute writing a response to the question, then drops the card in the envelope and passes it on. This assessment technique results in a rich, composite record of each individual student's reactions to the class in action. In this way, Chain Notes allow teachers a view of their class through all their students' eyes.

**Chain Notes** are most useful in large lecture or lecture-discussion classes where many students have little direct contact with the teacher.

When you review the cards in the envelope, categorize them into relevant groups: engaged/not engaged; interested/not interested; question/praise/neutral comment, etc. Try to detect patterns in responses. Discuss these patterns in your feedback to students. Ask for suggestions to promote more effective teaching and learning.

adapted from Angelo & Cross, Classroom Assessment Techniques (1993).

## key points continued

#### **Classroom Opinion Polls**

You may already use de facto opinion polling in your classes when you ask students to raise their hands to indicate agreement or disagreement with a particular statement. Create a short survey (one or two questions) and ask students to complete it and hand it in. By making the Classroom Opinion Polls anonymous, they will provide more honest and accurate results for you.

Classroom Opinion Polling can help you discover student opinions about course-related issues. In this way, you can better gauge where and how to begin teaching about issues that come up in students' responses, and where potential conflicts or divisions may arise. Students also learn about their own opinions, compare those opinions to others', and test their opinions against evidence and expert opinion. A number of UMass faculty use "class talk" to gather this type of information.

Classroom Opinion Polls are particularly useful in large lecture classes where there is only limited opportunity for students to express their thoughts, in preparation to discuss a controversial issue, or to assess student opinion after you have presented class material.

Use the Classroom Opinion Poll to evaluate student learning over a period of time or over the course of a semester by creating a pre- and post-assessment poll. This assessment method will help you determine whether and how students' opinions have changed in response to class discussions and assignments.

adapted from Angelo & Cross, Classroom Assessment Techniques (1993).

#### Reading Reaction

We often ask students to read and synthesize a wide variety of material during a course. Because the reading for one course is only part of the entire reading load a student may carry, the reading is often done in a hurry with the main purpose not to learn but "to get through it." This poses two problems:

- 1. The student is not reading to understand and gain knowledge, but reading to complete an assignment.
- 2. The student may not have the time or inclination to think critically about the reading, to judge its validity, or to evaluate its worth.

The reading reaction paper forces students to slow down the reading process and asks them to actually think about what they have read. It may be administered as a short homework assignment to be completed after the reading has been done or as an in-class assignment to stimulate class discussion. Typically, a reading reaction paper asks students to respond (or react) to the reading (i.e., what did the author say, did you agree with what was written, why/why not, etc.) in one page or less (typed or handwritten). Part of the class that day can be used to discuss student reactions to the reading, or the papers can simply be passed in to provide feedback on student levels of understanding. Either way, it is a good idea to record at least a pass/fail grade for these exercises to ensure student commitment to the task.

The reading reaction paper helps students learn by:

- building skills needed for critical thinking and argument construction
- encouraging students to take charge of a reading assignment and to judge its worth
- asking students to "think" instead of simply taking in the words as they read

#### **Paper Reaction Exercise**

In addition to asking students to analyze assigned reading, we can ask them to think critically about their own writing. The paper reaction exercise asks students to reflect back on a paper they have just written for course credit. It is usually administered during class just prior to when the students turn in the paper and is attached to the paper for the instructor's information and feedback. To complete this exercise, students might be asked to:

- think about and write a few sentences on what they really like about their papers
- write what they do not like about their papers and what they would change if they had the time
- reflect on one or two things about the subject that are still unclear even after writing their papers

This technique can be particularly effective when you have clearly stated objectives/grading criteria (using a scoring rubric like the PTA) of the paper and ask students to evaluate their own paper using these criteria. The purpose of the paper reaction task is to:

- assess student ability to reflect on what they have learned and how well they have transferred that learning into their own words
- allow the instructor greater insight into student thought processes as they relate to reading, writing and interpretation skills
- open up the opportunity for discussion about the assignment in general, the papers in particular and student response to both

## noteworthy

Punctuated Lectures, Chain Notes, and Classroom Opinion Polls are particularly useful for faculty teaching large lecture classes.

## Considerations for the large lecture classes (100+ students)

Faculty often raise the question of how to conduct classroom-based assessment in large lecture classes. Assessing teaching and learning in a large class, where students may feel as though they are little more than numbers on an attendance roster, is as important as assessing at the small-class level. Students in large lectures often complain about being faceless, and many do not even bother to come to class because they believe it doesn't really matter. Large lectures can be equally alienating for the instructor. An in-class exam can only begin to suggest the level at which individual students understand what is being taught in the class. Creating opportunities for student interaction and applying classroom assessment techniques can improve the teaching and learning process in large classes for both student and instructor.

Assessment in a large lecture class can be approached through:

- devising strategies to increase student involvement and make the class more interactive, thus providing increased opportunity for assessment and evaluation
- adopting assessment techniques designed to give you (and your students) guick, effective and constructive feedback on the teaching and learning process

## Large Lecture Class Assessment How-To

Breaking a lecture class into interactive, self-directing groups is one strategy that can make even large classes more participatory. If the chairs are bolted to the floor in rows or if there is auditorium-style seating, students can still talk in pairs. Many teachers use intermittent small-group interaction to break up the lecture and to allow time to assess student learning on a more personal level. For example, some teachers stop their lecture several times during the class to ask students to compare and rework their class notes. Another strategy is to write a questions on the overhead projector and then ask students to form pairs to discuss the question. You may ask some pairs to report to the entire class.

A second strategy for making large classes more interactive and, thus, facilitating the assessment process is to give formative, ungraded quizzes to determine how students are comprehending course material. Using the kinds of questions that students might see on your exams, place questions on the overhead, and then give students a few minutes to respond. If the question entails multiple choices, break the question down into components that students can quickly answer. The preview of students' answers can help you determine student understanding of course content and show students problem areas that warrant further study.

A third strategy for making large lecture classes more interactive, and creating more opportunity for assessment, is to build in tasks that ensure students come prepared to a lab or discussion section. Time can be taken during lecture to ask students to complete a few questions, talk with a neighbor, or sketch out a lab procedure to prepare them for the lab or discussion to come. Another device for interactive learning in a large class is for the lab instructor or discussion leader to collect a "ticket" from each student before the student is allowed into class. The "ticket" might be a short statement of basic principles the student should have learned from the reading or in the lecture, thus showing the instructor that the student is prepared.

In practice, many of the assessment techniques discussed in this chapter can be used for lectures. Muddiest Points, Preconception Misconception Checks, and Minute Papers lend themselves to the large lecture venue. Punctuated Lectures, Chain Notes, and Classroom Opinion Polls all translate well into a large group setting.

#### Sources for Making Large Classes Interactive

Bonwell, Charles & Eison, James. (1991). Active learning: creating excitement in the classroom. Washington University. pp. 14-19.

Johnson, R. Neill, Enerson, Diane M., & Plank, Kathryn M. Selected Bibliography for Teaching Large Classes. Pennsylvania State University. http://www.psu.edu/celt/largeclass/lcbib.html

Tobias, Cynthia Ulrich. (1994). The way they learn. Dallas, TX: Word Books.

Sorcinelli, M.D. (Forthcoming). "Promoting Civility in Large Classes." In Teaching Large Classes Well: A handbook for faculty in higher education. Christine Stanley and Erin Porter (Eds.) Bolton, MA: Anker Press.

Weimer, M. (Ed.) (1987). Teaching large classes well. New Directions for Teaching and Learning (32), San Francisco: Jossey-Bass.

**WORKSHEET** 

Appendix 4-A

Samples, Examples and Worksheets At a Glance: Student Background Knowledge Probe

**Primary Trait Analysis** 

Minute Paper

Misconception/Preconception check

**Muddiest Point** 

## Student Background Knowledge Probe

Course: English 251, A Survey of English Literature

Semester: Fall 1999

Name: **Address:** 

Phone and e-mail:

What is your major and class year?

Do you have a minor? If yes, what is it?

What preparation have you had (courses, work experience, etc) that you believe will help you do well in this class?

What goals do you have for this course?

What do you already know? To help you (and me) understand the level of knowledge and experience with English literature that you bring to this course, please complete the following table by first listing the Shakespeare plays with which you are familiar and then indicating whether you read them, saw them performed in a theater, or saw them at the movies or on television.

Name of Play	Read	In Theater	Movies/TV
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

Adapted from Angelo & Cross, Classroom Assessment Techniques (1993).

WORKSHEET

## Primary Trait Analysis (PTA) Worksheet

It is helpful in understanding PTA, to place it along two continua: 1. The continuum from unstated criteria ("It feels like a B") to highly explicit criteria (Primary Trait Analysis); 2. The continuum from norm-referenced scoring (grading on a curve) to criterion-referenced scoring (evaluation of student performance on predetermined standards).

PTA is both highly explicit and criterion-referenced. To construct a PTA scale, the teacher: 1. identifies the factors or traits that will count for the scoring (such as thesis, materials and methods, use of color, eye contact with client, and so on); 2. builds a scale for scoring the student's performance on that trait; and 3. evaluates the student's performance against those criteria.

#### Steps for Constructing a PTA Scale

If possible, work from examples of past student performances, grading check-lists, descriptions of criteria, comments on assignments or tests—anything that has helped you in the past to articulate criteria for students' performances.

- 1. Choose a test or assignment that tests what you want to evaluate. Make clear your objectives for the assignment.
- 2. Identify the criteria or "traits" that will count in the evaluation. These are nouns or noun phrases, such as thesis, eye contact with client, use of color, or control of variables.
- 3. For each trait construct a two- to five-point scale. These are descriptive statements tailored to the assignment criteria. For example, "A '4' thesis is limited enough to treat within the scope of the essay and is clear to the reader; it enters the dialogue of the discipline as reflected in the student's sources, and it does so at a level that shows synthesis and original thought; it neither exactly repeats any of the student's sources nor states the obvious."
- 4. Try out the scale with a sample of student work or review with colleagues and revise.

The following worksheet will help you identify the performance levels and an appropriate scoring rubric. List up to four of the primary traits you identified above and the scoring criteria you would use for each trait. We've provided an example below and left room for you to continue with your own.

## Rating/Scoring Level

Traits The student is able to construct a logical argument	4-Excellent The student takes a position and defends the position with examples and reference to the reading.	3-Good The student takes a position and defends it with examples but does not refer to the reading.	2-Weak The student takes a position but does not defend it with examples or reference to the reading.	1-Poor The student takes no discernible position on the issue.
1.				
2.				
3.				
4.				

adapted from Walvoord, B.A., & Anderson, V.J., Effective Grading (1998).

## Minute Paper Example

Concerned that his students may not be understanding the importance of multiple points within his introductory statistics lectures, this instructor took several minutes at the end of each class to ask the following question:

"What are the five most important points from this session?"

"What one or two questions still remain in your mind?"

The students were given five minutes to write. The instructor collected the responses and read them through, making a list of "important points" and "important questions" and tallying how often each item was repeated.

#### Results

- Many points that students listed as "important" the instructor felt were simply details.
- Students came up with as many as 20 different important points from the same lecture.
- Some students mentioned points that he had not even brought up in the lecture at all.

The next day, the instructor listed the 10 or 12 most common responses on the board before class. He began class by explaining the relative importance of each point and their relationship to each other. He also told them which points were not related and used the discussion to answer several of the important questions that had been raised in the minute papers.

After a month of using the minute paper at the end of each class, with a feedback session at the start of the next, the average number of different "important points" dropped from 20 to 8. Repeated use of the minute paper helped his students learn to listen more carefully and helped him realize the importance of being explicit in his lectures.

adapted from Angelo & Cross, Classroom Assessment Techniques (1993).

## Misconception/Preconception Check Example

At the start of the semester, the instructor of a pre-Columbian history course explained to the 25 students in class that she was gathering information on what each student already knew about the Americas and Native Americans before 1492 so that she could better tailor her teaching to fit their existing knowledge. She passed out sheets of blank paper and asked the students to write their answers to the following questions, without putting their names on the papers. They had five minutes to write.

The questions were:

- 1. About how many people lived in North America in 1491?
- 2. About how long had they been on this continent by 1491?
- 3. What significant achievements had they made in that time?

After she had collected the papers, the instructor wrote a fourth question on the board:

4. Where did you get those first three answers?

The students spent the rest of the class period trying to answer the fourth question and realized that they could not. Their impressions of pre-Columbian history were based on vague knowledge whose source they were unable to identify. At the end of class, the instructor gave the students their first library research assignment: work in pairs to double-check the accuracy of their answers to the first three questions.

From Angelo & Cross, Classroom Assessment Techniques (1993).

The Misconception/Preconception Check shows not only how an instructor can quickly gauge a student's initial knowledge or understanding, but how to catch students' interest in a particular subject. This technique can also be an end-of-the-semester exercise used to assess the accuracy of student understanding after completing the course.

## **WORKSHEET**

## **Muddiest Point Exercise**

In thinking about one of the courses you teach, which topics do you believe might be most likely to cause confusion or "muddiness"?					
1.					
2.					
3.					
4.					
Can you think of ways to adjust your teaching m	nethods to anticipa	ate and address this p	potential confusion?		
Possible Muddy Point		What Can I [	Oo In Advance?		
1.					
2.					
3.					
4.					
	· ·				
Use the following table to help you think about	possible muddiest	points and when you	u might want to assess		
student understanding of these topics.					
Key Point / Knowledge	Start	of Semester	Mid-Term		
1.					
2.					
3.					
J.					
4.					

# Chapter 5

Assessing Student Learning Over the Course of the Semester

#### The purpose of this chapter...

This chapter looks at ongoing ways to assess student learning throughout the semester including techniques for structuring course assignments and the overall course schedule. Pre- and post-learning assessment techniques and portfolio analysis are also discussed as well as common questions about assessing student learning over the course of the semester.

Tracking student achievement over time is one of the best ways that you, as the instructor, have to document that students are really accomplishing what you intend. Course goals are sometimes vague and difficult to quantify. Specific objectives that outline what a student must do to demonstrate completion of course goals make it easier to observe whether or not course goals have been achieved. Incorporating classroom assessment into your teaching and curriculum design facilitates specific documentation of results that clearly demonstrate student learning from the beginning of the semester until the end of the course.

Chapter 4 outlined a group of assessment techniques that can be used to evaluate student learning at key points in the course. Each of these techniques can become part of a long-term assessment plan by being used repeatedly as the course goes along. Results from each set of assignments can help the instructor and the students see progress on the learning outcomes unfold as the semester progresses. Additionally, there are a variety of assessment tasks that have been developed specifically to address long-term results. A discussion of a number of these tasks follows.

"Assessment looks for achievement but also monitors the learning process; it is both summative and formative."

- Wright, B. D. (1991)



Primary trait analysis
Systematic progression of assignments
Pre/post-test survey
Portfolio analysis
Considerations for the large lecture class
Questions and answers

## **Primary Trait Analysis**

Primary Trait Analysis (PTA), described in Chapter 4, can also be used to assess student learning over the course of the semester. Primary Trait Analysis links specific goals or objectives to varying levels of achievement (e.g., excellent, good, fair, poor). To use PTA over the course of the semester, track individual components, or primary traits, across several assignments. PTA is particularly useful for long-term tracking of results as the scores from the PTA rubrics are easily quantifiable and can provide clear data on student progress across key traits for course assignments.

## Systematic Progression of Assignments

Systematic progression of assignments refers to a group of assignments that has been scheduled throughout the semester to track student progress on specific learning objectives as they occur. These often (or may) focus on one particular learning objective the instructor is particularly interested in studying. Each assignment is connected both to the one before and to the one after to maintain a formal record of student progress. Ways to develop this record include:

- breaking down a large term project into individual components spread out over the course of the semester, evaluated separately, and then evaluated as a final product
- weekly quizzes and lab reports
- an essay question on each exam that is directly related to a specific course objective

When using systematic progression of assignments to assess student learning, your most important task is to maintain clear and consistent records of results. The extent to which these results identify overall student learning or student learning on specific objectives that have been identified on the course syllabus depends on the method of tracking that you use. By using the same scoring rubric throughout the semester, you can track individual student progress on specific key traits over time.

## noteworthy

The Appendix to this chapter includes examples of these assessment methods.

## Pre/Post-Test Survey

Pre- and post-test surveys are another way to assess student learning from the start of the course until the end. A *pre-test survey* can be used at the beginning of the semester to capture the extent of student knowledge and understanding about key course concepts they will study that semester. It can also be used to measure students attitudes and values relevant to course concepts and predictive of their response and position on course materials. Using a follow-up *post test* (either the same as the pre-test, or somewhat different) at the end of the semester and comparing results from the two can be an effective way to demonstrate student achievement over time.

## noteworthy

Pre/post-test surveys are similar to the misconception/preconception task discussed in Chapter 4, but look for general knowledge and background rather than inaccurate or judgmental ideas.

## Portfolio Analysis

Portfolio analysis is becoming an increasingly popular method of assessment, both at the classroom and the program level. Portfolio analysis looks at student work during a period of time and evaluates the extent of learning based on the progression of the work from the first assignment until the last. At the classroom level, this might include a series of writing assignments of increasing difficulty or all work that the student has produced for a particular course. At the program level, the portfolio might include all key pieces of work that the student has completed for the major.

The advantages of the portfolio as a method of longer-term assessment include:

- A visual representation of student learning from beginning to end
- A concrete way to track and document student progress over a period of time
- A hard copy record of tasks and output for the student to retain for future reference and use
- A systematic progression of tasks that can be linked to course goals and objectives and interpreted in the context of whether each was accomplished
- An opportunity for students to reflect on their own progress as they review their portfolio

A key piece in portfolio work is getting students to analyze and reflect on their portfolio – what can they see that they've learned, what doesn't it tell them about what they've learned, and how can they document the progression of their ideas and work from the beginning of the semester until the end. As one student wrote in a final paper that asked her to reflect back on a series of six essays written over the semester:

One of the most valuable aspects of this course, for me, has been the opportunity to look back on the work that I have completed. Through these papers, I can see how my ideas have changed, how my writing has improved and how my understanding of course material is reflected more in the last two papers than in the first...

Portfolio work offers not only an opportunity for the instructor to see the progression of students' performance over time, but can also help the student see the value of reflecting back on her own work.

## Considerations for the large lecture classes (100+ students)

Assessing student learning over the semester in large lecture classes can be accomplished in many of the same ways as for smaller classes. Please refer to Chapter 4, and the Appendix at the end of Chapter 4 for discussion of these techniques.

## Questions and Answers

- Q. I'm a math teacher. While I can see the value of assessing individual assignments, as well as assessing over the course of the semester, I'm not convinced that primary trait analysis and portfolio analysis can be adapted to my discipline. Aren't grades the best measure of math proficiency?
- A. Mathematics faculty and faculty from other "quantified" disciplines often believe that assessment other than grades would be difficult to implement in their courses. The literature on this dilemma is clear (Keith, 1995; Walvoord & Anderson, 1998); math and science lend themselves as successfully to assessment and primary trait analyses as do the humanities and social sciences. For example, math instructors often give partial credit for partially correct answers. This situation is a particularly good match for the scoring rubric, where the student may do well ("5") in outlining the problem, but poorly on the actual calculation.
- Q. After assessing student learning outcomes over the course of the semester, what if my results show that students are not learning in some areas? Who will see the data?
- A. One of the most positive aspects of classroom-based assessment is the potential for self-reflection and self-evaluation, both on your part and by your students. By collecting and documenting assessment results, you will have the opportunity to see what is working for your students and what is not. Using these results can help you adjust your syllabus, instructional methods and assignments to make them more effective. The data can also show you the aspects of your course that are working really well. In addition, sharing the results with your students can help them evaluate their own learning and reflect on ways that they can improve as participatory learners.

Another positive aspect of assessment is that if you are collecting the data, they are yours to share or not to share. You can use this information for your own purpose, or pass it along to your peers to help them re-evaluate their own teaching and course materials. The specific purpose of the assessment (e.g., achieve learning outcomes, improve instruction, complete departmental evaluation requirements, etc.) and who is involved in the process determine who sees the results.

- Q. I can see the value of collecting data on student learning as the semester moves along, but I'm unclear what the data will mean as well as what to do with the results once I have them.
- A. At times it may seem like collecting the data is the easy part while knowing what to do with the results is another story. However, data from classroom assessment can be invaluable to improving teaching and learning, and improving curriculum quality. The results can go to whom you choose, and can be used for a variety of purposes, from professional growth to institutional evaluation. How and why you use the data depends on your purpose in assessing. Chapter 6 discusses using the results in greater detail.

## Appendix 5-A

Samples, Examples and Worksheets At a Glance: **Primary Trait Analysis** 

**Systematic Progression of Assignments** 

Portfolio Analysis

## **Primary Trait Analysis Example**

The following example was used in a junior-level anthropology course. Concerned about the ways his students were organizing their written analysis about theoretical anthropology texts, this instructor used a scoring rubric for seven written assignments that tracked organization and mechanics on each assignment. While each assignment had slightly different criteria, two features remained consistent throughout the seven written assignments: "Organization" - sequencing of key ideas; and "Mechanics" - spelling, punctuation, proofreading accuracy.

Anthropology 364 Total points possible: 30	Scoring: assignment 1 Total points earned:				
Content  1. Summarize (in a paragraph or two for an anthropologist unfamiliar with this particular group of people) what Mead considers to be some of the most important features of Samoan culture (5 points)  2.a. What is Mead's objective in writing this ethnography? (5 points)  2.b. What methods or techniques does she use to obtain the information expressed in the ethnography? (5 points)  2.c. What are the categories of Samoan culture that Mead uses in her description? (5 points)  2.d. Whose viewpoints or perspective is expressed: the ethnographer's; or that of the individual members of the society studied; or someone else's – and how? What are the advantages and disadvantages of such a stance? (4 points)					
Organization  The organization of i	deas, including appropriate use of evidence and inferences (3 points)				
Mechanics  Mechanics: proofread	ling, punctuation, grammar, and spelling (3 points)				
Anthropology 364 Total points possible: 30	Scoring: assignment 4 Total points earned:				
	Summarize Wolf's explanation as to how cultural changes occur. Note that this summary should be directed not to Wolf's views in general, but specifically to the causes of cultural change (8 points)				
Then summarize Sahlin's position on the relation of history and culture (e.g., What is the connection between history and culture?) (8 points)					
Choose either Sahlin's or Wolf's position as your own, and defend its superiority against the opposing point of view. In this portion, the essay should be explicitly comparative, demonstrating why a feature of Wolf's view is better than the same feature in Sahlin's view or vice versa (8 points)					
Clarity of argument: good organization of ideas to make a compelling case (3 points)  Mechanics: spelling, grammar, punctuation, proofreading (3 points)					
wechanics, spenning, grammar, punctuation, prooffeading (3 points)					

#### Results

At the end of the semester, the instructor analyzed students' scores and found:

- student's raw scores generally went up over the course of the semester for both criteria: organization and mechanics.
- the variability across students' grades decreased as well, suggesting that peer critiques gave students the opportunity to see examples of organization and mechanics by their peers who scored well on these two criteria and led to less differentiation in performance across the class.

personal correspondence, R. Faulkingham, University of Massachusetts

## **Systematic Progression of Assignments**

Tracking student learning through a series of course assignments can provide a wealth of information on how well course goals and objectives are being met. For example, a faculty member teaching a junior-level accounting course decided to study the extent to which her students were able to report on the results of their in-class auditing assignments. She put together a series of assignments as follows to track expected skills and knowledge.

## Sample Assignments to Track Skills and Knowledge

Assignment	Why Use?	Assess What?
One-paragraph audit report (first four weeks of the semester)	Begin to expose students to techniques on writing clear and easy to understand accounting documents.	Basic understanding of accounting practice and general technical writing skills.
One-page audit report (at week 6 and week 8)	Help students learn to expand on introductory exposure to writing audit reports.	Moderate understanding of accounting practice and ability to explain the results of this practice to layperson. Technical writing skills.
Two-page audit report with charts and tables (week 10)	Offer students the opportunity to create more formal, explanatory report in greater detail and help them learn to provide examples from accounting and use effective graphs and charts.	Solid understanding of accounting practice and increased ability to translate results in a format that will be easily accessed by the reader.
Formal oral presentation with audio-visual aids and written 5-7 page report with charts and tables.	Present a real-life scenario that asks students to prepare and present results of accounting practice, as might be required in the corporate world.	In-depth understanding of accounting practice. Strong oral and written presentation skills. Ability to translate classroom theory into a hypothetical situation.
Two essay exams, one at mid-term and one at the end of the semester.	Ask students to write short essay questions related to course concepts and lectures.	Evaluate particular broad course concepts that are interconnected through each class discussion and each assignment outlined earlier in this table.

## Portfolio Analysis

In a basic writing course, an instructor used portfolio analysis to assess students' development as writers over the course of the semester. Each student collected the essays that he or she had written over the course of the semester, edited the essays again briefly, printed clean copies, and then compiled the essays into a self-designed "oeuvre" or portfolio. In addition to the essays, students included introductions to their portfolios. The instructor provided students a list of criteria that they could address in their introductions. Criteria included: self-assessment of their development as a writer, self-reflection about their strongest and weakest essays, and other insights about themselves as learners. Rather than a final exam, the instructor used the portfolio as an end-of-the-semester assessment measure.

The portfolio allowed the instructor to:

- assess each student's writing development over the course of the semester
- assess the effectiveness of specific assignments across student portfolios and adjust her curriculum accordingly
- review the order of assignments in relation to student progress
- gauge student perceptions of the assignments
- learn more about her students' perceptions about themselves as writers and the purpose of writing in their academic lives

The portfolio allowed students to:

- assess their progress as learners and writers over the course of the semester
- review the amount, quality, and kind of writing that they had accomplished. For basic writers who are often hesitant about their abilities as writers, the portfolio was a way to showcase their writing in a way that valued their work
- reflect on their struggles and successes during the semester and consider why these struggles or successes occurred
- become more articulate in discussing their writing process

University of Massachusetts Writing Program

# Chapter 6

■ Interpreting and Using the Results of Classroom Assessment

## The purpose of this chapter...

Defining and collecting assessment data is only part of the process. Understanding what the data tell you and deciding what to do with the results once you have gathered them are equally important. If you have chosen to assess student learning in your course, you may be doing so simply to find out more about the teaching and learning that goes on in your classroom. In that case, collecting and understanding the data is enough. If you have been asked to provide assessment data for institution-based program review or for external accreditation, you might need to prepare a more formal summary of the results. This chapter can help you with both. The question/answer section highlights common concerns about compiling and distributing results.

Chapter 6 At A Glance Where to begin Collection and analysis Reporting your results Questions and answers

"Effective assessment must begin with real concerns of the stakeholders and result in useful information and recommendations related to the purpose of the assessment."

> - Farmer, D.W. & Napieralski, E. A. (1997)

## Where to Begin

Knowing WHY you are assessing is key to deciding WHAT to do with the data after you collect it. Assessment data can be gathered for a variety of reasons:

- Classroom-based improvement in teaching and learning
- Department-based review
- Institution-wide program review requirements
- External accreditation initiatives

Each of these reasons has its own reporting needs. Assessment data collected for the purpose of improving teaching and learning at the classroom level may need no formal report at all, particularly if you are undertaking the assessment on your own initiative. The key factor here is to understand what the data are telling you and to know what you will do with that information once you have it. When you collect assessment data for campus-wide program review requirements, or external accreditation you may be asked to prepare and submit a report describing the data, what you found and how you will use it to improve your course (see OAPA's Program-Based Assessment Handbook for more information about program assessment.) Whether you assess for your own edification, for internal review or for external accreditation, assessment begins with collecting and analyzing the data.

## Collection and Analysis

Identifying how you can use the results of your assessment data to improve teaching and learning in your course is essential to the assessment process. The first step is organizing the information you have collected. Think about what you were assessing and what assessment method you used. What type of data did that method yield? For example, if you decided to assess student knowledge at the beginning of the course you may have chosen to use a Student Background Probe as an initial assessment tool. This probe provides a variety of data, both qualitative and quantitative, on each student in your class and offers a good starting point from which to implement other evaluations and assessments.

After you determined the types of data you collected through the background knowledge probe, you will want to analyze the data and determine what these results tell you. There are a variety of ways to analyze your data, ranging from informal "eye-balling" analysis to more formal statistical manipulation. You may find the following worksheet helpful in organizing the information you've collected.

Analyzing Your Data (the first entry offers examples of answers you may give)

Assessing What?	Assessment Method	Type of Data Collected	What Do the Results Say?	What Will You Do?	Any Surprises?
Student knowledge of course content prior to beginning course	Student background probe	Quantitative survey data and open-ended response	60% of students have some pre-knowledge. 40% have none.	Challenge those who know, bring those who don't up to speed.	I thought more students would already know the information I asked for.

A final step in this process is to take your plans, or what you will do with the results from the data now that you have them, and make them more specific. For instance, the table above tells you that, based on your data from the background knowledge probe, you need to challenge students who have more initial background knowledge than others. You now have the opportunity to adjust your instruction and course requirements in response to assessment results. How will you do this? Using an action plan, such as the one following, can help in the process.

**WORKSHEET** 

An Action Plan (entries 1 and 2 offer examples of answers you may give)

## Action Action to Take Steps to Implement Item 1 Encourage students who have 1. From the data, identify demonstrated prior knowledge content areas of greater knowledge 2. Develop extra credit tasks for students to complete to build on their knowledge 3. Establish a reward system to eliminate sense of extra work as "punitive" 2 Bring those with less prior 1. knowledge up to speed 2. 3. 1. 3 2. 3. 4 1. 2. 3. 5 1. 2. 3.

Using an action plan such as the one above can help you determine and frame your experience with assessment in terms of these results. This information can help you determine what you liked about the process, what you didn't like and what you found out. A plan like this can also be useful if you are thinking about adjusting your instructional methods during the semester, or at the beginning of the course when you teach it again, based on the results of your assessment work. Collecting and analyzing the data, then deciding in a concrete way what you will do with the data in the context of course instruction and student learning can help you to document your own effectiveness in the classroom as well as to identify areas of assessment that might be more broadly useful.

**WORKSHEET** 

## Reporting Your Results

In many cases, the sole purpose of your assessment activity may be for your own edification. If so, you need go no further with your results. However, in other situations, your assessment information may also be valuable to your department's curricular revisions, general education reform, or to granting organizations that help support your course revisions. In order for your findings to be more broadly useful, you will need to communicate your findings to other audiences. This type of "report" should cover five major components of assessment:

- 1. the goals and objectives you established for your course
- 2. the assessment methods you chose or designed
- 3. what you found out about student learning in your classroom
- 4. how these findings are being used for improvement
- 5. action to take

The matrix which follows may help you organize your results.

## **Assessment Matrix**

Goal/Objective	Method	Results	Interpretation	Action to Take

adapted from Palomba, C. A., & Banta, T. W., Assessment essentials (1999).

## Questions and Answers

- Q. As a faculty member, I hesitate to use assessment within my classroom because it seems as though there is a potential for misuse of information. Aren't I setting myself up for negative repercussions if I end up collecting negative data?
- A. Collecting assessment data can only be a positive step. First, the results are yours, to release or to keep private. Second, collecting data on student learning outcomes can be used to improve your teaching and your course, which will result in additional data the second time around, continuing the opportunity for improvement and re-evaluation. Third, the more we get assessment out on the table for discussion and the more faculty we involve in the process, the more productive and effective our discussion will be.
- Q. Once I have collected the data, how do I analyze it? My knowledge of statistical analysis is very limited.
- A. Analysis of assessment data collected in the classroom does not have to be complicated. It can be as simple as figuring out what percent of students passed the mid-term exam or as complicated as running a linear regression model to predict final grades for next semester. It's up to you, to your areas of interest and to the level of your ability to analyze data and communicate results. Also, there are individuals and offices on campus who can help you analyze the data if you have more complicated analyses in mind. This list of resources is given at the end of this handbook.
- Q. I plan on using a variety of assessment activities in one of my courses this semester. Should I prepare feedback reports to the students on each assignment as it occurs or will one final report at the end of the semester be sufficient.
- A. One of the advantages of providing feedback to students on assessment results is the opportunity to use these results as a teaching tool to not only refine your own methods of instruction but to demonstrate to students the extent to which they are achieving designated learning outcomes for the course. While preparing a final report is a good way to give students an overview of the semester, providing feedback as assessment results are gathered helps students stay in touch with both learning and the learning process. If preparing feedback reports for each assignment seems overwhelming, select only a few of the most important ones to report back to students.
- Q. I have a lot of assessment data collected from a course I'm teaching this semester but have no idea what to do with it. Are there certain report guidelines I should follow?
- A. Once you have collected the data, you should analyze it in the context of the goals and objectives you have set for the class and the learning outcomes you identified for each assignment. If you need more help in analyzing the data, check out the on-campus resources listed in the back of this handbook.

## Sources and Resources

This section offers a variety of on-campus and on-line resources, as well as a reference list of articles and publications cited in this handbook, to provide additional assistance as you move deeper into the assessment process.

On-campus resources are given to provide you with a "real person" to contact should you have questions, concerns or need additional information or support.

#### **On-Campus**

Office of Academic Planning and Assessment 362 Whitmore Administration Building Martha L. A. Stassen Director of Assessment (413) 545-5146 mstassen@acad.umass.edu http://www.umass.edu/oapa

#### Office of Institutional Research

237 Whitmore Administration Building Marilyn H. Blaustein Director of Institutional Research (413) 545-0941 blaustein@oirp.umass.edu http://www.umass.edu/oapa

## Center for Teaching 301 Goodell Building

(413) 545-1225

cfteach@acad.umass.edu http://www.umass.edu/cft

On-line websites are listed to give you further opportunity to explore how assessment is being used at other large research institutions across the country. These websites are particularly useful in providing specific examples and "how-to" models as well as in sharing how the assessment experience is playing out in higher education today.

References from the literature offer more in-depth discussion of handbook topics.

#### On-Line

American Association for Higher Education

www.aahe.org

California State University - San Bernardino

http://academic-affairs.csusb.edu www.co.calstate.edu/aa/sloa

**ERIC Assessment Clearinghouse** 

http://ericae.net/

Internet Resources for Higher Education Outcomes Assessment

http://www2acs.ncsu.edu/upa/assmt/resource.htm

Ohio University

www.cats.ohiou.edu/~insres/assessments/ncaplan.html

Penn State

www.psu.edu/dus/uac/assessme.htm

Southern Illinois University

www.siue.edu/~deder/assess

University of Cincinnati - Raymond Walters College

www.rwc.uc.edu/phillips/index\_assess.html

University of Colorado - Boulder

www.colorado.edu/pba/outcomes

University of Michigan

www.umich.edu/~crltmich/crlt.fag.html

University of Nebraska

www.unl.edu/svcaa/priorities/assessment.html

University of Wisconsin - Madison

www.wisc.edu/provost/assess.html

Virginia Tech

http://aappc.aap.vt.edu

#### From the Literature

Academic review process: Principles and elements of good practice. (1998). University of Nebraska.

www.uni.edu/svcaa/policies/programreview/goodpractice.html.

Allen, M. J., McMillin, J. D., Noel, R. C., & Rienzi, B. M. (1999, July 21). *PACT outcomes assessment handbook*. Bakersfield: California State University.

Angelo, T. A., & Cross, K. P. (1993). Classroom assessment techniques: A handbook for college teachers. San Francisco: Jossey-Bass.

Assessing Degree Program Effectiveness. (1992). University System of Georgia: Task Force on Assessing Major Area Outcomes.

Baird, L. L. (1996, Winter). *Documenting student outcomes in graduate and professional programs*. New Directions for Institutional Research (92), pp. 77-109.

Bean, J. C. (1996). Engaging ideas. San Francisco: Jossey-Bass.

Bers, T., Davis, D., & Taylor, W. (1996, Nov.-Dec.). Syllabus analysis: What are you teaching and telling your students? *Assessment Update* (8), 6, pp. 1-2, 14-15.

Bilder, A. E., & Conrad, C. (1996, Winter). Challenges in assessing outcomes in graduate and professional education. *New Directions for Institutional Research (92)*, pp. 5-15.

Bloom, B S. (Ed.)(1964). Taxonomy of educational objectives: The classification of educational goals, by a committee of college and university examiners. New York: Longmans, Green.

Boggs, G. R. (1999, Jan.) What the learning paradigm means for faculty.  $AAHE\ Bulletin,\ pp.\ 3-5.$ 

Brookhart, S. M. (1999). The art and science of classroom assessment: The missing part of pedagogy. *ASHE-ERIC Higher Education Report* (Vol. 27, No. 1). Washington, DC: The George Washington University, Graduate School of Education and Human Development.

California State University, Bakersfield (1999). PACT outcomes assessment handbook.

California State University, Chico (1998). Assessment plan.

Cerbin, W. (1995, Jan.-Feb.). Connecting assessment of learning to improvement of teaching through the course portfolio. *Assessment Update* (7), 1, pp. 4-6.

Cerbin, W. (1992). How to improve teaching with learning-centered evaluation. *National Teaching and Learning Forum* (1), 6, pp. 8-9.

Classroom assessment/classroom research: Four years into a movement. (1992). *National Teaching and Learning Forum* (1), 6, pp. 1-4.

Classroom Assessment Techniques. (1999). Center for Excellence in Learning & Teaching. www.psu.edu/celt/CATs.html.

DeZure, D. (1996, Feb.). Closer to the disciplines: A model for improving teaching within departments.  $AAHE\ Bulletin$ , pp. 9-12.

Diamond, R. M. (1998). *Designing and assessing courses and curricula*. San Francisco: Jossey-Bass.

Ewell, P. T. (1997). Identifying indicators of curricular quality. In *Handbook of the undergraduate curriculum*, J. G. Gaff & J. L. Ratcliff (Eds.). San Francisco: Jossey Bass, pp. 608-627.

Farmer, D. W. (1993, Jan.-Feb.). Course-embedded assessment: A teaching strategy to improve student learning. *Assessment Update (5)*, 1, pp. 8, 10-11.

Farmer, D. W., & Napieralski, E. A. (1997). Assessing learning in programs. In *Handbook of the undergraduate curriculum*, J. G. Gaff & J. L. Ratcliff (Eds.). San Francisco: Jossey Bass, pp. 591-607.

Five-year program review for undergraduate and graduate degree programs (1997-98). California State University, Chico.

Fogarty, T. J., & Saftner, D. V. (1993). Academic department prestige: A new measure based on the doctoral student labor market. *Research in Higher Education (34)*, 4, pp. 427-449.

Fuhrmann, B. S. (1996, Sept.-Oct.). Assessment of the major at Virginia Commonwealth University: Two examples. *Assessment Update (8)*, 5, pp. 7, 13.

Gandolfo, A. (1995, Mar.-Apr.). Format assessment: An assessment model that answers the questions. *Assessment Update (7)*, 2, p. 6.

Green, R. (1993, Nov.-Dec.). Quality standards for academic program evaluation plans. *Assessment Update (5)*, 6, pp. 4-5.

Hatfield, Susan. (1999). Department Level Assessment: Promoting Continuous Improvement, IDEA paper #35. Manhattan, KS: IDEA Center

Haworth, J. G. (1996, Winter). Assessment in graduate and professional education: Present realities, future prospects. *New Directions for Institutional Research (92)*, pp. 89-97.

Haworth, J. G., & Conrad, C. F. (1996, Winter). Refocusing quality assessment on student learning. *New Directions for Institutional Research (92)*, pp. 45-61.

Hodgkinson, H. L., Hurst, J., & Levine, H. (1975). Assessment of elusive objectives. In *Improving and assessing performance: Evaluation in higher education*. University of California, Berkeley: Center for Research & Development in Higher Education, 45-59.

Hogan, T. P., & Stamford, A. M. (1997, Sept.-Oct.). Encouraging departments to engage in assessment activities. *Assessment Update* (9), 5, pp. 4-5, 14.

Holt, D. & Janzow, F. (1995, July-Aug.). Assessing general education using aggregated student course ratings. Assessment Update (7), 4, pp.

Hummer, A. (1997, May-June). Measuring critical thinking outcomes via the capstone course paper. *Assessment Update* (9), 3, pp. 8-9.

Hutchings, P. (1993, Jan.-Feb.). Principles of good practice for assessing student learning. Assessment Update~(5),~1,~p.~6.

Imasuen, E. (1998, May-June). Institution-wide classroom assessment. Assessment Update (10), 3, pp. 9-11.

Keith, S. Z. (1995, Mar.-Apr.). The assessment of quantitative literacy. *Assessment Update (7)*, 2, pp. 14-15.

Kells, H. R. (1995). *Self-study processes: A guide to self-evaluation in higher education*. Phoenix, AZ: American Council on Education and the Oryx Press.

Kinnick, M. K. (1995, Spring). What does an academic department chairperson need to know anyway? *The Association for Institutional Research Professional File (56)*, pp. 1-10.

Kugel, P. (1998, Jan.-Feb.). Fertilize, but stay out of the garden. Assessment Update (10), 1, pp. 4-5.

Murphy, P. D. (1994, Nov.-Dec.). Assessing student learning in graduate programs. Assessment Update (6), 6, pp. 1-2.

Murphy, P. D., & Gerst, J. (1997, May-June). Beyond grades and 'satisfactory' in assessing graduate student learning. *Assessment Update (9)*, 3, pp. 12-13.

Nowaczyk, R. H., & Underwood, D. G. (1995, Dec. 22). Possible indicators of research quality for colleges and universities. *Education Policy Analysis Archives* (3), 20, 830 lines.

#### From the Literature

Nichols, J. O. (1995). The departmental guide and record book for student outcomes assessment and institutional effectiveness. New York: Agathon Press.

Nichols, J. O. (1995). A practitioner's handbook for institutional effectiveness and student outcomes assessment implementation (3rd. ed.). New York: Agathon Press.

Ohia, U. O. (1995, July-Aug.). Connections among assessment, testing, and faculty development. Assessment Update (7), 4, p. 9.

Ohio University Institutional Impact and Assessment Plan. (1998). www.cats.ohiou.edu/~insres/assessments/ncaplan.html.

Outcomes assessment. (1998). Office of the Provost, University of Wisconsin-Madison. www.wisc.edu/provost/assess.html.

Palomba, C. A., & Banta, T. W. (1999). Assessment essentials. San Francisco: Jossey-Bass.

Palomba et al. (2000). Assessment Workbook. Ball State University. http://web.bsu.edu/IRAA/AA/WB/contents.htm

Perkins, D. (1993, Fall). Teaching for understanding. The Professional Journal of the American Federation of Teachers (7), 3, pp. 8, 28-35.

Pew Higher Education Roundtable sponsored by The Pew Charitable Trusts. (1996, Feb.). Policy Perspectives (6), 3, pp. 1-11.

Pfatteicher, S. K. A., Bowcock, D., & Kushner, J. (1998). Program assessment tool kit: A guide to conducting interviews and surveys. University of Wisconsin-Madison: LEAD Center.

Pike, G. R. (1996, Sept.-Oct.). Assessment measures: The reflective judgment interview. Assessment Update (8), 5, pp. 14-15.

Rice, R. E. (1996, Jan.). Making a place for the new American scholar. Preliminary draft presented at the 1996 AAHE Conference on Faculty Roles & Rewards, Atlanta, GA.

Schilling, K. M., & Schilling, K. L. (1998). Proclaiming and sustaining excellence: Assessment as a faculty role. ASHE-ERIC Higher Education Report Volume 26, No. 3. Washington, D.C.: The George Washington University, Graduate School of Education and Human Development.

Secor, R. (1995, Feb.). Recapturing departmental community. AAHE Bulletin (47), 6, pp. 3-6.

Seldin, P. (1998, March). How colleges evaluate teaching. AAHE

Shaeiwitz, J. A. (1996, July-Aug.). Capstone experiences: Are you doing assessment without realizing it? Assessment Update (8), 4, pp. 4-6.

Shay, S. (1997, Mar.-Apr.). Portfolio assessment for program evaluation. Assessment Update (9), 2, pp. 8-9, 13.

Southeast Missouri State University (1997). Busy chairperson's guide to

Tan, D. L. (1992). A multivariate approach to the assessment of quality. Research in Higher Education (33), 2, pp. 205-227.

Tobias, S. (1994, Feb.). The contract alternative. AAHE Bulletin, pp. 3-6.

Towles, D. & Black, E. (1993, Mar.-Apr.). Adult education: The assessment of distance learning services and outcomes. Assessment *Update (5)*, 2, pp. 10-11.

Truog, A. L. (1995-1996). Students' reactions to performance-based versus traditional objective assessment. Teaching Excellence (7), 8, pp. 1-2.

Types of assessment at CSU, San Bernardino (1999) http://academic-affairs.csusb.edu/types.html.

University of Nebraska-Lincoln Teaching and Learning Center, (Oct. 1999). Teaching at UNL, Vol. 21, No. 2.

University of Wisconsin-Madison (April, 2000). Using assessment for academic program improvement.

Volkein, J. F. (1996). Program evaluation and assessment: What's the question? Albany: State University of New York.

Volkwein & Carbone (1994, Mar.-Apr.). The impact of departmental research and teaching climates on undergraduate growth and satisfaction. Journal of Higher Education, pp. 23-25.

Walker, C. J. (1995, Nov.-Dec.). Assessing group process: Using classroom assessment to build autonomous learning teams. Assessment Update (7), 6, pp. 4-5.

Walvoord, B. E. & Anderson, V. J. (1998). Effective grading: A tool for learning and assessment. San Francisco: Jossey-Bass.

Walvoord, B. E., & Anderson, V. J. (1995, Nov.-Dec.). An assessment riddle. Assessment Update (7), 6, pp. 8-9, 11.

White, E.M. (1994). Teaching and assessing writing. San Francisco: Jossey-Bass.

Wright, B. D., (1997). Evaluating learning in individual courses. In Handbook of the undergraduate curriculum, J. G. Gaff & J. L. Ratcliff (Eds.). San Francisco: Jossey Bass, pp. 571-590.

Western Carolina University (1999). Assessment resource guide.

Woehrle, L. M. (1997, Sept.-Oct.). The role of assessment in building a student-centered curriculum. Assessment Update (9), 5, pp. 6-7, 11.

Wood, P. K., & Lynch, C. L. (1998, Mar.-Apr.). Using guided essays to assess and encourage reflective thinking. Assessment Update (10), 2,

Wright, B. D. (1991, Nov.). Discipline-based assessment: The case of sociology. AAHE Bulletin, pp. 14-16.

Yancey, K. (1994). Writing assessment: A position statement. www.missouri.edu/~cccc95/assessment.html.



## INTEROFFICE MEMORANDUM

tion o

Date: April 2, 2010

To: Dan Mahony, Dean College of Education Health & Human Services

From: Kevin Deemer, Assistant Dean

Re: EPC and OBR Proposal to Extending a Bachelor Degree to the Ashtabula Campus

Attached is the Certification of Curriculum Proposal and Ohio Board of Regents paperwork for extending the Bachelor of Science degree to the Ashtabula Campus for the Health Care Administration and Systems concentration within the Integrated Health Studies program.

We request your review and approval of the proposal. If you do not have any objections and approve the proposal, then please sign and forward Therese Tillet in the Provost's Office.

If you have any questions, please do not hesitate to contact me at x-44329 or <a href="kdeemer@kent.edu">kdeemer@kent.edu</a>. Thank you.

Attachments

Cc: Susan Stocker, Dean Ashtabula Campus

## KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

		Preparation Date	: 31-Mar-10	Curriculum Bulletin		
		Effective Date	Fall 2010	Approved by EPC		
Department	School of Health S	itudios-Science	_5			
College	EH - Education, Health and Human Services					
Degree	BS - Bachelor of S	cience				
Program Name	Integrated Health	Studies Progr	am Code IHS	3		
Concentration(s)	Health Care Admir	nistration and Sys	tems Conce	ntration(s) Code(s) HCAS		
Proposal	Establish Program					
				e Health Care Administration and		
Does proposed revi Current total credit I	sion change prograr nours:	n's total credit hou Proposed total c		⊠ No		
enrollment and staff	other programs, pol ing considerations; o impact on other pl	need; audience; p	rerequisites; te	achment and duplication issues; eacher education licensure):		
School of Health St	n, Health and Huma		es affected by	this proposal):		
$\label{eq:controlled} \sim 2.2 \times 10^{10} \text{ per physical distributions} \\ + 2.2 \times 10^{10} \text{ per physical distributions} \\ - 2.2 \times 10^{1$	૧,૧૧૯૧૧ તાલાકારાત ભાગે ભાગિત વિભાગ કરિયા કરિયા કરિયા કરિયા છે. જે માટે જે કરિયા કરિયા કરિયા કરિયા કરિયા કરિયા	REQUIRED EN	DORSEMENT			
Desaw	Socles	<u> </u>		4,5,10		
Department Chair I	School Director / Ca	ampus Dean		1 1		
College Dean						
Dean of Graduate S	Studies (for graduate	proposals)				
Provost and Senior	Vice President for A	Academic Affairs				

#### **Proposal Summary**

#### Title: Extend Bachelor of Science degree to the Ashtabula Campus

e de la companya de l

**Subject Specification:** Extend the Bachelor of Science degree to the Ashtabula Campus for the Health Care Administration and Systems (HCAS) concentration within the Integrated Health Studies program (IHS).

**Background Information:** In 1999 The College of Education, Health, and Human Services created the Bachelor of Science in Integrated Health Studies which is housed in the School of Health Sciences. One of the three concentrations within the Integrated Health Studies degree program is the health care administration and services concentration. This concentration is designed for students wanting to prepare for management positions in the health care industry. This concentration provides a strong core of business courses including marketing, management, finance, economics, accounting and human resource management, as well as, specialized courses related to long-term care administration.

One aspect of the Ashtabula Campus's Academic Plan is to strategically increase the number of bachelor degree programs offered at the campus. Currently, the campus has developed strong two-year degree programs in a several allied health fields and often students in these programs seek to attain a four-year degree. However, at this time the Ashtabula Campus offers only a few bachelor degree options. Therefore, one way for the campus to expand four-year degree opportunities is to leverage and extend our current associate degree programs in allied health fields.

In the fall of 2009 the Ashtabula Campus conducted a needs assessment to identify potential bachelor degree programs that could be successful at Ashtabula. Preliminary results indicated three concentrations within Integrated Health Studies had potential for success at the Ashtabula Campus. Further analysis of the results indicated that the Health Care Administration and Systems concentration would be an excellent fit for the Ashtabula Campus at this time because the campus currently has the faculty, facilities, and students to successfully start the program in the fall of 2010.

**Alternatives and Consequences:** Not allow the Ashtabula Campus to expand its bachelor degree offereings.

**Specific Recommendation and Justification:** Beginning with the Fall 2010 Semester, extend the Bachelor of Science in Integrated Health Studies degree to the Ashtabula Campus for the Health Care Administration and Systems concentration within the Integrated Health Studies program.

#### Timetable and Actions Required:

April 2010 - Departmental approval May 2010 - EPC approval Summer 2010 - OBR notification

Fall 2010 - Ashtabula begins offering courses in the Health Care Administration and Systems program

# CHANGE REQUEST ADDITIONAL DELIVERY SITES

This form may be used by institutions to request authorization to deliver existing approved degrees/degree programs at additional sites. This form only needs to be submitted if the institution intends to deliver fifty percent or more of the requirements of the program at the site (excluding general education, internships, clinical practicum, field experiences, and student teaching). If the institution is requesting authorization to deliver the program(s) at multiple off-site locations, complete and submit a separate form for each site.

#### Date of submission

April 1, 2010

#### Name of institution

Kent State University at Ashtabula

#### Program(s) to be delivered at the site

The Health Care Administration and Systems concentration of the Integrated Health Studies program leading to the Bachelor of Science

#### Proposed start date

Fall 2010

#### Rationale

Beginning in the Fall 2010 Semester the Ashtabula Campus seeks to offer the Kent State University courses in the Health Care Administration and Systems concentration within the Integrated Health Studies program. This program leading to the Bachelor of Science degree would provide students an additional four-year degree option at the Ashtabula Campus.

One aspect of the Ashtabula Campus's Academic Plan is to strategically increase the number of bachelor degree programs offered at the campus. Currently, the campus has developed strong two-year degree programs in a several allied health fields and often students in these programs seek to attain a four-year degree. However, at this time the Ashtabula Campus offers only a few bachelor degree options. Therefore, one way for the campus to expand four-year degree opportunities is to leverage and extend our current associate degree programs in allied health fields.

In the fall of 2009 the campus conducted a needs assessment to identify potential bachelor degree programs that could be successful at Ashtabula. The results indicated the Health Care Administration and Systems concentration within the in Integrated Health Studies program would be an excellent fit for the Ashtabula Campus because the campus currently has the faculty, facilities, and students to successfully begin the program starting in the Fall 2010 Semester.

#### Resources and facilities

The program would be offered at:

Kent State University at Ashtabula 3300 Lake Road West Ashtabula OH 44004

Located 75 miles from the Kent State University campus in Kent, Ohio, the Ashtabula Campus is the northern-most of Kent State University's eight-campus system. It is centrally located between Cleveland, Erie and Youngstown.

The facilities include the new state-of-the-art Robert S. Morrison Health and Science Building which opened in the fall of 2009 in addition to Main Hall, the Library, and Technology Building. The campus has the faculty, staff, and infrastructure to offer additional four year degree programs on-site and would not require any additional resources to offer the Integrated Health Studies program.

#### Academic leadership

Dr. Susan Stocker is the Dean and Chief Administrative Officer for the Ashtabula Campus. Dean Stocker is responsible for overseeing all campus operations. The Dean reports directly to the Kent State University Provost.

NOTE: An organizational chart is included in the appendix (A1).

#### Administrative/support services

As a regional campus of Kent State University, the Ashtabula Campus provides admissions, financial aid, advising, registration, IT support, disability services, student life, academic support services, and tutoring onsite in accordance with Kent State University policies and procedures.

#### Library resources

Complete the following table to describe the library resources available at the proposed site.

On-site Physical Library	Librarian/ Professional Staff On-site	Resources	Services	Hours of Operation	Access to Main Library
Yes	Yes	50,000 Volumes/ Reference Materials Computer Lab	Orientation Information Literacy Instruction Reference Desk Copy Machines Interlibrary Loan OhioLINK KentLINK Computer Lab	M-R 8am to 9 pm F 8am to 3pm	Online

The Ashtabula Campus Library is operated by a full-time librarian with faculty status. The library is part of the Kent State University Library system and a member of OhioLINK. The campus librarian reports directly to the Assistant Dean for Academic Affairs. The librarian's CV is included in the appendix (A2).

#### **Faculty**

Provide the number of existing faculty available to teach at the proposed site.

Full-time: 49

Less than full-time: 48

Complete the faculty matrix for the faculty who will be teaching at the proposed site. Please include open positions in the matrix. If the institution intends to deliver multiple programs at the site, complete a separate faculty matrix for each program. Please note that the institution will need to submit faculty resumes as part of the review.

#### **Program Curriculum**

#### Course offerings/descriptions

Complete the following table to indicate the courses that comprise the program. Please list courses in groups by type (e.g., core, general education, technical, elective) and indicate if they are part of the curriculum on the main campus or if they are unique to the site.

Course (name/number)	No. of credit hours	Core/ Technical	General Education	Elective	Existing Course or New to	TAG Approved Course
# 10 40000 O i- 11 th	(q/s)				the Site	
IHS 10000 Careers in Health	3	X		The state of the s	Existing	
Sciences and Human Services	3		1		Existing	
NURS 41095 Special Topics: Long-	3				Existing	
Term Care Administration		X			Existing	
PHIL 40005 Health Care Ethics	3	Χ			Existing	
IHS 40091 Seminar for Practicum in						
Integrated Health Studies	2	X			Existing	
IHS 44092 Practicum: Integrated	_		***************************************			
Health Studies	3	Χ			Existing	
IHS 44091 Professional Seminar in				The state of the s		
Integrated Health Studies	3	X			Existing	
NURS 41095 Special Topics: Health	}		-			
Care Policy and Delivery Systems	3	X			Existing	
IHS 44010 Research Design and						
Statistical Analysis for the Health						
Professions	33	X			Existing	
ENG 11011 College Writing I	3		X		Existing	
MATH 11009 Modeling Algebra	4		Х		Existing	
US 10097 Destination Kent State:					LAGUITS	
FYE	1		X		Existing	
BSCI 20020 Biological Structure and	'					
Function	5		X		Existing	
	3		X			Х
PSYC 11762 General Psychology	<u> </u>	<u> </u>			Existing	^
HED 14020 Introduction to Medical	3		X		Eviatina	
Terminology			·		Existing	
CHEM 10030 Chemistry in Our World	3		X		Existing	
CHEM 10031 Chemistry in Our World						
Laboratory	1		X		Existing	
HIST 11050 History of Civilization I	3		X		Existing	Χ
THEA 11000 The Art of the Theatre	3		Х		Existing	
ECON 22060 Principles of						
Microeconomics	3		Х		Existing	Χ
ACCT 23020 Introduction to Financial						
Accounting	3		X		Existing	
		1				
ENG 21011 College Writing II	3		X		Existing	
JMC 28001 Principles of Public	2	F-I			Friedina	
Relations	3		X		Existing	
HIST 12070 History of the United	3		<b>V</b>		Final and I man	
States: The formative Period	<u> </u>		X		Existing	
ACCT 23021 Introduction to	9	}	\ \ \		Cylindian	V
Managerial Accounting	3		X	<u> </u>	Existing	X

Course (name/number)	No. of credit hours (q/s)	Core/ Technical	General Education	Elective	Existing Course or New to the Site	TAG Approved Course
ECON 22061 Principles of Macroeconomics	3		×	T. T. T. T. T. T. T. T. T. T. T. T. T. T	Existing	X
MIS 24053 Introduction to Computer Applications	3		X		Existing	X
ECON 42086 Economics of Health Care	3		X		Existing	
MIS 24163 Principles of Management	3		Χ		Existing	
MKTG 25010 Marketing	3		X		Existing	
POL 30301 Introduction to Public Administration	3		×		Existing	
PSYC 21621 Quantitative Methods in Psychology I	3		X		Existing	
SOC 32570 Inequality and Society	3		X		Existing	
MIS 34180 Human Resource Management	3		X		Existing	
SOC 42563 Sociology of Health and Health Care	3		X		Existing	
PHY 11030 Seven Ideas that Shook the Universe	3		X		Existing	
ARTH 12001 Art Survey	3			Χ	Existing	X
SOC 12050 Introduction to Sociology	3			X	Existing	X
FIN 36053 Business Finance	3			X	Existing	
SOC 42010 Death and Dying	3			Х	Existing	
ANTH 18210 Introduction to Cultural Anthropology	3			Х	Existing	X
SOC 32569 Minorities in America	3	ļ		Х	Existing	
SOC 42879 Aging and Society	3			X	Existing	

Provide a brief description of each **NEW** course in the proposed program. In your response, include the name and number of the course. **Please note that the institution will be expected to submit syllabi for each NEW course as part of the review.** 

#### Alternative delivery options

Indicate any alternative delivery options for the proposed program (check all that apply):

Accelerated

- ✓ Hybrid/blended
- ✓ Online

#### Off-site program components

Indicate if the proposed program contains any of the following off-site components (check all that apply):

Apprenticeship

Clinicals

Co-op

Externship

Field Placement

Internship

Student teaching

Other (please describe): Practicum

The degree program requires students complete a practicum course. The practicum provides students with a supervised practical experience in a health science, health care and human services organization. This experience enables students to apply theoretical knowledge and skills learned in their coursework.

#### Market Research/Evidence of Workforce Need

Indicate whether the institution performed a needs assessment/market analysis to determine a need for the program at the proposed site. If so, briefly describe the results of those findings.

The Ashtabula Campus conducted a needs assessments amongst local health care provides as well as current students in our allied health associate degree programs to gauge the interest and need for a bachelor degree in Health Care Administration and Systems. The results of the assessment from both groups indicated that a need existed for the degree.

Describe how the proposed program aligns with Chancellor's strategic plan for higher education in the state of Ohio.

Gov. Ted Strickland, together with the Ohio Board of Regents Chancellor Eric D. Fingerhut, recently announced Kent State as a Center of Excellence in Biomedicine and Health Care for the state of Ohio. Kent State University at Ashtabula can build upon its programmatic strengths in health care by expanding its degree offerings to include a bachelor of science in Health Care Administration and Systems.

Indicate whether any other institution within a thirty-mile radius of your institution currently offers the proposed program. If so, list the institutions that offer the proposed program within this radius.

No other program is offered within a 30 mile radius.

#### Commitment to program delivery at site

Provide a statement of the institution's intent to fully support the program(s) at the proposed site upon authorization, and that if the institution decides in the future to close the site, the institution will provide the necessary resources/means for matriculated students to complete the program(s).

Kent State University at Ashtabula has the faculty and resources to offer all courses onsite leading to the completion of the Bachelor of Science in Integrated Health Studies. The Ashtabula Campus is committed to the delivery of the program. In accordance with Kent State University policies and procedures the Ashtabula Campus will ensure

matriculated students in the program will be given the opportunity to complete the degree at the Ashtabula Campus even if the campus decides to close the program.

#### Appendix items

List the support documentation submitted with the request. Please clearly identify appendix items by name and letter/number.

- A1. Organizational Chart
- A2. Librarian Resume



#### **Transmittal Memo**

**TO:** Dr. Wanda Thomas, Executive Dean, Regional Campuses Therese Tillett, Director of Curriculum Services

FR: Susan Hoffman, Assistant Professor in Computer Technology

DA: April 21, 2010

RE: Addition of an eBusiness Certificate

In response to a recommendation from the Weekend and Accelerated Programs Task Force at the Tuscarawas Campus, we are asking for your favorable support of a new certificate program in eBusiness so that it may be offered beginning Fall Semester, 2010.

A. Summary Statement

The proposal is to create a new certificate program on eBusiness.

The targeted audience is individuals who are interested in learning the fundamentals of eBusiness – using Internet technologies to provide goods and/or services to customers.

- B. Curricular bodies that have reviewed and approve this action are:
  - Weekend and Accelerated Programs Task Force at the Tuscarawas Campus
  - Tuscarawas Campus Academic Affairs Committee
  - Tuscarawas Campus Faculty Council
  - Tuscarawas Campus Dean
  - Computer Technology Curriculum Committee
  - · Applied Business Faculty in the Regional Campus College

Attachments:

Proposal Summary (attached)
Certification of Curriculum Proposal (CCP) (attached)
Supporting Documentation (attached)
Catalog Copy/Requirement Sheet (attached)

# **Proposal Summary**

#### a. Official, full name of program

**eBusiness** 

#### b. Purpose and goals of the program

To provide students with the fundamentals of eBusiness – using Internet technologies to provide goods and/or services to customers.

#### c. Need for the program

With the recent global economic downturn and rising unemployment, many individuals are looking to start up their own business. This certificate program provides the essential skills and knowledge in business and Internet technologies to achieve this goal. It also provides an excellent transition to an Associate of Applied Business degree after completion of the certificate.

#### d. Admission procedures

Normal Kent State University admission procedures apply. Although certificate program students will take the COMPASS test as part of the admission process, recommended developmental coursework will be postponed until they declare an associate degree program. This conforms to the 2006 RCFAC recommendation.

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.

#### e. Requirements for successful completion of the program, including required and elective coursework

A minimum GPA of 2.0 must be obtained for completion. 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.

#### f. Evidence of need and sustainability

This certificate program directly addresses the mission statement of the Ohio Small Business Development Center (SBDC) located on the campus of Kent State at Tuscarawas. That is "to accelerate Ohio's economy by helping people start, sustain and grow their businesses". Over the next several years, the local demand for learning the skills and knowledge to establish small businesses using Internet technologies will accelerate.

#### g. Fiscal and staffing impact

No change in full-time staffing is expected as these are existing courses. Adjunct faculty may be utilized to deliver additional sections as needed. Fiscal impact will result in an increase in tuition revenue from a new audience. Labs already exist on campus to deliver these classes, and it is anticipated that the program will be offered on weekends.

# KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

		Preparati	ion Date	20-Apr-10	Curriculum Bulletin					
		Effective	Date	Fall 2010	Approved by EPC					
Department	COMT									
College	RE - Region	RE - Regional College								
Degree		CER1 - Post-Secondary Certificate <1 year								
Program Name	eBusiness	eBusiness Program Code TBD								
Concentration(s)		Concentration(s) Code(s)								
Proposal	Establish P	rogram								
eBusiness - using Int	ificate progr ernet techno	ologies to provide	goods an	d/or service	_					
Does proposed revision Current total credit he	NAME AND ADDRESS OF THE PARTY O			Yes 2 edit hours 18	₫ No					
and staffing consider	ations; need;	audience; prerequi	isites; tea	cher educati	ment and duplication issues; enrollment on licensure): of personnel. Adjuncts might be					
Units consulted (other Weekend and Acceler Tuscarawas Campus A Tuscarawas Campus I Tuscarawas Campus I Computer Technology Applied Business Facu 11006, 21020 in the consultance	rated Prograi Academic Aff Faculty Cound Dean y Curriculum ulty in the Re	ns Task Force at the airs Committee cil Committee gional Campus Colle	e Tuscara	was Campus						
	1	REQUIRE	ENDOR	SEMENTS						
Department Chair / S	chool Directo	or / Campus Dean		_	412/10					
College Dean										
Dean of Graduate Stu	dies (for gra	duate proposals)								
Provost and Senior Vi	ce President	for Academic Affair	rs							

# **RE: Academic Affairs Request**

HARDING, MARIANN

Sent: Thursday, April 08, 2010 8:45 AM

To: HOFFMAN, SUSAN

Good morning, Sue,

I just wanted to let you know that I have a majority vote for affirming the certificate program. See you Monday!

Mariann

# Faculty Council approval of eBusiness certificate program

LASHLEY, ROBIN

Sent: Wednesday, April 21, 2010 3:32 PM

To: HOFFMAN, SUSAN

Prof. Hoffman,

This note serves as your documentation that the Tuscarawas Campus Faculty Council approved your proposed eBusiness certificate program at its meeting on April 12, 2010.

Robin Lashley Faculty Chair From: Computer Tech Curriculum Committee- RC [RCCOMT@LISTSERV.KENT.EDU] On Behalf Of LOGAN,

ROBERT [rlogan@KENT.EDU]

Sent: Friday, April 16, 2010 5:51 PM To: RCCOMT@LISTSERV.KENT.EDU Subject: Re: eBusiness Certificate

I vote yes for this certificate as well, which completes a simple majority of 8 YES votes out of 14 members. To date there have been 0 NO votes, and 6 members who have not voted.

Per Therese Tillet, the next step for this Certificate would be to present the Certificate and CCP to Dean Andrews for campus approval, then on to Executive Dean Thomas for Regional College approval. No approval from the College of Technology is required, as the ABT programs are no longer part of the college. Normally, a Regional College CCC approval would also be required, but that body does not yet exist.

Robert Logan
Assistant Professor
Computer Technology
Kent State University at Salem



# **Undergraduate Catalog**

#### **Certificate Programs**

The offering Kent State campus is listed after the certificate name.

AC-Ashtabula; EC-East Liverpool; GC-Geauga; KC-Kent; SA-Salem; ST-Stark; TR-Trumbull; TU-Tuscarawas

Accounting Technology (AC, EC, TR, TU)

Advanced Internet (AC, EC, TR, TU)

Alcohol, Tobacco and Other Drug Prevention (KC)

Athletic Coaching (KC)

Business Management Technology (AC, EC, TR, TU)

Child and Family Advocacy (AC, EC, SA, TR, TU)

College Prep-Bridge (AC, EC, TR, TU)

Computed Tomography (SA)

Computer Forensics and Information Security (AC, EC, TR, TU)

Computer-Aided Drafting-Design Technician (AC, EC, TR, TU)

<u>Database Administrator</u> (EC, TR)

Deaf Education Multiple Disabilities (KC)

Desktop Publishing (AC, EC, TR, TU)

Disability Studies and Community Inclusion (KC)

#### eBusiness (TU)

Entertainment Arts and Technologies: Automated Lighting (KC)

Entertainment Arts and Technologies: Event-Based Video Production (KC)

Entertainment Arts and Technologies: Sound (KC)

Entertainment Arts and Technologies: Stage and Arena Rigging (KC)

Entertainment Arts and Technologies: Stage Lighting (KC)

Entertainment Arts and Technologies: Stage Scenery (KC)

Entrepreneurship (AC, EC, TR, TU)

Hospitality Management (AC, EC, TR)

Industrial Security (TR)

Internet (EC, TR, TU)

Leadership (KC)

Legal Nurse Consulting-Nurse Paralegal (AC, EC, TR, TU)

Magnetic Resonance Imaging (SA)

Manufacturing Management Technology (AC, TR, TU)

Medical Billing (AC, EC, SA, TR, TU)

Microcomputer Applications (AC, EC, TR, TU)

Music Technology (KC)

New Media (KC)

Nonprofit-Human Service Management (KC)

Pan-African Community Theatre (KC)

Plastics Manufacturing Engineering (AC, TR, TU)

Professional Flight Crew Development and Air Transport Operations (KC)

Radiation Polymer Engineering Technology (AC)

Solution Developer (EC, TR)

Systems Engineer (EC, TR)

Teaching English as a Foreign Language (KC)





# **Undergraduate Catalog**

# Certificate

#### eBusiness [C1XX]

BMRT 11000 Introduction to Business

This certificate program will provide students with the fundamentals of eBusiness – using Internet technologies to provide goods and/or services to customers. By earning this certificate, students will be better equipped to meet a broad range of opportunities and challenges in today's global business environment. Instructional methods will include both hands-on and theoretical components.

		Total	18
COMT	21007	Internet Ethics and Policies	
COMT	11006	Intro to Web Site Technology	
СОМТ	11000	Introduction to Computer Systems	
BMRT	21020	Introduction to Entrepreneurship	3
BMRT	11006	Business Computations	;

Students must satisfy the prerequisite, if any, of all courses in the program by either (a) completing the prerequisite courses, or (b) by demonstrating to an Information Technology for Administrative Professionals faculty member that they have otherwise met the prerequisites. Students must complete a minimum of 15 hours of the certificate curriculum at Kent State University. Up to 6 hours of transfer credits may be used as long as letter grades appear on original transcript

<u>Undergraduate Catalog</u> <u>2009 Undergraduate Catalog</u> <u>Colleges and Programs</u> <u>Technology</u>

# KENT STATE UNIVERSITY EPC Agenda | 17 May 2010 | Attachment 4 | Page 9 **REGIONAL CAMPUSES** CERTIFICATE

# eBusiness (C1XX)

NAME		STUDENT ID	CAMP	PUS			
Purpose:	This certificate program will provide students with the fundamentals of eBusiness – using Internet technologies to provide goods and/or services to customers. By earning this certificate, students w better equipped to meet a broad range of opportunities and challenges in today's global business environment. Instructional methods will include both hands-on and theoretical components.						
Admission:	Students in the eBu declare an associat declare themselves	Kent State University admission requirements apply, including assessment testing where appropriate the Business program may postpone coursework prescribed by COMPASS testing undeclare an associate degree program. Students with degrees may enroll in the program. Students declare themselves as certificate candidates prior to completing one-half of the required coursew they must complete a minimum of 15 hours of the certificate's curriculum at Kent State University.					
Prerequisites:	Students must satisfy the prerequisites, if any, of all courses in the program by either completing prerequisite courses, or by demonstrating to a Computer Technology or Business Management T faculty member that they have otherwise met the prerequisites.						
Graduation:	not be completed of	ntain at least a 2.00 cumulative GPA on a pass-fail basis or through creditg as letter grades are on the transcriove.	by-examination. Up t	to 6 hours of transfe	er credits		
COURSES:	Course No.  BMRT 11000  BMRT 11006  BMRT 21020  COMT 11000  COMT 11006  COMT 21007  Total Credit Hour	Course Title Introduction to Business Business Computations Introduction to Entrepreneursh Introduction to Computer Syste Intro to Web Site Technology Internet Ethics and Policies		Semester	<u>Grade</u> 		
Student Signature			or Signature				
Registrar Signatur	re	Date Dean S	Signature		Date		
Certificate Progra	m Enrollment Appro	oved Effective (Semes	ster/year)				

Issued by the Office of the Executive Dean, Regional Campuses

# **Proposal Summary**

# College Tech Prep Validation Agreement Between Kent State University at Trumbull And Mahoning County Career and Technical Center

#### **Partners**

The validation agreement is between Kent State University KSU Trumbull Campus and Mahoning County Career and Technical Center (MCCTC).

- The MCCTC is a state institution delivering a College Tech Prep Information Technology program which is a rigorous program designed to seamlessly flow into Associate and Bachelor degree programs and is located at 7300 N. Palmyra Rd., Canfield, Ohio.
- KSUTC is a state university regional campus providing Computer Technology
   Associate degrees, among others, and is located at 4314 Mahoning Ave. NW, Warren,
   Ohio. Kent State University at Trumbull is reviewed by Association of Collegiate
   Business School and Programs (ACBSP).

## **Purpose**

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

The validation responds to the initiative of the State Ohio Board of Regents for smoother transfer of coursework from College Tech Prep schools to universities. Below is a relevant excerpt from State House Bill 66 Section 333.162:

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

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

# **Approvals**

The sequence of approval sought is as follows:

- KSU Trumbull Campus COMT faculty
- KSU Trumbull Campus Faculty Council
- COMT Curriculum Committee
- EPC

## **Agreement Particulars**

The Validation Agreement, which has been signed by the KSUTC Dean and the MCCTC Superintendent and the Kent Tech Prep Consortium Director, is placed after the Certification of Curriculum Proposal form in this packet.

The agreement is to take effect during the 2009-2010 school year and will be reevaluated every two years thereafter.

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

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

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

- COMT 11000 Introduction to Computer Systems
- COMT 11005 Introduction to Operating Systems and Networking Technology
- COMT 11006 Introduction to Web Site Technology
- COMT 12000 Personal Productivity Software
- COMT 21010 Workgroup Productivity Software
- COMT 11009 Computer Assembly and Configuration
- COMT 21002 Network Setup and Configuration
- COMT 21011 Techniques of Multimedia Web Design

In addition to completing the standard KSU application process,

 MCCTC students enrolling at KSU Trumbull (must be within 15 months of graduation from the MCCTC) will also complete the Application for College Tech Prep Certification of Validation Credit Form (Appendix A)

- The student must obtain the application form and seek approval from the College Tech Prep instructor of record and then
- o Present it to the CFFC for review and approval
- o The application will be approved by the campus CTFC, who will verify that a minimum grade of B (3.0) was earned in both the Junior year and the Senior year College Tech Prep classes.
- Students will receive validated credit as they complete the requirements listed on the application. The requirement on the application state that course validation will be used for four classes. As such,
  - A student earning a minimum of a B- in COMT 21010
     Workgroup Productivity Software will receive credit for COMT
     11000 Introduction to Computer (3hrs) and COMT 12000
     Introduction to Computers II (3 hrs), the content of which was
     address in course work completed at MCCTC.
  - A student receiving a minimum of a B- in COMT 21002
     Network Setup and Configuration and COMT 11009 Computer
     Assembly and Configuration will earn credit from COMT 11005
     Introduction to Operating Systems and Networking Technology (3hrs).
  - A student receiving a minimum of a B- in COMT 21011
     *Techniques of Multimedia Web Design* will earn credit for COMT 11006 *Introduction to Web Site Technology* (3hrs).

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

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

# **Validation Agreement**

#### **Participants**

Kent State University Trumbull Campus
(KSU TC)

4314 Mahoning Ave NW, Warren, Ohio
KSU Associate of Applied Business in
Computer Technology (AAB)

Mahoning County Career & Technical
Center (MCCTC)

7300 N Palmyra Rd, Canfield, Ohio
College Tech Prep Information
Technology

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

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

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

**Information Technology Academy - Support and Services** 

Validated Course Number	Validated Course Name	Validated Credits	Designated College Course (Student Completes)
COMT 11000 &	Intro Computer	3	COMT 21010 Workgroup
	Systems		Productivity Software
COMT 12000	Personal	3	
	Productivity		
COMT 11005	Intro Operating Sys	3	COMT 11009 Computer
	& Networking		Assembly and
			Configuration & COMT
			21002 Network Setup &
			Configuration
COMT 11006	Intro Web Site	3	COMT 21011 Techniques of
	Technology		Multimedia Web Design

**Information Technology Programming & Simulations** 

Validated Course Number	Validated Course Name	Validated Credits	Designated College Course (Student Completes)
COMT 11000 &	Intro Computer Systems	3	COMT 12000Personal Productivity Software
COMT 11005	Intro Operating Sys & Networking	3	COMT 11009 Computer Assembly and Config. & COMT 21002 Network Setup & Config.
COMT 11006	Intro Web Site Technology	3	COMT 21011 Techniques of Multimedia Web Design

Students must matriculate at the university within 15 months of graduation from MCCTC. Both partners will monitor the continual development of the curriculum and work cooperatively to adjust curricular content and course sequencing. Continuing validation will be based on bi-annual reviews by the faculty from both partners. A representative from KSU Trumbull will be a member of the MCCTC Information Technology Advisory Committee. MCCTC instructors must meet the Association of Collegiate Business Schools and Programs faculty accreditation standards and will be reviewed using the Regional Campuses part-time faculty approval guidelines.

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

#### **Responsibilities Defined**

#### **Instructions for College Tech Prep Students:**

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

#### **Instructions for College Tech Prep Instructors:**

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

#### **Instructions for Department/College:**

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

Signature of College Representative	Signature of MCCTC Representative
Printed Name	Printed Name
Title: Dean of KSU Trumbull Campus	Title: MCCTC Superintendent
Date:	Date:
Signature of Consortium Representative	
Printed Name Title: Director, Kent Tech Prep Consortium Date:	

# **Application for College Tech Prep Certification of Validation Credit**

# **Student Section**

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

KSU Student ID#	Student Signature	Student Name (Prin	t) Date
College Tech P	rep Instructor of Rec	ord Section	
Junior- Year: Colleg	e Tech Prep Grade S	Senior- Year College Tech Prep C	Grade
Instructor Signature	e Instructor Name (F	Print) Date	
Computer Tec	hnology Coordinator	Section	
Trumbull Campus			
Yes No			
Application Approv	ed Coordinator Signature	Coordinator Name (Print)	Date

### The Particulars of the Validated Credit:

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

Designated KSU Courses	Grade Received	Campus Registrar Initials	Date
COMT 21010 Workgroup Productivity Software			
validated credit for:			
<ul> <li>COMT 11000 Intro Computer Systems 3hrs</li> </ul>			
<ul> <li>And COMT 12000 Personal Prod Soft 3 hrs</li> </ul>			
COMT 21002 Network Setup and Configuration and COMT			
11009 Computer Assembly and Config			
Validated credit for:			
<ul> <li>COMT 11005 Intro Oper Sys &amp; Net 3 hrs</li> </ul>			
COMT 21011 Techniques of Multimedia Web Design			
Validated credit for:			
o COMT 11006 Intro Web Site Tech 3 hrs			

Yes	
No	No repeat attempts for specific course validation are permitted.

Computer Technology – Faculty Meeting March 12, 2010

<u>Attendance</u>: Chris Naylor, Bob Remedio, Bob Logan (chair), Shawn Golden, Charlene Fox, Sue Hoffman, Will Ward, Ruth Watson, Carolyn Carvalho, Judy Bilman, Tony Zampino, Ken Vinciquerra (retired guest), Irene Edge

12:35pm - Bob L. called the meeting to order.

Thank you to all who contributed to lunch.

- Tech Prep Will
  - a. Two programs for TCTC (Trumbull County) and one for MCTC (Mahoning County)
  - b. Validation students can only take the course ONE TIME with a B- or better
  - c. Salem has had agreement with Columbia County, so that proposal should be reviewed & revisited
  - d. Approval for proposals being sought from COMT Curriculum Committee, host campus, and Regional College
  - e. <u>MOTION</u>: Approve the three tech prep documents presented for TCTC and MCTC Will, Judy 2<sup>nd</sup>; motion carried unanimously
  - f. In situations where tech prep is not an option (Ashtabula, for example), perhaps a validation agreement can be developed that could be used by COMT across the RC system. Will will draft a generic agreement before the next meeting.
  - g. Consideration may be made to offer scholarships to students for cost of CBE

# Memo

To: Dr. Wanda Thomas, Executive Dean, Regional Campuses

Therese Tillett, Dir., Curriculum Services

From: Irene Edge, Assistant Professor in Computer Technology

Date: 4/22/2010

Re: Articulation Agreements with Trumbull Career & Technical Center and Mahoning County Career & Technical

Center

Computer Technology Curriculum Committee met March 15, 2010 and approved the articulation agreements for Trumbull Career & Technical Center and Mahoning County Career & Technical Center, effective Fall 2010. The articulation agreements use validation methods to assess skills of those students coming into the Computer Technology program at the Trumbull Campus.

Actions (same for all three proposals):

Course Validations as defined on page 3 of each proposal.

- A student earning a minimum of a B- in COMT 21010 will receive credit for COMT 11000 & COMT 12000.
- b. A student earning a minimum of a B- in COMT 21002 AND COMT 11009 (both courses) will receive credit for COMT 11005.
- c. A student receiving a minimum of a B- in COMT 21011 will received credit for COMT 11006.

#### Rationale:

- 1) To eliminate the necessity for qualified students to take duplicate coursework at KSU Trumbull.
- 2) The validation responds to the initiative of the State Ohio Board of Regents for smoother transfer of coursework from College Tech Prep schools to universities.

#### **Alternatives and Consequences:**

Potential for increased enrollment in course.

Partnership with tech prep schools for smoother transfer of students.

#### Curricular bodies that have reviewed and approved this action:

Approved, COMT Curricular Group

From: KIDD, DONNA

To: WARD, WILLIAM III: TILLETT, THERESE
Subject: RE: Regional College Items for EPC
Date: Tuesday, May 04, 2010 1:50:20 PM

#### Will and Therese,

There are three programs at MCC&TC. We only worked with two - ISS and Networking. IM was not at the table for discussion. Let's go with two programs at this time.

#### Donna Kidd

From: WARD, WILLIAM III

Sent: Tuesday, May 04, 2010 1:24 PM

To: TILLETT, THERESE Cc: KIDD, DONNA

Subject: RE: Regional College Items for EPC

Hi Therese

No limit on questions : )

The program is interactive multimedia.

I think there are only two programs at MCCTC, we only reviewed two Please let me check with Donna Kidd the Tech Prep Consortium director.

Thanks

Will

William C Ward III Associate Professor, Computer Technology Kent State University, Trumbull Campus

From: TILLETT, THERESE

Sent: Tuesday, May 04, 2010 1:19 PM

To: WARD, WILLIAM III

**Subject:** RE: Regional College Items for EPC

Sorry, one (no, two) final question: I find no listing of the words "Multimedia Program" on the Mahoning agreement. Perhaps, I missed it, but I want to confirm that it is included.

Also, the MCCTC website states it offers Tech Prep programs in "Information Technology Networking," Information Technology Support & Services" and "Interactive Multimedia." Is the agreement with all three?

Therese E. Tillett | Director of Curriculum Services | Office of the Provost Kent State University | 384 Library | 1125 Risman Dr., | Kent, Ohio 44242 Tel: 330-672-8558 | Fax: 330-672-2645 | ttillet1@kent.edu | www.kent.edu Curriculum Services: www.kent.edu/provost/curriculum

From: WARD, WILLIAM III

Sent: Tuesday, May 04, 2010 12:55 PM

**To:** TILLETT, THERESE

Subject: RE: Regional College Items for EPC

Hi Therese

Sorry for the confusion.

Here is what we are trying to do:

- 1. The original agreement with the TCTC Information Technology program was reviewed and the only change made was the perquisite COMT 11009 was spelled out for the validating of course COMT 21002 (it was left out in the original agreement and we did not want a hidden perquisite.)
- 2. There is a second agreement with the TCTC Multimedia program. It is entirely new. We elected not to combine it with the previous agreement to avoid confusion.
- 3. The agreement with MCCTC is entirely new and covers two programs Information Technology and Multimedia. Since this was a new agreement we combined the two.

I do have a question was the original agreement an information item at EPC? My dad was sick at the time and Ken Vinciquera carried the agreement forward.

Thanks for following up. Please let me know if there are any questions.

Thanks Will

William C Ward III Associate Professor, Computer Technology Kent State University, Trumbull Campus

From: TILLETT, THERESE

Sent: Tuesday, May 04, 2010 12:06 PM

To: WARD, WILLIAM III

Subject: RE: Regional College Items for EPC

Will, I see that the agreement with Trumbull Career & Technical Center is a re-evaluation of the original, approved fall 2008.

Is the one with Mahoning new?

Also, I have two proposal summaries for the Trumbull agreement with slight differences. I've attached them here. Can you tell me which one to use?

Therese E. Tillett | Director of Curriculum Services | Office of the Provost Kent State University | 384 Library | 1125 Risman Dr., | Kent, Ohio 44242 Tel: 330-672-8558 | Fax: 330-672-2645 | ttillet1@kent.edu | www.kent.edu

Curriculum Services: www.kent.edu/provost/curriculum

From: WARD, WILLIAM III

Sent: Monday, April 26, 2010 11:05 AM

# **Proposal Summary**

# College Tech Prep Validation Agreement Between Kent State University at Trumbull And Trumbull Career & Technical Center

#### **Partners**

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

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

# **Purpose**

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

The validation responds to the initiative of the State Ohio Board of Regents for smoother transfer of coursework from College Tech Prep schools to universities. Below is a relevant excerpt from State House Bill 66 Section 333.162:

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

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

## **Approvals**

The sequence of approvals sought is as follows:

- KSU Trumbull Campus COMT faculty
- KSU Trumbull Campus Faculty Council
- COMT Curriculum Committee
- EPC

# **Agreement Particulars**

The Validation Agreement, which has been signed by the KSUTC Dean and the TCTC Superintendent and the Kent Tech Prep Consortium Director, is placed after the Certification of Curriculum Proposal form in this packet.

The agreement is to take effect during the 2009-2010 school year and will be reevaluated every two years thereafter.

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

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

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

- COMT 11000 Introduction to Computer Systems
- COMT 11005 Introduction to Operating Systems and Networking Technology
- COMT 11006 Introduction to Web Site Technology
- COMT 12000 Personal Productivity Software
- COMT 21036 Web Scripting I
- COMT 21010 Workgroup Productivity Software

In addition to completing the standard KSU application process,

- TCTC students enrolling at KSU Trumbull (must be within 15 months of graduation from the TCTC) will also complete the Application for College Tech Prep Certification of Validation Credit Form (Appendix B)
  - The student must obtain the application form and seek approval from the College Tech Prep instructor of record and then
  - o Present it to the CFFC for review and approval
  - o The application will be approved by the campus CTFC, who will verify that a minimum grade of B (3.0) was earned in both the Junior year and the Senior year College Tech Prep classes.
- Students will receive validated credit as they complete the requirements listed on the application. The requirement on the application state that course validation will be used for four classes. As such,
  - A student earning a minimum of a B- in COMT 21010
     Workgroup Productivity Software will receive credit for COMT
     11000 Introduction to Computer (3hrs) and COMT 12000
     Introduction to Computers II (3 hrs), the content of which was address in course work completed at TCTC.
  - A student receiving a minimum of a B- in COMT 21002
     Network Setup and Configuration and COMT 11009 Computer
     Assembly and Config. will earn credit from COMT 11005
     Introduction to Operating Systems and Networking Technology (3hrs).
  - A student receiving a minimum of a B- in COMT 21011
     *Techniques of Multimedia Web Design* will earn credit for COMT 11006 *Introduction to Web Site Technology* (3hrs).

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

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

# **Validation Agreement**

#### **Participants**

Kent State University Trumbull Campus
(KSUTC)

4314 Mahoning Ave NW, Warren, Ohio
KSU Associate of Applied Business in
Computer Technology (AAB)

Trumbull Career & Technical Center
(TCTC)

528 Educational Highway, Warren, Ohio
College Tech Prep Information
Technology

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

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

he college courses in the table, below, will be validated for students earning the grades of A or B in the College Tech Prep Junior-year and Senior-year computer courses offered by the TCTC after successful completion of the "Designated College Course" with a minimum grade of B- offered at KSU Trumbull.

Validated Course Number	Validated Course Name	Validated Credits	Designated College Course
COMT 11000	Intro Computer Systems	3	COMT 21010 Workgroup Productivity Software
COMT 11005	Intro Operating Sys & Networking	3	COMT 21002 Network Setup and Config and COMT 11009 Computer Assembly and Config
COMT 11006	Intro Web Site Technology	3	COMT 21011 Tech of Multimedia Web Design
COMT 12000	Intro Computer Systems II/ Personal Productivity Software	3	COMT 21010 Workgroup Productivity Software

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

Both partners will monitor the continual development of the curriculum and work cooperatively to adjust curricular content and course sequencing. Continuing validation

will be based on bi-annual reviews by the faculty from both partners. A representative from KSU Trumbull will be a member of the TCTC Information Technology Advisory Committee. TCTC instructors must meet the Association of Collegiate Business Schools and Programs faculty accreditation standards and will be reviewed using the Regional Campuses part-time faculty approval guidelines.

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

#### **Responsibilities Defined**

#### **Instructions for College Tech Prep Students:**

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

#### **Instructions for College Tech Prep Instructors:**

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

#### **Instructions for Department/College:**

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

Signature of College Representative	Signature of TCTC Representative
Printed Name	Printed Name
Title: Dean of KSU Trumbull Campus	Title: TCTC Superintendent
Date:	Date:
Signature of Consortium Representative	
Printed Name Title: Director, Kent Tech Prep Consortium Date:	

# **Application for College Tech Prep Certification of Validation Credit**

# **Student Section**

No \_\_\_\_

I am applying to receive validated credit at Prep work done at the Trumbull Career an College Tech Prep classes at the TCTC. The	d Technical Center	(TCTC). I re	ceived at leas	st a B grade	•
KSU Student ID# Student Signature	Si	itudent Name (Print) Date			
College Tech Prep Instructor of Junior- Year: College Tech Prep Grade			Prep Grade _		
Instructor Signature Instructor Na	ame (Print) D	ate			
Computer Technology Coordinate Trumbull Campus Yes No	ator Section				
Application Approved Coordinator Signatu	ire Coordina	tor Name (P	rint) Date		
The Particulars of the Validated When and if the student receives a minimular will receive credit for the corresponding V	um grade of B- for				es, he or sho
Designated KSU Courses		Grade Received	Campus Registrar Initials	Date	
COMT 21010 Workgroup Productivity Soft validated credit for:  o COMT 11000 Intro Computer o And COMT 12000 Personal P COMT 21002 Network Setup and Configur	r Systems 3hrs rod Soft 3 hrs				
11009 Computer Assembly and Config Validated credit for:	& Net 3 hrs				
COMT 21036 Web Scripting I Validated credit for:  O COMT 11006 Intro Web Site					
Yes No No repeat attempts	for specific course	validation a	re permitted.		_

Computer Technology – Faculty Meeting March 12, 2010

<u>Attendance</u>: Chris Naylor, Bob Remedio, Bob Logan (chair), Shawn Golden, Charlene Fox, Sue Hoffman, Will Ward, Ruth Watson, Carolyn Carvalho, Judy Bilman, Tony Zampino, Ken Vinciquerra (retired guest), Irene Edge

12:35pm - Bob L. called the meeting to order.

Thank you to all who contributed to lunch.

- Tech Prep Will
  - a. Two programs for TCTC (Trumbull County) and one for MCTC (Mahoning County)
  - b. Validation students can only take the course ONE TIME with a B- or better
  - c. Salem has had agreement with Columbia County, so that proposal should be reviewed & revisited
  - d. Approval for proposals being sought from COMT Curriculum Committee, host campus, and Regional College
  - e. <u>MOTION</u>: Approve the three tech prep documents presented for TCTC and MCTC Will, Judy 2<sup>nd</sup>; motion carried unanimously
  - f. In situations where tech prep is not an option (Ashtabula, for example), perhaps a validation agreement can be developed that could be used by COMT across the RC system. Will will draft a generic agreement before the next meeting.
  - g. Consideration may be made to offer scholarships to students for cost of CBE

# Memo

To: Dr. Wanda Thomas, Executive Dean, Regional Campuses

Therese Tillett, Dir., Curriculum Services

From: Irene Edge, Assistant Professor in Computer Technology

Date: 4/22/2010

Re: Articulation Agreements with Trumbull Career & Technical Center and Mahoning County Career & Technical

Center

Computer Technology Curriculum Committee met March 15, 2010 and approved the articulation agreements for Trumbull Career & Technical Center and Mahoning County Career & Technical Center, effective Fall 2010. The articulation agreements use validation methods to assess skills of those students coming into the Computer Technology program at the Trumbull Campus.

Actions (same for all three proposals):

**Course Validations** as defined on page 3 of each proposal.

- A student earning a minimum of a B- in COMT 21010 will receive credit for COMT 11000 & COMT 12000.
- b. A student earning a minimum of a B- in COMT 21002 AND COMT 11009 (both courses) will receive credit for COMT 11005.
- c. A student receiving a minimum of a B- in COMT 21011 will received credit for COMT 11006.

#### Rationale:

- 1) To eliminate the necessity for qualified students to take duplicate coursework at KSU Trumbull.
- 2) The validation responds to the initiative of the State Ohio Board of Regents for smoother transfer of coursework from College Tech Prep schools to universities.

#### **Alternatives and Consequences:**

Potential for increased enrollment in course.

Partnership with tech prep schools for smoother transfer of students.

#### Curricular bodies that have reviewed and approved this action:

Approved, COMT Curricular Group

Hi Therese

Sorry for the confusion.

Here is what we are trying to do:

- 1. The original agreement with the TCTC Information Technology program was reviewed and the only change made was the perquisite COMT 11009 was spelled out for the validating of course COMT 21002 (it was left out in the original agreement and we did not want a hidden perquisite.)
- 2. There is a second agreement with the TCTC Multimedia program. It is entirely new. We elected not to combine it with the previous agreement to avoid confusion.
- 3. The agreement with MCCTC is entirely new and covers two programs Information Technology and Multimedia. Since this was a new agreement we combined the two.

I do have a question was the original agreement an information item at EPC? My dad was sick at the time and Ken Vinciquera carried the agreement forward.

Thanks for following up. Please let me know if there are any questions.

Thanks Will

William C Ward III Associate Professor, Computer Technology Kent State University, Trumbull Campus

From: TILLETT, THERESE

Sent: Tuesday, May 04, 2010 12:06 PM

To: WARD, WILLIAM III

Subject: RE: Regional College Items for EPC

Will, I see that the agreement with Trumbull Career & Technical Center is a re-evaluation of the original, approved fall 2008.

Is the one with Mahoning new?

Also, I have two proposal summaries for the Trumbull agreement with slight differences. I've attached them here. Can you tell me which one to use?

Therese E. Tillett | Director of Curriculum Services | Office of the Provost Kent State University | 384 Library | 1125 Risman Dr., | Kent, Ohio 44242 Tel: 330-672-8558 | Fax: 330-672-2645 | ttillet1@kent.edu | www.kent.edu

Curriculum Services: www.kent.edu/provost/curriculum

From: WARD, WILLIAM III

Sent: Monday, April 26, 2010 11:05 AM

# **Proposal Summary**

# College Tech Prep Validation Agreement between Kent State University at Trumbull And Trumbull Career & Technical Center

#### **Partners**

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

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

# **Purpose**

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

The validation responds to the initiative of the State Ohio Board of Regents for smoother transfer of coursework from College Tech Prep schools to universities. Below is a relevant excerpt from State House Bill 66 Section 333.162:

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

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

# **Approvals**

The sequence of approvals sought is as follows:

- KSU Trumbull Campus COMT faculty
- KSU Trumbull Campus Faculty Council
- COMT Curriculum Committee
- EPC

# **Agreement Particulars**

The Validation Agreement, which has been signed by the KSUTC Dean and the TCTC Superintendent and the Kent Tech Prep Consortium Director, is placed after the Certification of Curriculum Proposal form in this packet.

The agreement is to take effect during the 2009-2010 school year and will be reevaluated every two years thereafter.

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

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

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

- COMT 11000 Introduction to Computer Systems
- COMT 11005 Introduction to Operating Systems and Networking Technology
- COMT 11006 Introduction to Web Site Technology
- COMT 12000 Personal Productivity Software
- COMT 21002 Network Setup and Configuration
- COMT 21010 Workgroup Productivity Software
- COMT 21011 Techniques of Multimedia Web Design

In addition to completing the standard KSU application process,

• TCTC students enrolling at KSU Trumbull (must be within 15 months of graduation from the TCTC) will also complete the Application for College Tech Prep Certification of Validation Credit Form (Appendix A)

- The student must obtain the application form and seek approval from the College Tech Prep instructor of record and then
- o Present it to the CFFC for review and approval
- o The application will be approved by the campus CTFC, who will verify that a minimum grade of B (3.0) was earned in both the Junior year and the Senior year College Tech Prep classes.
- Students will receive validated credit as they complete the requirements listed on the application. The requirement on the application state that course validation will be used for four classes. As such,
  - A student earning a minimum of a B- in COMT 21010
     Workgroup Productivity Software will receive credit for COMT
     11000 Introduction to Computer (3hrs) and COMT 12000
     Introduction to Computers II (3 hrs), the content of which was
     address in course work completed at TCTC.
  - A student receiving a minimum of a B- in COMT 21002
     Network Setup and Configuration and COMT 11009 Computer
     Assembly and Config. Will earn credit from COMT 11005
     Introduction to Operating Systems and Networking Technology (3hrs).
  - A student receiving a minimum of a B- in COMT 21011
     *Techniques of Multimedia Web Design* will earn credit for COMT 11006 *Introduction to Web Site Technology* (3hrs).

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

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

# **Validation Agreement**

#### **Participants**

Kent State University Trumbull Campus
(KSUTC)

4314 Mahoning Ave NW, Warren, Ohio
KSU Associate of Applied Business in
Computer Technology (AAB)

Trumbull Career & Technical Center
T(CTC)

528 Educational Highway, Warren, Ohio
College Tech Prep Information
Technology

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

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

he college courses in the table, below, will be validated for students earning the grades of A or B in the College Tech Prep Junior-year and Senior-year computer courses offered by the TCTC after successful completion of the "Designated College Course" with a minimum grade of B- offered at KSU Trumbull.

grade of B- offered at KSO Trumbull.								
Validated	Validated	Validated	Designated					
Course	Course	Credits	College					
Number	Name		Course					
COMT 11000	Intro Computer	3	COMT 21010					
	Systems		Workgroup					
			Productivity					
			Software					
COMT 11005	Intro Operating Sys	3	COMT 21002					
	& Networking		Network Setup and					
			Config and COMT					
			11009 Computer					
			Assembly and Config					
COMT 11006	Intro Web Site	3	COMT 21011 Tech of					
	Technology		Mulitmedia Web					
			Design					
COMT 12000	Intro Computer	3	COMT 21010					
	Systems II/ Personal		Workgroup					
	Productivity		Productivity					
	Software		Software					

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

Both partners will monitor the continual development of the curriculum and work cooperatively to adjust curricular content and course sequencing. Continuing validation

will be based on bi-annual reviews by the faculty from both partners. A representative from KSU Trumbull will be a member of the TCTC Information Technology Advisory Committee. TCTC instructors must meet the Association of Collegiate Business Schools and Programs faculty accreditation standards and will be reviewed using the Regional Campuses part-time faculty approval guidelines.

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

#### **Responsibilities Defined**

#### **Instructions for College Tech Prep Students:**

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

#### **Instructions for College Tech Prep Instructors:**

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

#### **Instructions for Department/College:**

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

Signature of College Representative	Signature of TCTC Representative
Printed Name	Printed Name
Title: Dean of KSU Trumbull Campus	Title: TCTC Superintendent
Date:	Date:
Signature of Consortium Representative	
Printed Name Title: Director, Kent Tech Prep Consortium Date:	

# **Application for College Tech Prep Certification of Validation Credit**

# **Student Section**

I am applying to receive validated credit at the Kent State Ur Prep work done at the Trumbull Career and Technical Center College Tech Prep classes at the TCTC. The validated credit i	· (TCTC). I re	ceived at leas	st a B grade	_
KSU Student ID# Student Signature S	tudent Nam	e (Print) Date	<u> </u>	
College Tech Prep Instructor of Record Section	on			
Junior- Year: College Tech Prep Grade Senior- Year (	College Tech	Prep Grade _	<u>-</u>	
Instructor Signature Instructor Name (Print)	ate			
Computer Technology Coordinator Section Trumbull Campus Yes No				
	itor Name (F	Print) Date	<u> </u>	
The Particulars of the Validated Credit: When and if the student receives a minimum grade of B- for will receive credit for the corresponding Validated Course (s)				es, he or she
Designated KSU Courses	Grade Received	Campus Registrar Initials	Date	
COMT 21010 Workgroup Productivity Software validated credit for:				-
Yes				

No repeat attempts for specific course validation are permitted.

Computer Technology – Faculty Meeting March 12, 2010

<u>Attendance</u>: Chris Naylor, Bob Remedio, Bob Logan (chair), Shawn Golden, Charlene Fox, Sue Hoffman, Will Ward, Ruth Watson, Carolyn Carvalho, Judy Bilman, Tony Zampino, Ken Vinciquerra (retired guest), Irene Edge

12:35pm - Bob L. called the meeting to order.

Thank you to all who contributed to lunch.

- Tech Prep Will
  - a. Two programs for TCTC (Trumbull County) and one for MCTC (Mahoning County)
  - b. Validation students can only take the course ONE TIME with a B- or better
  - c. Salem has had agreement with Columbia County, so that proposal should be reviewed & revisited
  - d. Approval for proposals being sought from COMT Curriculum Committee, host campus, and Regional College
  - e. <u>MOTION</u>: Approve the three tech prep documents presented for TCTC and MCTC Will, Judy 2<sup>nd</sup>; motion carried unanimously
  - f. In situations where tech prep is not an option (Ashtabula, for example), perhaps a validation agreement can be developed that could be used by COMT across the RC system. Will will draft a generic agreement before the next meeting.
  - g. Consideration may be made to offer scholarships to students for cost of CBE

# Memo

To: Dr. Wanda Thomas, Executive Dean, Regional Campuses

Therese Tillett, Dir., Curriculum Services

From: Irene Edge, Assistant Professor in Computer Technology

Date: 4/22/2010

Re: Articulation Agreements with Trumbull Career & Technical Center and Mahoning County Career & Technical

Center

Computer Technology Curriculum Committee met March 15, 2010 and approved the articulation agreements for Trumbull Career & Technical Center and Mahoning County Career & Technical Center, effective Fall 2010. The articulation agreements use validation methods to assess skills of those students coming into the Computer Technology program at the Trumbull Campus.

Actions (same for all three proposals):

Course Validations as defined on page 3 of each proposal.

- A student earning a minimum of a B- in COMT 21010 will receive credit for COMT 11000 & COMT 12000.
- b. A student earning a minimum of a B- in COMT 21002 AND COMT 11009 (both courses) will receive credit for COMT 11005.
- c. A student receiving a minimum of a B- in COMT 21011 will received credit for COMT 11006.

#### Rationale:

- 1) To eliminate the necessity for qualified students to take duplicate coursework at KSU Trumbull.
- 2) The validation responds to the initiative of the State Ohio Board of Regents for smoother transfer of coursework from College Tech Prep schools to universities.

#### **Alternatives and Consequences:**

Potential for increased enrollment in course.

Partnership with tech prep schools for smoother transfer of students.

#### Curricular bodies that have reviewed and approved this action:

Approved, COMT Curricular Group

Hi Therese

Sorry for the confusion.

Here is what we are trying to do:

- 1. The original agreement with the TCTC Information Technology program was reviewed and the only change made was the perquisite COMT 11009 was spelled out for the validating of course COMT 21002 (it was left out in the original agreement and we did not want a hidden perquisite.)
- 2. There is a second agreement with the TCTC Multimedia program. It is entirely new. We elected not to combine it with the previous agreement to avoid confusion.
- 3. The agreement with MCCTC is entirely new and covers two programs Information Technology and Multimedia. Since this was a new agreement we combined the two.

I do have a question was the original agreement an information item at EPC? My dad was sick at the time and Ken Vinciquera carried the agreement forward.

Thanks for following up. Please let me know if there are any questions.

Thanks Will

William C Ward III Associate Professor, Computer Technology Kent State University, Trumbull Campus

From: TILLETT, THERESE

Sent: Tuesday, May 04, 2010 12:06 PM

To: WARD, WILLIAM III

Subject: RE: Regional College Items for EPC

Will, I see that the agreement with Trumbull Career & Technical Center is a re-evaluation of the original, approved fall 2008.

Is the one with Mahoning new?

Also, I have two proposal summaries for the Trumbull agreement with slight differences. I've attached them here. Can you tell me which one to use?

Therese E. Tillett | Director of Curriculum Services | Office of the Provost Kent State University | 384 Library | 1125 Risman Dr., | Kent, Ohio 44242 Tel: 330-672-8558 | Fax: 330-672-2645 | ttillet1@kent.edu | www.kent.edu

Curriculum Services: www.kent.edu/provost/curriculum

From: WARD, WILLIAM III

Sent: Monday, April 26, 2010 11:05 AM

# KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

	Pre	paration Date	e 19-Feb-10	Curriculum Bulletin
	Effe	ective Date	Fall 2011 2010	Approved by EPC
Department	Administrative Affairs &	Graduate Ed	ducation	
College	EH - Education, Health	and Human	Services	
Degree	MA - Master o	f Arts		
Program Name	See attached list	Progr	am Code Se	e attached list
Concentration(s)	Concentration	on(s) Code(s	)	
Proposal	Inactivate Program			
Description of prop	osal:			
The purpose of this Education, Health, a	proposal is to inactivate th nd Human Services (EHHS	e Master of A ).	rts degree fror	n eleven programs in the College of
Does proposed rev Current total credit	ision change program's to hours: Prop	otal credit hou cosed total cr		□No
Describe impact on enrollment and staf None	other programs, policies fing considerations; need	or procedure audience; p	s (e.g., encroa rerequisites; te	achment and duplication issues; eacher education licensure):
	ner departments, program nators in the College of Ed			
	REC	QUIRED END	ORSEMENT	S
Department Chair /	School Director / Campus	Dean		
College Dean	Jarlous		<del></del>	57/110
Dean of Graduate S	3 Romania Brokenski Broken	osals)		5/11/10
Provost and Senior	Vice President for Acade	mic Affairs		

#### Transmittal Memo

#### **Summary Statement**

The purpose of this proposal is to eliminate a number of Masters of Arts programs in the College of Education, Health, and Human Services (EHHS).

**Curricular Bodies Approving This Action** Program faculty **School Curriculum Committee** College Curriculum Committee

#### Title of Proposal:

The Elimination of the Master of Arts Option for eleven Programs.

Subject Specification: The following programs have determined that they no longer need the option of Master of Arts because students are still able to complete a thesis under the Master of Education option:

- Career Technical Teacher Education (CTTE)
- Community Counseling (CCON) Clinical Mental Health Covanseling (CNIHC)
   Curriculum and Instruction (CI)
- Evaluation and Measurement (EVAL)
- Higher Education and Student Personnel (EAHE)
- Health Education and Promotion (HEDP)
- Instructional Technology (ITEC)
- Intervention Specialist (INSP)
- Rehabilitation Counseling (RHAB)
- School Counseling (SCON)
- School Health Education (SHED)

#### **Background Information:**

Many of the programs in EHHS offer a Masters of Education degree. Historically, a number of programs also provided the option of attaining a Master of Arts degree with the requirement of taking thesis credit hours and completing a thesis. Very few students over the years have exercised that option (54 in the last 30 years; 12 in the last 10 years). What is more, students already have the option of completing a master's thesis as part of the Masters of Education program. Each program was asked to discuss the

possibility of removing the Master of Arts option. Each program decided whether this was a prudent action at this time. Consequently, there were eleven (out of 17) programs that decided to eliminate this option. There should be no noticeable impact on the programs since it does not change the ability of a student to complete a thesis if he or she so desires.

The reasons for proposing the elimination of these programs at this time is the effort to clarify and streamline the information that is transmitted to prospective students. In several cases, students have been confused by the two options. We believe that this change will help to clarify the offerings. There are no funding or staffing effects from this change. The plan for transition would be to allow those who are in the process of completing an M.A. in any of these programs be able to finish and to just curtail admissions once this has been approved.

#### **Alternatives and Consequences:**

If this proposal is not approved, then the eleven programs will merely continue to offer both options at the master's level.

#### <u>Timetable and Actions Required:</u>

Anticipated date of implementation: Fall 2011

#### Revise catalog copy

See attached catalog copies for the individual programs.

#### **AQIP**

Remove the MA reporting for the eleven programs.

Program Names and Codes for Inactivation CCP dated 2/19/10. The following programs have determined that they no longer need the option of Master of Arts because students are still able to complete a thesis under the Master of Education option:

- Career Technical Teacher Education (CTTE)
- · Community Counseling (CCON) (aka Clinical Mental Health Counseling)
- Curriculum and Instruction (CI)
- Evaluation and Measurement (EVAL)
- Higher Education and Student Personnel (EAHE)
- Health Education and Promotion (HEDP)
- Instructional Technology (ITEC)
- Intervention Specialist (INSP)
- Rehabilitation Counseling (RHAB)
- School Counseling (SCON)
- School Health Education (SHED)



#### **Education, Health, and Human Services**

#### **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 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.

#### TRANSFER AND NONDEGREE CREDIT

The College and Graduate School of Education, Health, and Human Services will allow a total of 12 semester hours of graduate credit to be transferred into a master's program. These hours can be transferred from another institution, taken while admitted as a temporary, guest, workshop or special nondegree student, or a combination of the previous. In no case, however, can more than 12 hours be used. Students cannot use more than 4 hours of workshop credit toward a degree program (if the workshops are transferred into Kent State, they must be a grade of B=3.0 or better). Also, coursework cannot be more than 6 years old for a master's program at the time of graduation. Students must have been admitted as a graduate student at the time the course was taken in order to transfer credit.

#### Master of Arts Degree

The Master of Arts (M.A.) degree requires a minimum of 32 semester hours of graduate coursework including at least 16 semester hours at the 60000 level or above. A major consisting of 18 or more semester hours in the College of Education, Health, and Human Services is required. M.A. students have six years from the term of first enrollment to complete the program. Some programs, but not all, have six hours of Thesis I or six hours of Master's Project. Please check with advisor.

Students are expected to meet with an assigned faculty advisor and will need to file their prospectus/plan of study with the Office of Graduate Student Services, 418 White Hall. 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.

#### **Master of Education Degree**

The Master of Education (M.Ed.) degree requires a minimum of 32 semester hours of graduate coursework including at least 16 semester hours at the 60000 level or above. A major consisting of 18 or more semester hours in the College of Education, Health, and Human Services is required. M.Ed. students have six years from the term of first enrollment to complete the degree.

Students are expected to meet with an assigned faculty advisor and file their prospectus/plan of study with the

Office of Graduate Student Services (418 White Hall). 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 be submitted to the Office of Graduate Student Services. Waived courses do not count toward satisfaction of minimum hourly requirements for graduation.

#### **Master of Arts in Teaching Degree**

The Master of Arts in Teaching (M.A.T.) degree in adolescence to young adult education requires a minimum of 44-45 semester hours of coursework, of which at least 39 must be at the graduate level, and a school-based internship. For students who have an appropriate undergraduate background in the subject matter field, the program is designed to be completed in one summer and the following academic year. The general test of the Graduate Record Examination is required. Deadline for application to be completed is February 15. Praxis II tests are required for licensure.

The Master of Arts in Teaching degree in early childhood education is a program for students who have a bachelor's degree in an area other than teacher education. This program requires 18 months of full-time study which begins in June. Students are also required to take the Graduate Record Examination and the math portion of Praxis I for admission. See Web site for deadline dates. The Praxis II Specialty Test for Early Childhood Education is required for licensure.

#### Master of Public Health

The Master of Public Health (M.P.H.) program at Kent State University offers a multidisciplinary, interdepartmental and inter-institutional curriculum that provides opportunities for graduate studies in public health. The M.P.H. program is consortium-based with six participating academic institutions: The University of Akron, Cleveland State University, Kent State University, Northeastern Ohio Universities College of Medicine (NEOUCOM), Ohio University, and Youngstown State University. For the application process, see <a href="http://www.neoucom.edu/mph">http://www.neoucom.edu/mph</a>.

The program focuses on the public health and health care practitioners in an effort to train such practitioners to better serve the community's health needs. Graduates of this program will be able to help improve the health status of the communities in which they live and work.

#### Master of Science

The Master of Science (M.S.) program in the School of Health Sciences offers a degree in Nutrition. The nutrition program requires 32 semester hours, including a master's thesis or master's project. The program provides students with advanced specialization in the field of nutritional sciences and opportunities to participate in interdisciplinary research in laboratory and community settings.





#### Teaching, Learning, and Curriculum Studies

professional tools outlined by the National Association for the Education of Young Children. Students are then guided by faculty in the development of a program of study that satisfies both individual professional goals and expectations of the department, college and university. All students are expected to complete an exit project that involves a practicum, action research project or thesis (M.A.).

The Early Childhood license (age three-grade three) as a second license, Preschool Endorsement, Early Education of the Handicapped Endorsement, and Early Childhood Generalist (grades 4-5) Endorsement, are available to qualified applicants as part of the master's program. The Early Childhood Intervention Specialist license is offered through the School of Lifespan Development and Educational Sciences. Reading Endorsement and an Early Childhood Mathematics Specialist Program are available through the Curriculum and Instruction Program.

Students must take no less than 16 hours at the 60000 level or higher for the master's degree. See Master of Arts in Teaching for initial licensure at the master's level.

For information, contact:
Martha Lash
404 White Hall
330-672-0628
mlash@kent.edu
http://www.ehhs.kent.edu/eced

#### **Career-Technical Teacher Education**

The M.Ed. Gr M.A. degree in career-technical teacher education is available with concentrations in the following:

- Teaching
- Special Needs

The teaching concentration is designed to serve individuals who desire to continue as classroom and/or laboratory instructors in one of the career-technical service areas. A minimum of 11 semester hours of coursework is required in the service area selected.

Available options in career-technical teacher education include integrated business education, marketing education, family and consumer science education, as well as trade and industrial education.

The special needs concentration focuses on coursework and professional experiences related to the study of special needs populations in career-technical education. A minimum of 32 semester hours is needed to complete the degree.

For information, contact:
Patrick J. O'Connor
Career-Technical Teacher Education
316 White Hall
330-672-7977
poconnor@kent.edu

#### Master of Arts in Teaching

#### Secondary Education

This program serves individuals who have never held a teaching certificate or license and requires full-time study beginning in the summer and continuing through the academic year.

The Master of Arts in Teaching degree requires a minimum of 44 semester hours of credit, of which at least 39 must be at the graduate level, and includes a school-based internship. For students who have an appropriate undergraduate background in the subject matter content, the program is designed to be completed in one summer and the following academic year.

Applicants should follow the application procedures for the Master of Arts in Teaching degree. In addition, the applicants will be asked to participate in on-campus interviews with university faculty.

This is a selective admissions program. Factors considered in this process include scores on the Graduate Record Exam, undergraduate GPA, content GPA and performance on an essay and in an interview. All students are expected to have basic competence in the use of technology before beginning the program.

For information, contact: Janice K. Hutchison 405 White Hall 330-672-2580 jhutchi1@kent.edu http://www.ehhs.kent.edu/mat

#### Early Childhood Education

The Master of Arts in Teaching degree is designed for qualified persons who possess at least a baccalaureate degree in a discipline other than teacher education. This program leads to Ohio licensure for teaching children age three through grade three.

This is a selective admissions program. Factors considered in this process include scores on the Graduate Record Exam and Praxis I: Mathematics, undergraduate grade point average, and performance on an essay and in an interview. All students are expected to have basic competence in the use of technology before beginning the program.

Students in this program have intensive field experiences in preschool, kindergarten and primary programs including those in urban settings.

For information, contact:
Martha Lash
404 White Hall
330-672-0628
mlash@kent.edu
http://www.ehhs.kent.edu/eced



#### **Lifespan Development and Educational Sciences**

#### LIFESPAN DEVELOPMENT AND EDUCATIONAL SCIENCES

#### Mary Dellmann-Jenkins, Interim School Director

405 White Hall (330) 672-2294

mdellman@kent.edu http://www.ehhs.kent.edu/ldes

The School of Lifespan Development and Educational Sciences contains the following graduate programs:

- Counseling and Human Development Services
- Educational Psychology
- Gerontology
- · Human Development and Family Studies
- Instructional Technology
- Rehabilitation Counseling
- School Psychology
- Special Education

and potential strengths as a counselor (preferably from counselors and/or professors who know the applicant's potential as a graduate student in community counseling).
 Faculty review of application materials. In reviewing

regarding the applicant's professional experience

- Faculty review of application materials. In reviewing materials and interviewing applicants, the faculty assess applicants with regard to each applicant's:
  - potential success in forming effective interpersonal relationships.
  - aptitude for graduate study, including technological. competencies and computer literacy (see note).
  - · career goals in relationship to the program.
  - · openness to self-examination.
  - openness to personal and professional development.

Note: Technological competence and computer literacy include using software to develop Web pages, presentations and professional papers; using audiovisual equipment such as video recorders and playback units; using computerized testing programs; using e-mail; helping clients search for various types of counseling-related information via the Internet; being able to subscribe and participate in and sign off counseling-related listservs; and using the Internet for continuing education opportunities in counseling (ACES Technology Interest Network, 1999).

### Community Counseling

The mission, intent and purpose of the Community Counseling Program at Kent State University is to prepare students for employment as counselors in community-based human service agencies (e.g., substance abuse facilities, mental health centers, child and family service agencies, etc.) as well as private counseling facilities.

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) has conferred accreditation to the community counseling program at Kent State University. The community counseling program is also approved by the State of Ohio Counselor, Social Work and Marriage and Family Therapist Board.

#### **ADMISSION**

A selective admission procedure is used. Application deadlines are:

- October 1st
- · March 1st
- June 1st

Requirements for admission in Counseling and Human Development Services (CHDS) master's degree program include:

- The first requirement of the admission process is that the applicant qualify for graduate standing in the Graduate School of Education, Health and Human Services at Kent State University. The academic criteria include an overall undergraduate grade point average of 2.75 (A=4.0).
- Present satisfactory recommendations from two persons

#### **PROGRAM REQUIREMENTS**

The M.Ed. Ar M.A. degree curriculum is a minimum of 60 semester hours, including a 600 clock-hour internship. This program is designed to fulfill the educational requirements for licensure as a Professional Clinical Counselor in the state of Ohio.

The program may be pursued on a part-time or full-time basis, although some full-time study is urged.

For information contact:
Jason M. McGlothlin
Community Counseling Program Coordinator
310 White Hall
330-672-2662
jmcgloth@kent.edu
http://www.ehhs.kent.edu/chds

#### **Educational Psychology**

The educational psychology program provides advanced study in the psychological aspects of human learning and development. Students will acquire a broad, basic knowledge of educational psychology and evaluation procedures and will develop competencies for addressing problems of learning and development in educational settings. The flexibility of the program, with respect to course equivalencies, thesis and



#### Teaching, Learning, and Curriculum Studies

# **TEACHING, LEARNING AND CURRICULUM STUDIES**

#### Alexa L. Sandmann, Interim School Director

404 White Hall 330-672-2580 asandman@kent.edu http://ehhs.kent.edu/tlc

The School of Teaching, Learning and Curriculum Studies contains the following graduate programs:

- Career and Technical Teacher Education
- · Curriculum and Instruction
- · Early Childhood Education
- · Mathematics Specialist
- Reading Specialist
- Secondary Education

#### Master of Education and Master of Arry

#### ✓ Curriculum and Instruction

The Curriculum and Instruction (C&I) Masters Program provides a wide range of graduate study opportunities in progressive curriculum and teaching best practices. The general goal of the C&I Masters program is to prepare educators for continuing professional development, education in a multicultural society, and leadership for curriculum reform and renewal. This goal is addressed in seven specific areas of professional expertise:

- Curriculum and Teaching Studies
- English/Language Arts Education
- Mathematics Education
- Middle Childhood Education
- · Physical Education
- Science Education
- Social Studies Education

These areas of expertise are officially called C&I specializations and a distinctive graduate study prospectus has been created for each advised specialization. The C&I Program is composed of a minimum of thirty-two semester hours of planned graduate study and provides an essential background for critically-informed, visionary and creative educational work. Graduates in all seven specializations in the C&I Masters Program are well-prepared to assume a diverse set of teacher leadership positions, and because they are well-informed on current curriculum and teaching topics and issues, they possess the necessary knowledge to make valuable contributions in their particular professional settings.

For information, contact:
James G. Henderson
404 White Hall
330-672-0631
jhenders@kent.edu
http://www.ehhs.kent.edu/ci
2009-2010 Kent State University Graduate Catalog

#### Mathematics Specialist

The National Council of Teachers of Mathematics (NCTM) has provided a vision of the future of mathematics education in *Principles and Standards for School Mathematics*. A key factor in the implementation of the NCTM standards will be mathematics leadership in individual schools. The Mathematics Specialist Program is especially tailored to help develop mathematical leadership in K-12 teachers. Graduate courses and practicum provide necessary knowledge of mathematics, learning theory, child development, research principles and intervention techniques to graduate students who strive to provide leadership in mathematics education. This program can lead to the Mathematics Specialist K-6 Endorsement program. Courses are all offered during evenings and summers for the convenience of students.

Students must meet minimum mathematics requirements in order to complete this program. A minimum of 15 semester hours of undergraduate or graduate mathematics courses as a prerequisite or corequisite to complete the program is required.

For information, contact: Trish Koontz 404 White Hall 330-672-2580 tkoontz@kent.edu

# Reading Specialization

The reading and language arts/literacy education program prepares educators to teach students at all age levels, Pre-K-adult, in general education and content area instructional situations. The program focuses on both students who progress typically and those who struggle with learning to read. The program meets all International Reading Association Standards for Classroom Professionals and Specialized Reading Professionals.

State of Ohio Endorsement in Reading is attained as part of the core requirements of the program. For this reason, students who enter the program must hold a valid teaching certificate or license.

For information, contact: Nancy D. Padak Reading/Writing Development Center 402 White Hall 330-672-2836 npadak@literacy.kent.edu

#### Early Childhood Education

The M.Ed. and M.A. degrees are intended to prepare experienced early childhood professionals for leadership in schools and agencies serving young children, 0-8, and their families. Upon admission, candidates complete a self-assessment based on the core standards and essential

Delete

The Official Seal of Kent State University designates that this catalog is an official University document of record for academic information and policy.



#### Foundations, Leadership, and Administration

#### **Educational Specialist Degree**

#### **Educational Administration**

The Educational Specialist degree in educational administration is designed to provide a planned program of preparation for persons who desire advanced professional education but do not wish to pursue a Ph.D. degree. Thirty semester hours of planned graduate study beyond the master's degree is required to receive an Educational Specialist degree.

The Educational Specialist Pre-K-12 degree is particularly desirable for individuals possessing teaching licensure and who wish to obtain an administrative specialist license that will enable them to serve in central office and administrative and supervisory positions. Forty-five semester hours of planned graduate study are required to receive administrative specialist licensure.

For information, contact: Anita Varrati 404 White Hall 330-672-0630 avarrati@kent.edu http://www.ehhs.kent.edu/hied

In addition, individuals possessing principalship licensure and who wish to obtain superintendent licensure also may find this degree advantageous. Superintendent licensure requires 24 semester hours of planned graduate study after obtaining principalship licensure. These hours may be counted toward the 30 semester hours of planned graduate study required to receive the Educational Specialist degree.

For information, contact: Anita Varrati 404 White Hall 330-672-0630 avarrati@kent.edu http://www.ehhs.kent.edu/hied

Moreover, individuals possessing a master's degree may wish to obtain an Ed.S. in Higher Education. This degree requires a minimum of 30 hours of planned graduate study beyond the master's degree.

For information, contact: Susan Iverson 411 White Hall 330-672-0653 siverson@kent.edu

#### Cultural Foundations

Study in the Cultural Foundations of Education Program is oriented toward a critical understanding of broad normative and interpretive issues in education and human service professions. Course offerings apply traditional humanistic and social science modes of inquiry to theories and practices of education broadly conceived. Foundational study explores the often-conflicting demands placed upon educational institutions and examines a wide range of responses to them.

The master's degree program offers students an overview of educational issues and policies emerging from a world increasingly dominated by technology and such concerns as poverty, social and political marginalization and environmental degradation. Coursework examines theories of society, morality and politics as these relate to the study of education. Classes focus on topics such as the political and moral dimensions of education and educational policy formation; the nature of multicultural and international education; the engagement of academic and public knowledge; and ideas of nature and education.

For information contact: Averil McClelland 405 White Hall 330-672-0594 amcclell@kent.edu http://www.ehhs.kent.edu/cf

#### **Evaluation and Measurement**

#### **Master of Arts**

The purpose of this 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. Positions in business/industry are also appropriate, as are research associate-level positions in connection with university based research. The program also provides an opportunity to develop evaluation and measurement skills generally helpful to educators.

For information contact:
Shawn Fitzgerald
507 White Hall
330-672-0583
smitzge@kent.edu
http://www.ehhs.kent.edu/eval

#### **Master of Education**

This program option offers professional development in



#### Foundations, Leadership, and Administration

the effective use of data to make informed decisions about their practices and improve student learning. Program of study leads teachers through contemporary topics related to educational assessment in a practical, application-based manner. All classes focus on day-to-day classroom instruction and requrie that teachers work through class activities using their own data generated from students in their classes. The M.Ed. program is an intensive 16-month, cohort-based program that has all students complete the same courses in the same sequence. Coursework focuses on topics related to understanding and using value-added assessment, evidencebased research, data-driven decision making and using data and assessment to improve instruction and student learning. These courses are highly related to what teachers do on a daily basis, yet receive very little training in undergraduate teacher preparation programs.

For information, contact: Shawn Fitzgerald 316 White Hall 330-672-0583 smfitzge@kent.edu http://www.ehhs.kent.edu/eval

K-12-Educational Administration

Most of the individuals seeking a master's degree in the Pre-K-12 leadership concentration will be licensed teachers who wish to obtain principalship licensure in Ohio. Forty-eight semester hours of planned graduate study are required to receive the principalship license. A master's degree is awarded at the successful completion of 33 semester hours of prescribed graduate study.

Kuping MA

For information, contact:
Anita Varrati
404 White Hall
330-672-0630
avarrati@kent.edu
http://www.ehhs.kent.edu/edad

#### Higher Education Administration and Student Personnel

The master's degree requires the successful completion of 45 semester hours of approved graduate study. Graduates are prepared to work as staff and administrators in campus life, career services, judicial affairs, resident services, alumni, admissions, academic success, academic advising, international student services, institutional advancement, upward bound, student disability services, student multicultural center and undergraduate and graduate studies. Some also enter college teaching, although a Doctor of Philosophy is typically required.

For information, contact:
Mark Kretovics
411 White Hall
330-672-0642
mkretov1@kent.edu
http://www.ehhs.kent.edu/hied

#### **Hospitality and Tourism Management**

This concentration provides an integrated Hospitality and Tourism graduate education with an emphasis on regional, national, and global implications of the field. Students' critical analysis skills, research ability, and understanding of advanced hospitality and tourism issues will be developed. Graduates will be prepared to successfully secure positions of leadership in industry or pursuse a terminal degree in hospitality and tourism management.

#### **ADMISSION**

In addition to regular application requirements of the university, admission to the Master of Science degree program requires the following:

- A minimum undergraduate grade point average of 3.0 (A=4.0).
- Three letters of reference from persons (preferably academic) who can attest to the applicant's potential for graduate study.
- A resume with a letter of intent describing applicant's professional and research goals.
- Prior work experience in hospitality and tourism is preferred.



#### **Health Sciences**

#### **HEALTH SCIENCES**

#### Lynne Rowan, Interim School Director

100 Nixson Hall 330-672-2197 <u>Irowan@kent.edu</u> www.ehhs.kent.edu/hs

The School of Health Sciences contains the following graduate programs:

- Athletic Training
- · Exercise Physiology
- Health Education and Promotion
- Nutrition and Dietetics
- Public Health
- · Speech Pathology/Audiology

#### Master of Education and Master of Art-

#### **Athletic Training**

The M.A. in Athletic Training serves to provide post-certification athletic trainers to obtain a higher level of specialization in athletic training and will prepare students for advanced study if they pursue a doctoral degree. This comprehensive program will "assure mastery of specified knowledge and skills" necessary to be successful in the field of athletic training. This concentration provides students the opportunities to pursue advanced clinical and academic training while obtaining knowledge and skills relative to effective clinical instruction and supervision. Advanced research skills are also a critical component to this advanced track program. Opportunities to perform research independently and/or in conjunction with program faculty are widely available.

For information, contact: Kimberely S. Peer Athletic Training Education Program Coordinator 161D Gym Annex 330-672-0231 kpeer@kent.edu

#### Exercise Physiology

Students are prepared for a wide variety of career options within the field of exercise physiology including exercise prescription and research, as well as doctoral study. Degree applicants are expected to have substantial preparation in the sciences, usually including coursework in biology chemistry, physics, mathematics, anatomy, kinesiology, and exercise physiology. Representative faculty research includes the areas of body composition, metabolism/nutritional requirements, environment, clinical exercise physiology, and the psychophysiology of aging as it is influenced by physical activity and fitness.

For information, contact: Ellen Glickman Exercise Physiology Program Coordinator Gym Annex 330-672-2930 eglickma@kent.edu

#### **Health Education and Promotion**

The Community Health concentration provides background for persons who will be involved in positions of leadership in a wide variety of health-related community settings as well as for persons who will proceed to doctoral work in fields related to health education and health promotion.

The School Health Licensure concentration leads to a pre-K-12 licensure in health for those individuals currently holding a certificate/license in another area.

#### **PROGRAM REQUIREMENTS**

#### **Community Health Concentration**

This concentration's requirements include foundations of health education and promotion, health informatics, epidemiology, health behavior, strategies in health education, needs assessment and program planning in health promotion, evaluation of health promotion programs, communication and marketing in health education and promotion, administration of health education and promotion programs, introduction to health research and data analysis, advocacy and policy issues in health education and promotion, grant writing in health education and promotion, and 6 hours of electives.

Electives within and outside the health education and promotion program are available. Students electing the Master of Arts degree complete a thesis. The program requires the completion of 42 hours.



#### **Lifespan Development and Educational Sciences**

elective options, makes it appropriate for classroom teachers, professionals in alternative educational settings and students wishing to pursue doctoral-level training in educational psychology.

For information, contact: Christopher Was 405 White Hall 330-672-2294 cwas@kent.edu http://www.ehhs.kent.edu/edpf

# **Human Development and Family Studies**

The Master of Arts program in Family Studies offers two concentrations:

- Human Development and Family Studies provides students with advanced knowledge in the fields of family sciences and human development and the opportunity to develop multidisciplinary research and community outreach skills. Coursework in this graduate concentration enables students to apply to become Certified Family Life Educators (CFLE). Human Development and Family Studies graduates are prepared for leadership and teaching positions in the social services, junior and community colleges and cooperative extension, and/or for pursuing doctoral-level study.
- Gerontology provides students with an interdisciplinary course of study and opportunities to participate in agingrelated research and community outreach projects.
   Students are assisted in developing a specialty area in gerontology that will enable them to advance in their professional or academic careers.

#### **ADMISSION**

In addition to regular application requirements of the university, admission to the Master of Arts degree program requires the following:

- A minimum undergraduate grade point average of 3.0 (A=4.0).
- Submission of scores on the general test of the Graduate Record Examination.
- Submission of at least three letters of recommendation from persons (preferably academic) who can attest to the applicant's potential for graduate study.
- Submission of a letter of application describing the applicant's professional/research goals and motivation for pursuing the graduate degree.
- Faculty review of application materials. In reviewing materials, the faculty assess applicants with regard to their
  - aptitude for graduate school
  - academic goals and match with the program's curriculum
  - research goals and match with faculty members'

expertise.

#### **PROGRAM REQUIREMENTS**

Core courses required in both concentrations include HDFS 64023, 61018 and EDPF 65510. Human Development and Family Studies requires 32 semester hours including either a master's thesis or master's project. Gerontology requires 33 credit hours including a thesis. Detailed program outlines may be obtained from the School of Family and Consumer Studies.

For information, contact: Rhonda Richardson HDFS Program Coordinator 140 Nixson Hall 330-672-2026 rrichard@kent.edu http://www.ehhs.kent.edu/hdfs



#### Instructional Technology

The instructional technology program offers a core of courses designed to prepare students to use a variety of technologies in many different settings. Electives in the program may be used to concentrate on areas such as classroom teaching in two- or four-year colleges, business, industry, governmental organizations, K-12 schools, allied health professions or other settings.

There are two licensure areas possible within the master's degree: school library/media and computing/technology. Individuals applying for the computer and technology licensure area must hold a teaching certificate/license.

The school library/media licensure is designed to prepare students for positions in school media centers. It is offered in conjunction with the School of Library and Information Science. In addition to the College of Education, Health and Human Services master's degree program requirements, students take coursework in the following areas: selection and utilization of media; educational computing; reference and cataloging; children's literature; and organization and administration of the media centers and information literacy.

The computing/technology endorsement is intended for certified or licensed teachers who will teach computer applications in education. This license is limited to the age and grade levels listed on the teacher's license. In addition to the requirements for a master's degree in instructional technology, students take coursework in computer networking, authoring systems, multimedia production and instructional application of the Internet.

For individuals who do not have a teaching certificate or license, a master's degree program is available to provide an initial multi-age license for library/media that does require the Graduate Record Examination for admission. In addition to the master's degree requirements and the library/media



#### **Lifespan Development and Educational Sciences**

off counseling-related listservs; and using the Internet for continuing education opportunities in counseling (ACES Technology Interest Network, 1999).

Signed endorsement of moral character. The CHDS
 Program provides informed consent to students regarding
 the fact that licensing boards and professional liability
 insurance providers may deny licensure or coverage due
 to prior felony or some misdemeanor offenses. Please
 contact the program coordinator if there are questions
 regarding the endorsement of moral character.

#### **PROGRAM REQUIREMENTS**

The M.Ed. 6-M.A. degree curriculum is a minimum of 49 semester hours, including a 600 clock-hour internship. This program is designed to fulfill the educational requirements for school counselor in Ohio. Students must have successfully passed the Praxis II specialty area test in school guidance and counseling in order to be licensed. The program may be pursued on a part-time or full-time basis, although some full-time study is urged.

For information, contact:
Jason M. McGlothlin
Program Coordinator
School Counseling Program
310 White Hall
330-672-2662
imcgloth@kent.edu
http://www.ehhs.kent.edu/chds

#### **School Psychology**

Students entering the school psychology program at Kent State are expected to complete either an Ed.S. or a Ph.D. degree. Applicants have the choice of applying to the M.Ed./ Ed.S. program of study or the M.Ed./Ph.D. program of study.

Applicants accepted into either of these programs of study will initially be admitted into the M.Ed. program. Upon successful completion of the M.Ed., students will matriculate into either the Ed.S. or Ph.D. program (depending on the program of study the applicant is admitted into) without an additional application procedure. Applicants with a previous master's degree may apply directly to either the Ed.S. or Ph.D. program.

For information, contact: Richard Cowan 405 White Hall 330-672-2294 rcowan1@kent.edu http://www.ehhs.kent.edu/spsy



#### **Special Education Intervention Specialist**

The degree programs in special education offer advanced study in the field of special education, which focuses on educating learners with exceptionalities in grades PK-12. Seminars are designed to provide intellectual depth to practitioners' skills and knowledge in special education. In addition to the degree requirements, programs can be tailored to meet intervention-specialist licensure requirements for experienced teachers as well as for those persons seeking an initial license. Intervention-specialist licensure requirements can be met for the following areas:

- Deaf Education\*
- · Early Childhood Intervention
- Gifted Education
- Mild/Moderate Educational Needs\*
- Moderate/Intensive Educational Needs\*

For information, contact:
Kristie Pretti-Frontczak or Melody Tankersley
405 White Hall
330-672-2294
<a href="mailto:kprettif@kent.edu">kprettif@kent.edu</a> or <a href="mailto:mtankers@kent.edu">mtankers@kent.edu</a>
<a href="mailto:http://www.ehhs.kent.edu/sped">http://www.ehhs.kent.edu/sped</a>

Licensure in the following area is designed to prepare interpreters to work with children and adults who are deaf or hard of hearing (D/HH) in an educational setting. Graduates of the program will be eligible for licensure in educational interpreting (K-12) but not licensure for teaching.

· Educational Interpreter

For information, contact:
Pam Luft
405 White Hall
330-672-2294
pluft@kent.edu
http://www.ehhs.kent.edu/sped
In addition to licensure programs, studen

In addition to licensure programs, students who hold current state teaching certification or licensure may complete requirements for an endorsement in the following area:

Transition to Work

For information, contact:
Robert Flexer
319 White Hall
330-672-2294
rflexer@kent.edu
http://ebbs.kent.edu/sped/transition

http://ehhs.kent.edu/sped/transitional/

For PreK special needs information, contact: Sanna Harjusola-Webb 405 White Hall 330-672-2294



#### Lifespan Development and Educational Sciences

requirements, students take core educational courses in reading, special education and classroom instruction.

For information, contact:
Drew Tiene
405 White Hall
330-672-2294
dtiene@kent.edu
http://www.ehhs.kent.edu/itec



#### **Rehabilitation Counseling**

The rehabilitation counseling program features an interdisciplinary approach that focuses on the inclusion of persons with disabilities into the life of the community. The Master of Education program in rehabilitation counseling is accredited by the Council on Rehabilitation Education. Graduates of the program are eligible to sit for the national Certified Rehabilitation Counselor examination. Electives in the program may be used to concentrate in areas such as vocational evaluation and work adjustment, psychiatric rehabilitation, deafness, and/or to pursue Ohio counselor licensure.

Professional identity is developed through early involvement with rehabilitation agencies, interactions with practitioners and consumers in varied settings, and the Kent State University Chapter of the National Rehabilitation Counseling Assoc. The rehabilitation counseling program faculty are also affiliated with the Center for Disability Studies and the Center for Innovation in Transition and Employment, two interdisciplinary institutes that administer numerous federally funded research, demonstration and training projects in such fields as rehabilitation counseling, school psychology and special education.

Graduates of the program are employed in vocational rehabilitation settings, mental health and developmental disabilities agencies, drug and alcohol rehabilitation, public and private hospitals, comprehensive rehabilitation centers, correctional facilities, community-based programs, private industry, proprietary rehabilitation, and student disability services in higher education.

#### **PROGRAM REQUIREMENTS**

Rehabilitation counseling is open to students with any undergraduate major. The program requires two years of study culminating in a semester-long internship under the field supervision of a certified rehabilitation counselor. Paid internships are available on a competitive basis and are arranged by program faculty. Faculty members advise students in the development of a curriculum plan that includes required core, foundational, and elective courses. Early and continued exposure to rehabilitation practice is provided as students progress through the program. The integration of counseling, case management, evaluation and placement skills are the goal of didactic and experiential curriculum components.

Full- and part-time study is possible with courses scheduled during late afternoon and evening hours. Applications are accepted throughout the year. A program application and an interview are required prior to admission.

For information, contact: Phillip Rumrill Rehabilitation Counseling 413 White Hall 330-672-2294 prumrill@kent.edu

#### **School Counseling**

The mission, intent and purpose of the School Counseling program at Kent State University is to prepare students for employment as professional school counselors in K-12 institutions. The Council for Accreditation of Counseling and Related Educational Programs (CACREP) has conferred accreditation to the school counseling program at Kent State University. In addition, the program curriculum has been approved by the Ohio Department of Education.

#### **ADMISSION**

A selective admission procedure is used. Application deadlines are: October 1, March 1st, and June 1st.

Requirements for admission in CHDS master's degree program include:

- Qualification for graduate standing in the Graduate School of Education, Health and Human Services at Kent State University. The academic criteria include an overall undergraduate grade point average of 2.75 (A=4.0).
- Satisfactory recommendations from two persons regarding the applicant's professional experience and potential strengths as a counselor (preferably from counselors and/or professors who know the applicant's potential as a graduate student in school counseling).
- Faculty review of application materials. In reviewing materials and interviewing applicants the faculty assess applicants with regard to each applicant's:
- potential success in forming effective interpersonal relationships;
- aptitude for graduate study including technological competencies and computer literacy (see note);
- · career goals in relationship to the program;
- openness to self-examination; and
- openness to personal and professional development. Note: Technological competence and computer literacy

include using software to develop Web pages, presentations and professional papers; using audiovisual equipment such as video recorders and playback units; using computerized testing programs; using e-mail; helping clients search for various types of counseling-related information via the Internet; being able to subscribe and participate in and sign

TT note: no graduates (since 2000)

 From:
 HALEY, MARY ANN

 To:
 TILLETT, THERESE

 Cc:
 POOTS, KATHY

**Subject:** RE: Biomedical Mathematics

**Date:** Wednesday, April 28, 2010 9:31:13 AM

#### Hi Therese.

Tim and I spoke about this yesterday. The College would like to suspend the Biomedical Mathematics program. I've asked Bob Dorman to send me an email to that effect which I will forward to you.

Best, 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:** Tuesday, April 27, 2010 8:19 PM

To: STEPHENS, MARY ANN; HALEY, MARY ANN; POOTS, KATHY

**Subject:** FW: Biomedical Mathematics

FYI

Therese E. Tillett | Director of Curriculum Services | Office of the Provost Kent State University | 384 Library | 1125 Risman Dr., | Kent, Ohio 44242 Tel: 330-672-8558 | Fax: 330-672-2645 | ttillet1@kent.edu | www.kent.edu

Curriculum Services: www.kent.edu/provost/curriculum

From: DORMAN, ROBERT

Sent: Monday, April 26, 2010 4:37 PM

To: Moerland, Timothy

Cc: WEARDEN, JUDITH; TILLETT, THERESE; STALVEY, JOHN

**Subject:** Biomedical Mathematics

Hi Tim,

A question as to the viability of Biomedical Mathematics has been presented to me by Therese Tillett the Director of Curriculum Services in the Provost's office. She suggests this program be suspended, which would prevent students from registering for it and remove it from catalogs and web pages. I concur with this proposition.

Biomedical Mathematics was one of the original programs placed in the School of Biomedical Sciences. I did find mention of it, when I became the interim director, but I was told it had not gotten off the ground. The program has no official graduate faculty and is not listed on the School's web site. However, it does have one student – maybe. I was

unaware of this student, since she started the program in 1997, has not passed candidacy and has taken only MATH courses in recent years. Given that she has not taken the core courses in BMS, it seems unlikely this student will complete the program. Regardless, I suggest we suspend this program. This will prevent any confusion among prospective students and allow us three years to evaluate its sustainability. Please let me know what you think of this suspension. Thanks.

Robert Dorman, Ph.D.

Professor, Biological Sciences Interim Director School of Biomedical Sciences Kent State University Kent, OH 44242 
 From:
 TILLETT, THERESE

 To:
 DORMAN, ROBERT

 Cc:
 WEARDEN, JUDITH

**Subject:** RE: Biomedical Sciences - Biomedical Mathematics

**Date:** Thursday, April 15, 2010 10:10:00 AM

Your preference fits nicely with officially suspending the program. Therefore, no one can purposely/accidently declare the program, and you will have three years to assess its viability.

Is it possible to send me that memo before the May EPC meeting? I would need it no later than Friday, 7 May, to be on the agenda.

Therese E. Tillett | Director of Curriculum Services | Office of the Provost Kent State University | Library, Ste. 384 | 1 Eastway Dr., | Kent, Ohio 44242 Tel: 330-672-8558 | Fax: 330-672-2645 | <a href="mailto:ttillet1@kent.edu">ttillet1@kent.edu</a> | <a href="https://www.kent.edu">www.kent.edu</a>

Curriculum Services: www.kent.edu/provost/curriculum

From: DORMAN, ROBERT

Sent: Thursday, April 15, 2010 9:42 AM

To: TILLETT, THERESE Cc: WEARDEN, JUDITH

Subject: RE: Biomedical Sciences - Biomedical Mathematics

#### Hi Therese,

I was unaware of this student, as she started in the program in 1997, long before I came on board. She registers for courses in MATH, which is why she remained below are radar. Regardless, I was told that the program never "got off the ground". Whether we should drop it is another issue. At this point, I would prefer we just don't advertise it, while assessing the possibility of invigorating it in the future. Is that possible?

#### R. Dorman

From: TILLETT, THERESE

Sent: Tuesday, April 13, 2010 4:14 PM

To: DORMAN, ROBERT

Cc: WEARDEN, JUDITH; STEPHENS, MARY ANN; STEPHENS, MARY ANN; STALVEY, JOHN

Subject: RE: Biomedical Sciences - Biomedical Mathematics

There is one student in the program (Monica Strah, 800081001).

I suggest that you officially suspend admissions to the program. By doing that, the program will be removed from admissions applications, be listed on the GPS website and in the catalog as suspended, and programmed in Banner in such a way that no student can accidently/purposefully (such as our student above) be moved into the program. Also, the state will be notified of suspension, which will guarantee our compliance in offering what we report as offering.

To suspend admissions to a program, all that you need to do is to send me a memo (with approval of your dean's office) that outlines the following:

- Rationale for suspension
- Current enrollment
- Length of suspension (not to exceed three years)

I will put it on an EPC agenda as an informational item.

Thank you, Therese

Therese E. Tillett | Director of Curriculum Services | Office of the Provost Kent State University | Library, Ste. 384 | 1 Eastway Dr., | Kent, Ohio 44242 Tel: 330-672-8558 | Fax: 330-672-2645 | <a href="mailto:ttillet1@kent.edu">ttillet1@kent.edu</a> | <a href="https://www.kent.edu">www.kent.edu</a>

Curriculum Services: www.kent.edu/provost/curriculum

From: DORMAN, ROBERT

Sent: Tuesday, April 13, 2010 3:52 PM

To: TILLETT, THERESE Cc: WEARDEN, JUDITH

Subject: RE: Biomedical Sciences - Biomedical Mathematics

Hi Therese.

I'm not sure when, or if, the program was officially inactivated. I was told, when I started as the interim director, that there were no faculty or students in the program and that it was being left dormant. I suppose it's best not to take it off the books, as reported to the State. However, it makes sense to keep it off our web pages and catalogs, as there is no mechanism for admitting students at this time.

Robert Dorman Biomedical Sciences

From: TILLETT, THERESE

**Sent:** Tuesday, April 13, 2010 3:38 PM

To: DORMAN, ROBERT

Cc: HALEY, MARY ANN; STEPHENS, MARY ANN; BARBER, DEBORAH

**Subject:** Biomedical Sciences - Biomedical Mathematics

Hello, Robert,

I'm working on the Graduate Catalog and the GPS website for graduate programs, and a note came back to me that the Biomedical Sciences– Biomedical Mathematics (MS and PhD) program is inactive.

I've looked through every document I have on Biomedical Sciences (going back to 1987) and I can find nothing that states that this specific program was eliminated. Do you have, or can you give me a time frame on when the program was formally eliminated? I cannot remove it from our curriculum (which we report to the state) until I have physical evidence of change that has been approved by all appropriate bodies.

Let me know if you have any questions. Thank you, Therese

Therese E. Tillett | Director of Curriculum Services | Office of the Provost Kent State University | Library, Ste. 384 | 1 Eastway Dr., | Kent, Ohio 44242 Tel: 330-672-8558 | Fax: 330-672-2645 | <a href="mailto:tillet1@kent.edu">tillet1@kent.edu</a> | <a href="mailto:www.kent.edu">www.kent.edu</a> | <a href="mailto:curriculum">curriculum</a> | <a href="mailto:www.kent.edu">www.kent.edu</a> | <a hr

 From:
 SCHROATH, FREDERICK

 To:
 TILLETT, THERESE

 Cc:
 Kent, Richard

**Subject:** Re: suspension of Ph.D. concentration in economics

**Date:** Friday, May 07, 2010 11:04:39 AM

#### Therese:

Yes, this does apply to both. Thanks,

Rick

Sent from my iPhone

On May 7, 2010, at 10:49 AM, "TILLETT, THERESE" < <a href="mailto:ttillet1@kent.edu">ttillet1@kent.edu</a>> wrote:

Rick and Dick, is this to be applied to both the International Economics concentration <u>and</u> the Public Sector Economics concentration?

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

Kent State University | 384 Library | 1125 Risman Dr., | Kent, Ohio 44242

Tel: 330-672-8558 | Fax: 330-672-2645 | ttillet1@kent.edu | www.kent.edu

Curriculum Services: www.kent.edu/provost/curriculum

From: SCHROATH, FREDERICK

Sent: Thursday, April 29, 2010 4:53 PM

To: TILLETT, THERESE

Subject: FW: suspension of Ph.D. concentration in economics

#### Therese:

Here's the vote from the Economics Department. Do we need anything else? I suppose I should prepare some sort of transmittal letter but I'm unaware of any specific form.

Rick

Dr. Frederick W. (Rick) Schroath, Associate Dean and 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
<a href="http://business.kent.edu/FSD/faculty.aspx?id=24793">http://business.kent.edu/FSD/faculty.aspx?id=24793</a>

From: Kent, Richard

Sent: Tuesday, April 27, 2010 10:55 AM

To: SCHROATH, FREDERICK

**Subject:** suspension of Ph.D. concentration in economics

Hi Rick, the Economics Department does not object to the Ph.D. concentration in economics being suspended for 3 years.

I will come down today to speak to you about this.

Dick

Richard J. Kent

Professor of Economics and Chair

Kent State University

(330) 672-1084

rkent@kent.edu

TT notes: This admissions suspension applies to both the PhD-BAD International Economics [IECN] and Public Sector Economics [PSEC] concentrations. Last graduate in IECN was fall 2003 (nine graduates since 1987); only one graduate (fall 1998) in PSEC since 1985.

#### GENERAL REQUIREMENTS FOR ADMISSION AS STATED IN 2009 GRADUATE CATALOG

Applicants are expected to submit evidence of scholarly accomplishment in previous undergraduate and graduate work if undertaken. This may be accomplished in part by having achieved an undergraduate grade point average of 2.75 on a 4.0 point scale, although some departments may require a higher minimum GPA. At the graduate level a 3.0 GPA is expected. In all cases the GPA is only one of several measures used to determine admission. Additional considerations are letters of recommendation, scores on standardized tests and other indices of ability to do graduate-level work. Students with grade points below 2.75 will be considered for conditional admission on an individual basis. Admission in such cases will depend heavily on other indices of the student's ability to handle graduate-level work. These might include strong performance on standardized tests, GPA in the major, and/or experiences subsequent to matriculation that are clearly indicative of strong academic ability. Evidence of holding a bachelor's degree or equivalent from an accredited college or university must be included. Students who hold degrees from non-accredited institutions may be admitted under conditions that are determined in each individual case and which ordinarily include the necessity of further undergraduate work.

COLLEGE	DEG	MAJR	CONC	MAJOR (CONCENTRATION)	2010 ADMISSION REQUIREMENTS
Architecture and Environmental Design	MARC		DMAB DMAU PPRS	Architecture Architecture (Dual Degree MARC/MBA) Architecture (Dual Degree MARC/MUD) Architecture (Post Professional Studies)	Official transcript(s); GMAT; goal statement (include intent and background information); three letters of recommendation (one letter should be from a non-academic source); portfolio (design work should clearly indicate role in group projects; and pre-professional degree in architecture (B.A. or B.Arch.). Applicant must have undergraduate coursework equivalent to Kent State B.S. degree. Conditional admission may be granted with specific additional coursework, such as the Comprehensive Building Design and Technology Studio (ARCH 40102), currently offered in the fourth year of the B.S. in Architecture.
Architecture and Environmental Design	MUD	URDS		Urban Design	Official transcript(s); GRE; goal statement (include intent and background information); three letters of recommendation (one letter should be from a non-academic source); and portfolio (design work should clearly indicate role in group projects).
COLLEGE		MAJR	CONC	MAJOR (CONCENTRATION)	2010 ADMISSION REQUIREMENTS
Arts, The	MA	ARTE	NTHS	Art Education Art Education (Non-Thesis Option)	Official transcript(s); goal statement(s); a "philosophy of art education" statement; three letters of recommendation; curriculum vitae; and portfolio.
Arts, The	MA	ARTH		Art History	Official transcript(s); goal statement(s); a "statement of purpose"; three letters of recommendation; and curriculum vitae.
Arts, The	MM	COND		Conducting	Official transcript(s); 3.0 GPA; GRE if GPA is below 3.0; goal statement(s); résumé; three letters of recommendation; and audition/portfolio review.
Arts, The	MA MFA	CRFT		Crafts	Official transcript(s); goal statement(s); three letters of recommendation; curriculum vitae; a 250-500 word "artist statement"; and portfolio.
Arts, The	MA	ETMU		Ethnomusicology	Official transcript(s); three letters of recommendation; interview; and academic paper written in English.
Arts, The	MA MFA	ARTS		Fine Arts	Official transcript(s); goal statement(s); three letters of recommendation; curriculum vitae; a 250-500 word "artist statement"; and portfolio.
Arts, The	MA	MCMP		Music Composition	Official transcripts(s); portfolio of original compositions; three letters of recommendation; and academic paper written in English
Arts, The	PHD	MUED		Music Education	Official transcript(s); 3.0 GPA; GRE if GPA is below 3.0; three letters of recommendation; résumé; goal statement; interview/portfolio review; and accredited teaching certificate. Admissions into the Ph.D. is suspended until fall 2012.
Arts, The	MA	MTHY		Music Theory	Official transcript(s); three letters of recommendation; and academic paper written in English.

COLLEGE	DEG	MAJR	CONC	MAJOR (CONCENTRATION)	2010 ADMISSION REQUIREMENTS
Arts, The	MA	MSCL		Musicology	Official transcript(s); three letters of recommendation; interview; and academic paper written in English.
Arts, The	PHD	MUET		Musicology - Ethnomusicology	Admissions into this program is suspended until fall 2012.
Arts, The	PHD	MTCP		Music-Theory Composition	Official transcript(s); 3.0 GPA; GRE if GPA is below 3.0; three letters of recommendation; résumé; goal statement; and writing sample.
Arts, The	MM	PERF	CMUS	Performance Performance (Chamber Music)	Official transcript(s); 3.0 GPA; GRE if GPA is below 3.0; three letters of recommendation; résumé; goal statement; and audition/portfolio review.
Arts, The	MA MFA	THEA THEA	ACT ACTA ACTM ACTV DT DTCD DTCT DTLT DTSC DTTD DTTH	Theatre Studies Theatre Studies (Acting) Theatre Studies (Acting-Advanced Acting) Theatre Studies (Acting-Movement) Theatre Studies (Acting-Voice) Theatre Studies (Design-Technology) Theatre Studies (Design-Technology - Costume Design) Theatre Studies (Design-Technology - Costume Tech) Theatre Studies (Design-Technology - Lighting Design) Theatre Studies (Design-Technology - Scene Design) Theatre Studies (Design-Technology - Technical Direct) Theatre Studies (Design-Technology - Theatre Design)	Official transcript(s), three letters of recommendation and goal statement. The M.F.A. requires a 3.0 GPA (GRE if GPA is below 3.0). In addition, the M.A. requires a writing sample, and the M.F.A. requires a résumé and audition or portfolio review (audition for Acting and Acting-Advanced Acting concentrations; audition/portfolio review for Acting-Movement and Acting-Voice concentrations; and portfolio review for all Design-Technology concentrations).
COLLEGE	DEG	MAJR	CONC	MAJOR (CONCENTRATION)	2010 ADMISSION REQUIREMENTS
Arts and Sciences	MA	ANTH		Anthropology	Official transcript(s), 3.0 GPA, GRE, goal statement and three letters of recommendation.
Arts and Sciences	PHD	APGL		Applied Geology	Official transcript(s), 3.0 GPA, GRE, goal statement and three letters of recommendation.
Arts and Sciences	MA MS PHD	AMTH		Applied Mathematics	Official transcript(s), goal statement, three letters of recommendation and résumé or vita. Students applying for the M.A. are not required to have an undergraduate degree in applied mathematics; however, they are expected to have proficiency in numerical analysis and statistics at the level of Introduction to Statistical Concepts (MATH 40012) and Introduction to Numerical Computing II (MATH 42202). They are also expected to have taken computer science coursework equivalent to Introduction to Object-Oriented Programming (CS 23021). Those who do not meet these specific requirements may be granted conditional admission by the Graduate Studies Committee.  Admission into the Ph.D. also requires departmental qualifying examination at the master's level in algebra and analysis.
Arts and Sciences	MS	ASBR		Applied Social Behavioral Research	Admissions is suspended until fall 2013.
Arts and Sciences	MS	ВВОТ		Biological Sciences - Botany	Official transcript(s), 3.0 GPA; GRE (general test); acceptance of the student by a faculty advisor; list of up to five potential faculty advisors; and undergraduate coursework roughly equivalent to a Biology minor.

COLLEGE	DEG	MAJR	CONC	MAJOR (CONCENTRATION)	2010 ADMISSION REQUIREMENTS
Arts and Sciences	MS PHD	ECOL		Biological Sciences - Ecology	Admission into the M.S.: official transcript(s); 3.0 GPA; GRE (general test); acceptance of the student by a faculty advisor; list of up to five potential faculty advisors; and undergraduate coursework roughly equivalent to a Biology minor.
					Admission into the Ph.D.: official transcript(s); list of up to five potential faculty advisors; baccalaureate and a strong background in biology and related subjects such as chemistry and math. Deficiencies at the time of admission shall be rectified during the first year of graduate study. Before admission can be completed, a prospective student must be accepted by a faculty member in the ecology program who will serve as the advisor.
Arts and Sciences	MS PHD	CELL		Biological Sciences-Cell Biology	Admission into the M.S.: official transcript(s); 3.0 GPA; GRE (general test); acceptance of the student by a faculty advisor; list of up to five potential faculty advisors; and undergraduate coursework roughly equivalent to a Biology minor.
					Admission into the Ph.D.: official transcript(s); list of up to five potential faculty advisors; baccalaureate in the natural sciences with a minimum of two years of chemistry, one year of calculus, one year of physics and two years of biology, including genetics, plant or animal physiology and morphology. Deficiencies at the time of admission shall be rectified during the first year of graduate study. Before admission can be completed, a prospective student must be accepted by a faculty member in the program who will act as advisor.
Arts and Sciences	MS PHD	PSIO		Biological Sciences-Physiology	Admission into the M.S.: official transcript(s); 3.0 GPA; GRE (general test); acceptance of the student by a faculty advisor; list of up to five potential faculty advisors; and undergraduate coursework roughly equivalent to a Biology minor.
					Admission into the Ph.D.: official transcript(s); list of up to five potential faculty advisors; baccalaureate in the natural sciences with a strong background in biology and related subjects such as chemistry and math. Deficiencies at the time of admission shall be rectified during the first year of graduate study. Before admission can be completed, a prospective student must be accepted by a faculty member in the program who will act as adviser.
Arts and Sciences	MA MS	BSCI		Biology	Official transcript(s), 2.75 undergraduate GPA, goal statement and three letters of recommendation.

COLLEGE	DEG	MAJR	CONC	MAJOR (CONCENTRATION)	2010 ADMISSION REQUIREMENTS
Arts and Sciences	PHD	BANT		Biomedical Sciences - Biological Anthropology	Official transcript(s); M.A. or M.S. in Anthropology or Biological Sciences; GRE; goal statement; three letters of recommendation; and courses in statistics and computer science. A student with an outstanding academic record may receive a waiver of the master's degree requirement upon completion of 20 hours of graduate work and be admitted directly to doctoral work.
Arts and Sciences	MS PHD	BMTH		Biomedical Sciences - Biomedical Mathematics	Admissions into this program is suspended until fall 2013.
Arts and Sciences	MS PHD	NEUR		Biomedical Sciences - Neurosciences	Official transcript(s), 3.0 GPA, GRE, goal statement and three letters of recommendation. The M.S. also requires a bachelor's degree with preparation adequate to perform graduate work in the desired field. This commonly includes two years of chemistry, one year of mathematics, one year of physics and courses in anthropology, biology and psychology as appropriate to the field. Admission with deficiencies may be accorded, but these must be made up during the first two years of graduate study.  Admission to the Ph.D. also requires either completion of the M.S. or direct matriculation to the doctoral program following completion of no less than 20 hours of graduate coursework (including the core) and will be accorded upon the recommendation of the student's guidance committee and the school director.
Arts and Sciences	MS PHD	PHRM		Biomedical Sciences - Pharmacology	Official transcript(s), 3.0 GPA, GRE, goal statement and three letters of recommendation. The M.S. also requires a bachelor's degree with preparation adequate to perform graduate work in the desired field. This commonly includes two years of chemistry, one year of mathematics, one year of physics and courses in anthropology, biology and psychology as appropriate to the field. Admission with deficiencies may be accorded, but these must be made up during the first two years of graduate study.  Admission to the Ph.D. also requires either completion of the M.S. or direct matriculation to the doctoral program following completion of no less than 20 hours of graduate coursework (including the core) and will be accorded upon the recommendation of the student's guidance committee and the school director.

COLLEGE	DEG	MAJR	CONC	MAJOR (CONCENTRATION)	2010 ADMISSION REQUIREMENTS
Arts and Sciences	MS PHD	СМВІ	CBAS	Biomedical Sciences-Cellular and Molecular Biology (Cellular Biology and Structure) Biomedical Sciences-Cellular and Molecular Biology (Molecular Biology and Genetics)	Official transcript(s), 3.0 GPA, GRE, goal statement and three letters of recommendation. The M.S. also requires a bachelor's degree with preparation adequate to perform graduate work in the desired field. This commonly includes two years of chemistry, one year of mathematics, one year of physics and courses in anthropology, biology and psychology as appropriate to the field. Admission with deficiencies may be accorded, but these must be made up during the first two years of graduate study.
					Admission to the Ph.D. also requires either completion of the M.S. or direct matriculation to the doctoral program following completion of no less than 20 hours of graduate coursework (including the core) and will be accorded upon the recommendation of the student's guidance committee and the school director. Normally, a student is admitted to the master's program prior to doctoral work, but a student holding only a baccalaureate may be admitted directly into the doctoral program in exceptional cases.
Arts and Sciences	MS PHD	PSII		Biomedical Sciences-Physiology Interdisciplinary	Official transcript(s); 3.0 GPA, GRE, goal statement and three letters of recommendation. The M.S. also requires a bachelor's degree with preparation adequate to perform graduate work in the desired field. This commonly includes two years of chemistry, one year of mathematics, one year of physics and courses in anthropology, biology and psychology as appropriate to the field. Admission with deficiencies may be accorded, but these must be made up during the first two years of graduate study.
					Admission to the Ph.D. also requires either completion of the M.S. or direct matriculation to the doctoral program following completion of no less than 20 hours of graduate coursework (including the core) and will be accorded upon the recommendation of the student's guidance committee and the school director.
Arts and Sciences	MS PHD	СРНҮ	GCP LCMD LLCM OELC PPLQ	Chemical Physics (General Chemical Physics) Chemical Physics (Liquid Crystal Synthesis and Molecular Design) Chemical Physics (Lyotropic Liquid Crystal and Membranes) Chemical Physics (Optoelectronics) Chemical Physics (Physical Properties of Liquid Crystals)	Official transcript(s), goal statement and three letters of recommendation. Submission of GREs (general and subject test–physics or chemistry) is not required, but strongly recommended. Admission will be granted by examination of the student's background on an individual basis. Students from a variety of undergraduate majors, such as physics, chemistry, engineering and materials science are invited to apply to the Chemical Physics Interdisciplinary program.

COLLEGE	DEG	MAJR	CONC	MAJOR (CONCENTRATION)	2010 ADMISSION REQUIREMENTS
Arts and Sciences	MA MS PHD	CHEM		Chemistry	Official transcript(s), GRE, goal statement and three letters of recommendation. The M.S. requires a 3.0 GPA. The Ph.D. requires a 3.0 undergraduate GPA and 3.25 graduate GPA. For the M.A. and M.S., a background of undergraduate courses consisting of one year each in analytical chemistry or biochemistry, organic chemistry, physical chemistry, calculus and physics is expected.
Arts and Sciences	MA PHD	CPYC CPYC	GERO	Clinical Psychology Clinical Psychology (Gerontology) Clinical Psychology	Official transcript(s), GRE, goal statement and three letters of recommendation. The M.A. also requires a broad undergraduate preparation; research experience; junior-senior scholastic 3.0 GPA average; and 18 semester hours in psychology, which include a course in statistics and a broad background in psychology. Applications for admission are accepted only from holders of a baccalaureate who aspire to the doctorate. Admission into the Ph.D. also requires a M.A. or M.S. in Psychology
Arts and Sciences	MA MS PHD	CS CS	NTHS	Computer Science Computer Science Computer Science (Non-Thesis Option) Computer Science	Official transcript(s), goal statement, résumé and three letters of recommendation. A student entering the program must have the core components of an undergraduate computer science curriculum. In mathematics, successfully completed coursework equivalent to Discrete Mathematics (CS/MATH 31011), Calculus I (MATH 12002), Calculus II (MATH 12003) and Linear Algebra (MATH 21001). In computer science, successfully completed coursework equivalent to Data Structures (CS 33001), one additional Introductory Programming (CS 23021), Computer Architecture (CS 35101), Operating Systems (CS 33211) and Design and Analysis of Algorithms (CS 46101).  Admission into the Ph.D. also requires a master's degree in computer science (or closely related field) and the preliminary examination within 20 months of entrance into the doctoral program.
Arts and Sciences	MFA	CRWG		Creative Writing	Official transcript(s); acceptance to a gateway school and admission to a consortial degree program in English; three letters of recommendation; portfolio (15-20 pages of poetry or literary translation of poetry, 30 pages of fiction, creative nonfiction, playwriting or prose and at least one finished work.)
Arts and Sciences	MA PHD	ENG ENG	COML CTEA LITW	English (Comparative Literature) English (Concentration for Teachers) English (Literature and Writing) English	Official transcript(s)s, GREs, three letters of recommendation, statement of goals and an 8-15 page writing sample relevant to the field of study are reviewed and evaluated holistically.
Arts and Sciences	PHD	ENGR	RCMP	English (Rhetoric and Composition)	Official transcript(s)s, GREs, three letters of recommendation, statement of goals and an 8-15 page writing sample relevant to the field of study are reviewed and evaluated holistically.

COLLEGE	DEG	MAJR	CONC	MAJOR (CONCENTRATION)	2010 ADMISSION REQUIREMENTS
Arts and	MA	EPYC		Experimental Psychology	Official transcript(s), GRE, goal statement and three letters of
Sciences			GERO	Experimental Psychology (Gerontology)	recommendation. The M.A. also requires a broad undergraduate
	PHD	<b>EPYC</b>		Experimental Psychology	preparation; research experience; junior-senior scholastic 3.0 GPA
				, , , , , , , , , , , , , , , , , , , ,	average; and 18 semester hours in psychology, which include a course
					in statistics and a broad background in psychology. Applications for
					admission are accepted only from holders of a baccalaureate who
					aspire to the doctorate. In exceptional cases, applicants with fewer than
					18 semester hours in psychology may be admitted.
					Admission into the Ph.D. also requires an M.A. or M.S. in Psychology.
Arts and	MS	FEM		Financial Engineering	Official transcript(s), GRE or GMAT, TOEFL (525 score) for foreign
Sciences					students, goal statement, three letters of reference and résumé.
					Students apply to the Graduate School of Management; a joint
					committee comprising faculty from mathematics, finance and economics
					consider highly ranked applicants for admission.
Arts and	MA	FR	APLP	French (Applied Linguistics and Pedagogy)	Official transcript(s); goal statement; three letters of recommendation; an
Sciences			LIT	French (Literature)	audiocassette tape, CD or MP3/wav file with a 5-10-minute oral sample
					in both applicant's first and second languages (conversational, not read
					from a script); and writing sample(s) in applicant's second language,
					which should be accompanied by a signed declaration that the sample is
					original work and that the applicant received no help in its preparation.
					International applicants should also submit a writing sample in English.
Arts and	MA	GEOG		Geography	Official transcript(s), GRE, goal statement and three letters of
Sciences	PHD				recommendation.
Arts and	MS	GEOL		Geology	Official transcript(s), 3.0 GPA, GRE, goal statement and three letters of
Sciences					recommendation.
Arts and	MA	GER	APLP	German (Applied Linguistics and Pedagogy)	Official transcript(s); goal statement; three letters of recommendation; an
Sciences			LIT	German (Literature)	audiocassette tape, CD or MP3/wav file with a 5-10-minute oral sample
					in both applicant's first and second languages (conversational, not read
					from a script); and writing sample(s) in applicant's second language,
					which should be accompanied by a signed declaration that the sample is
					original work and that the applicant received no help in its preparation.
					International applicants should also submit a writing sample in English.
Arts and	MA	HIST		History	Official transcript(s); GRE; statement of purpose describing professional
Sciences			HFT	History (History for Teacher)	objectives and proposed field of study; significant piece of written work;
			PHST	History (Public History)	and three letters of recommendation (preferably academic). The Ph.D.
	PHD	HIST		History	also requires an M.A. in History (or its equivalent).
Arts and	MA	JUS		Justice Studies	Official transcript(s), 3.2 GPA, GRE, goal statement and three letters of
Sciences			<u> </u>		recommendation (preferably academic).
Arts and	MA	LAT	APLP	Latin (Applied Linguistics and Pedagogy)	Official transcript(s), goal statement, three letters of recommendation
Sciences			LIT	Latin (Literature)	and a 5-10 page writing sample in English (research paper or essay),
					which should be accompanied by a signed declaration that the sample is
					original work and that the applicant received no help in its preparation.
Arts and	LSM	LSTU		Liberal Studies	Official transcript(s), goal statement and three letters of
Sciences					recommendation.

COLLEGE	DEG	MAJR	CONC	MAJOR (CONCENTRATION)	2010 ADMISSION REQUIREMENTS
Arts and Sciences	MA	MTHT		Mathematics for Secondary Teachers	Official transcript(s), goal statement, three letters of recommendation and résumé or vita.
Arts and Sciences	MA	PHIL	CUHS ETHP INTM	Philosophy (Culture-History) Philosophy (Ethics-Practice) Philosophy (Interpretation-Method)	Official transcript(s), GRE, goal statement and three letters of recommendation.
Arts and Sciences	MA MS	PHY		Physics	Official transcript(s), 3.0 GPA (for unconditional admissions), goal statement, three letters of recommendation and résumé or vita.
Arts and Sciences	MA PHD	POL	AMPP JSPP PLAA TCPP	Political Science (American Politics and Policy) Political Science (Justice Politics and Policy) Political Science (Policy Administration and Analysis) Political Science (Transnational and Comparative Politics and Policy)	Official transcript(s), 3.0 GPA, GRE, goal statement, three letters of recommendation and a writing sample.
Arts and Sciences	MPA	PADM	HCM PMNG PPOL	Public Administration (Health Care Management) Public Administration (Public Management) Public Administration (Public Policy)	Official transcript(s), 2.75 GPA, GRE, goal statement, three letters of recommendation and a writing sample.
Arts and Sciences	MA MS PHD	PMTH		Pure Mathematics	Official transcript(s), qualifying examination, goal statement, three letters of recommendation and résumé or vita.
Arts and Sciences	MA PHD	SOC SOC	GERO	Sociology Sociology (Gerontology) Sociology	Admission into the M.A.: official transcript(s); 3.2 GPA; GRE, three letters for recommendations from professors; and 1-2 page statement of career interests and goals.
					Admission into the Ph.D.: official transcript(s), GRE, three letters of recommendation from current/former professors who can adequately evaluate the applicant's graduate work and potential; 1-2 page goal statement; completed master's degree or equivalent, or at least one year of full-time coursework or equivalent (18 hours) in an M.A. in Sociology program. The coursework must include the M.A. core sequence. This type of admission is limited to students whose records clearly indicate both scholarly and research potential to do doctoral-level work. If the M.A. is not complete upon admission, students must complete it before the start of the second semester after they begin the Ph.D. program.
Arts and Sciences	MA	SPAN	APLP LIT	Spanish (Applied Linguistics and Pedagogy) Spanish (Literature)	Official transcript(s); goal statement; three letters of recommendation; an audiocassette tape, CD or MP3/wav file with a 5-10-minute oral sample in both applicant's first and second languages (conversational, not read from a script); and writing sample(s) in applicant's second language, which should be accompanied by a signed declaration that the sample is original work and that the applicant received no help in its preparation. International applicants should also submit a writing sample in English.
Arts and Sciences	MA	TESL	TESE	Teaching English as Second Language Teaching English as Second Language (TESL Education)	Official transcript(s), GRE (general test) or TOEFL, three letters of recommendation and a 1-2 page statement of purpose.

COLLEGE	DEG	MAJR	CONC	MAJOR (CONCENTRATION)	2010 ADMISSION REQUIREMENTS
Arts and Sciences	MA	TRNS	DMAA FR GER JAPN RUSS SPAN	Translation (Dual Degree MA/MBA) Translation (French) Translation (German) Translation (Japanese) Translation (Russian) Translation (Spanish)	Official transcript(s); goal statement; three letters of recommendation; an audiocassette tape, CD or MP3/wav file with a 5-10-minute oral sample in both applicant's first and second languages (conversational, not read from a script); and writing sample(s) in applicant's second language, which should be accompanied by a signed declaration that the sample is original work and that the applicant received no help in its preparation. International applicants should also submit a writing sample in English.  Admission into the Dual Degree with the MBA concentration also requires the GMAT.
Arts and Sciences	PHD	TRST		Translation Studies	Official transcript(s); a master's in translation, foreign language or any relevant discipline if it is combined with significant prior experience or training in languages or linguistics; senior scholastic average of 3.0, and/or 3.5 GPA in master's studies; TOEFL; goal statement; three letters of recommendation; and a 7-10 page essay or writing sample from a research paper on any aspect of translation or language (or a prospectus for a language informatics or translation studies project).
COLLEGE	DEG	MAJR	CONC	MAJOR (CONCENTRATION)	2010 ADMISSION REQUIREMENTS
Business Administration	MSA	ACCT	ASRV TAXN	Accounting Accounting (Assurance Services) Accounting (Taxation)	Official transcript(s), GMAT, goal statement, three letters of recommendation, résumé and TOEFL, IELTS, MELAB or PTE, if applicable.
Business Administration	PHD	BAD	ACCT DMAA DMBA DMBN DMIB EMBA FDM FIN HRM IBUS INSY MKTG ACCT FIN HRM INSY IECN MKTG OPMG PSEC STMG	Business Administration (Accounting) Business Administration (Dual Degree MA/MBA) Business Administration (Dual Degree MBA/MARC) Business Administration (Dual Degree MBA/MSN) Business Administration (Dual Degree MBA/MSN) Business Administration (Dual Degree MLIS/MBA) Business Administration (Executive MBA - Kent) Business Administration (Fashion Design and Merchandising) Business Administration (Finance) Business Administration (Human Resource Management) Business Administration (Informational Business) Business Administration (Information Systems) Business Administration (Accounting) Business Administration (Finance) Business Administration (Human Resource Management) Business Administration (Human Resource Management) Business Administration (Information Systems) Business Administration (Informational Economics) Business Administration (Marketing) Business Administration (Operations Management) Business Administration (Public Sector Economics) Business Administration (Strategic Management)	Official transcript(s); GMAT (GMAT or GRE for the dual-degree concentrations); goal statement; two-to-three letters of recommendation (three letters for the Executive M.B.A. and the Ph.D.); résumé; and TOEFL, IELTS, MELAB or PTE, if applicable. The Executive M.B.A. concentration also requires five years experience in a responsible position and interview with EMBA director.  Admission is suspended until fall 2013 for the Ph.D. Accounting, International Economics and Public Sector Economics concentrations.

COLLEGE	DEG	MAJR	CONC	MAJOR (CONCENTRATION)	2010 ADMISSION REQUIREMENTS
Business Administration	MAE	ECON	FECN	Economics Economics (Financial Economics)	Official transcript(s), GMAT or GRE, goal statement, three letters of recommendation, résumé and TOEFL, IELTS, MELAB or PTE, if
Business Administration	MS	FEM	FEMQ	Financial Engineering Financial Engineering (Financial Engineering Quantitative)	applicable.  Official transcript(s), GMAT or GRE, résumé and TOEFL, IELTS, MELAB or PTE, if applicable. Also required for the major but not for the Financial Engineering concentration are a goal statement and three letters of recommendation.
COLLEGE	DEG	MAJR	CONC	MAJOR (CONCENTRATION)	2010 ADMISSION REQUIREMENTS
Communication and Information	MA PHD	COMM		Communication Studies	Official transcript(s), three letters of recommendation, GRE, TOEFL for international students, goal statement and sample of scholarly writing. Admission into Ph.D. also requires a master's degree.
Communication and Information	MS	IAKM	KNMN UXDE	Information Architecture and Knowledge Management (Health Information Management) Information Architecture and Knowledge Management (Knowledge Management) Information Architecture and Knowledge Management (User Experience Design)	Official transcript(s), three letters of recommendation, TOEFL for international students, goal statement and résumé.
Communication and Information	MA	JMC	MEDM PR REJO REBR REMA RENE RECN	Journalism Mass Communication (Media Management) Journalism Mass Communication (Public Relations) Journalism Mass Communication (Report-Editing- Journalism Educators) Journalism Mass Communication (Reporting-Editing - Broadcast) Journalism Mass Communication (Reporting-Editing - Magazine) Journalism Mass Communication (Reporting-Editing - Newspaper) Journalism Mass Communication (Reporting-Editing- Convergence)	Official transcript(s), three letters of recommendation, GRE, TOEFL for international students, goal statement and statement of desired concentration.
Communication and Information	MLIS	LIS	DMIB	Library and Information Science Library and Information Science (Dual Degree MLIS/MBA)	Official transcript(s), three letters of recommendation, GRE if GPA is below 3.0, TOEFL for international students, goal statement and biographical sketch.
Communication and Information	MA MFA	VCD		Visual Communication Design	Official transcript(s), three letters of recommendation, TOEFL for international students, goal statement, résumé, autobiographical statement and portfolio.
COLLEGE	DEG	MAJR	CONC	MAJOR (CONCENTRATION)	2010 ADMISSION REQUIREMENTS
Education, Health/Human Services	AUD PHD	AUD		Audiology	Official transcript(s), GRE, goal statement and two letters of recommendation.
Education, Health/Human Services	MED EDS	CTTE		Career-Technical Teacher Education	Official transcript(s), goal statement and two letters of recommendation.
Education, Health/Human Services	MED	СМНС		Clinical Mental Health Counseling	Official transcript(s), goal statement, two letters of recommendation, good moral character statement and interview.

COLLEGE	DEG	MAJR	CONC	MAJOR (CONCENTRATION)	2010 ADMISSION REQUIREMENTS
Education, Health/Human Services	EDS	COUN		Counseling	Official transcript(s), goal statement, two letters of recommendation and interview.
Education, Health/Human Services	PHD	CHDS		Counseling and Human Development Services	Official transcript(s), GRE, two letters of recommendation, interview, supplemental form, preliminary written exam and résumé or vita.
Education, Health/Human Services	MA MED PHD	CULT		Cultural Foundations	Official transcript(s), goal statement and two letters of recommendation. Admission into the Ph.D. also requires earned master's degree, GRE, résumé or vita and interview.
Education, Health/Human Services	MED EDS PHD	CI	PETE	Curriculum and Instruction Curriculum and Instruction (Physical Education Teacher Education) Curriculum and Instruction	Official transcript(s), goal statement and two letters of recommendation. Admissions into the M.Ed. Physical Education Teacher Education concentration also requires interview and GRE if GPA is below than 2.75. Admission into the Ed.S. also requires GRE and résumé or vita. Admission into the Ph.D. also requires GRE, sample of written work, résumé or vita and interview.
Education, Health/Human Services	MA MED	CIMS		Curriculum and Instruction - Junior High/Middle School	Official transcript(s), GRE for initial licensure, goal statement, two letters of recommendation and good moral character verification.
Education, Health/Human Services	MA MED	CIMT		Curriculum and Instruction - Mathematics Specialization	Official transcript(s), goal statement and two letters of recommendation.
Education, Health/Human Services	MED	ECDE	PKSN PKSN	Endorsement) Early Childhood Education Early Childhood Education (Prekindergarten Special Needs Endorsement)	Official transcript(s), goal statement, two letters of recommendation and good moral character verification. Admission into the M.A.T. also requires GRE, Praxis I Mathematics, supplemental form and interview.
Education, Health/Human Services	MAT	ECDE		Early Childhood Education  Early Childhood Education	Official transcript(s), goal statement, two letters of recommendation and good moral character verification.
Education, Health/Human Services	EDS PHD	EDHE		Educational Administration - Higher Education	Official transcript(s), 3.0 GPA, GRE, goal statement, two letters of recommendation, résumé or vita and interview. Admission into the Ph.D. also requires a master's degree.
Education, Health/Human Services	MA MED EDS PHD	EAKL		Educational Administration - K-12 Leadership	Official transcript(s), goal statement, two letters of recommendation and interview. A 3.0 GPA is required for the M.A. or M.Ed. (GRE required if undergraduate GPA is below 3.0). A 3.5 GPA is required for the Ed.S. A résumé or vita is required for Ph.D. The Ed.S. and Ph.D. both require the GRE (Ed.S.: 530 verbal, 510 quantitative, 4.5 writing; Ph.D.: 550 verbal, 530 quantitative, 4.5 writing).
Education, Health/Human Services	MA MED PHD	EPSY EPSY	ITEC	Educational Psychology  Educational Psychology  Educational Psychology (Instructional Technology)	Official transcript(s), goal statement and two letters of recommendation. Admission into the Ph.D. Instructional Technology concentration also requires GRE (combined score of 1000 or greater on verb and quantitative, 4.0 writing), résumé or vita and interview.

COLLEGE	DEG	MAJR	CONC	MAJOR (CONCENTRATION)	2010 ADMISSION REQUIREMENTS
Education, Health/Human Services	PHD	EVAL		Evaluation and Measurement	Official transcript(s), goal statement and two letters of recommendation. Admission into the Ph.D. program also requires GRE and résumé or vita.
Education, Health/Human Services	MA	ELS	ATTR GERO SRCM SPST	Exercise, Leisure and Sport (Athletic Training) Exercise, Leisure and Sport (Gerontology) Exercise, Leisure and Sport (Sport and Recreation Management) Exercise, Leisure and Sport (Sport Studies)	Official transcript(s), goal statement and two letters of recommendation. Admission into the Sport Studies and Sport and Recreation Management concentrations also requires GRE if GPA is less than 2.75.
Education, Health/Human Services	MS PHD	EXPH		Exercise Physiology	Official transcript(s); GRE if GPA is below 2.75 (GRE is required in Ph.D. program); goal statement and two letters of recommendation. Admission into the Ph.D. also requires an interview.
Education, Health/Human Services	MA	FS	GERO HDFS	Family Studies (Gerontology) Family Studies (Human Development and Family Studies	Official transcript(s), 3.0 GPA, goal statement and three letters of recommendation.
Education, Health/Human Services	PHD	HEDP		Health Education and Promotion	Official transcript(s), earned master's degree, GRE, goal statement, two letters of recommendation, résumé or vita and interview.
Education, Health/Human Services	MED	HEDP	CHLT GERO SHLI	Health Education and Promotion (Community Health) Health Education and Promotion (Gerontology) Health Education and Promotion (School Health Licensure)	Official transcript(s), goal statement and two letters of recommendation. Admission into the School Health Licensure concentration also requires current Ohio teaching license.
Education, Health/Human Services	MED	EAHE		Higher Education and Student Personnel	Official transcript(s), goal statement, GRE if undergraduate GPA is below 3.0, goal statement, two letters of recommendation, résumé or vita and interview.
Education, Health/Human Services	MS	HTM		Hospitality and Tourism Management	Official transcript(s), goal statement, three letters of recommendation and résumé.
Education, Health/Human Services	MED	ITEC	CMTC ITCG LIBM	Instructional Technology (Computer–Technology) Instructional Technology (ITEC–General) Instructional Technology (Library–Media)	Official transcript(s), goal statement and two letters of recommendation. Admission into the Library–Media concentration also requires both GRE and good moral character verification if initial licensure.
Education, Health/Human Services	MED	INSP		Intervention Specialist (Deaf Education) Intervention Specialist (Early Child Intervention Specialist) Intervention Specialist (Early Education of the Handicapped Endorsement) Intervention Specialist (Educational Interpreting K-12) Intervention Specialist (General Special Education) Intervention Specialist (Gifted) Intervention Specialist (Mild-Moderate Education Needs) Intervention Specialist (Moderate-Intensive Educational Needs) Intervention Specialist (Transition to Work)	Official transcript(s), goal statement, two letters of recommendation and good moral character verification.
Education, Health/Human Services	MA MED	LRDV		Learning and Development	Official transcript(s), GRE, goal statement and two letters of recommendation.

COLLEGE	DEG	MAJR	CONC	MAJOR (CONCENTRATION)	2010 ADMISSION REQUIREMENTS
Education, Health/Human Services	MS	NUTR	DINT	Nutrition Nutrition (Dietetic Internship)	Official transcript(s), 3.0 GPA, goal statement, three letters of recommendation and coursework in biochemistry, physiology, and advanced nutrition. Admission into the Dietetic Internship concentration also requires ADA verification statement and dietetic internship application (due February 15).
Education, Health/Human Services	MA MED	READ		Reading Specialization	Official transcript(s), goal statement and two letters of recommendation.
Education, Health/Human Services	MED PHD	RHAB	RCNS	Rehabilitation Counseling Rehabilitation Counseling (Rehabilitation Counselor) Rehabilitation Counseling	Official transcript(s), goal statement, two letters of recommendation and good moral character verification. Also required for the major but not for the Rehabilitation Counselor concentration are 2.75 undergraduate GPA and interview.
Education, Health/Human Services	MED	SCON	CGDT PSC	School Counseling School Counseling (Classroom Guidance for Teacher) School Counseling (Professional School Counseling)	Official transcript(s), goal statement, two letters of recommendation, good moral character verification and interview.
Education, Health/Human Services	MED	SHED		School Health Education	Official transcript(s), 3.0 GPA, goal statement and three letters of recommendation.
Education, Health/Human Services	MED EDS PHD	SPSY		School Psychology	Official transcript(s), GRE, goal statement, two letters of recommendation, sample of written work, résumé. or vita, SPSY Vita (online document), good moral character verification and interview.
Education, Health/Human Services	MAT	SEED	BUSN CHEM CHPH DANC ESCI ENLA FCS9 FR GER HLTH ISCI LAT LFSC LSCM MKTG MATH MUS PHY RUSS SST SPAN TCVE	Secondary Education (Art) Secondary Education (Business) Secondary Education (Chemistry) Secondary Education (Chemistry-Physics) Secondary Education (Dance) Secondary Education (Earth Science) Secondary Education (English-Language Arts) Secondary Education (Family and Consumer Studies) Secondary Education (French) Secondary Education (German) Secondary Education (Health) Secondary Education (Integrated Science) Secondary Education (Latin) Secondary Education (Life Science) Secondary Education (Marketing) Secondary Education (Mathematics) Secondary Education (Music) Secondary Education (Physics) Secondary Education (Russian) Secondary Education (Social Studies) Secondary Education (Spanish) Secondary Education (Technology Vocational Education)	Official transcript(s), GRE, two letters of recommendation, résumé, 1000-word essay, supplemental form, content evaluation, good moral character verification and interview.

COLLEGE	DEG	MAJR	CONC	MAJOR (CONCENTRATION)	2010 ADMISSION REQUIREMENTS
Education, Health/Human Services	EDS PHD	SPED		Special Education	Official transcript(s), GRE, goal statement, two letters of recommendation and interview. Admission into the Ph.D. also requires preliminary written exam and résumé or vita.
Education, Health/Human Services	MA PHD	SLP		Speech Language Pathology	Official transcript(s), GRE, goal statement and two letters of recommendation.
Education, Health/Human Services	MA MED	TIED		Trade and Industrial Education	Official transcript(s), goal statement and two letters of recommendation.
Education, Health/Human Services	MA MED	VMKT		Vocational Marketing Education	Official transcript(s), goal statement and two letters of recommendation.
COLLEGE	DEG	MAJR		MAJOR (CONCENTRATION)	2010 ADMISSION REQUIREMENTS
Nursing	MSN	NURS	DMNB FNPR GNPR GCNS NUED NHCM NAGR NACN PCNS PNPR PCAN PMCN PNCA PNGR PNMP	Nursing (Acute Care Nurse Practitioner) Nursing (Dual Degree MSN/MBA) Nursing (Family Nurse Practitioner) Nursing (Geriatric Nurse Practitioner) Nursing (Gerontological Clinical Nurse Specialist) Nursing (Nurse Educator) Nursing (Nursing Healthcare Management) Nursing (Nursing of Adult - Gerontology) Nursing (Nursing of the Adult-Clinical Nurse Specialist) Nursing (Pediatric Clinical Nurse Specialist) Nursing (Pediatric Nurse Practitioner) Nursing (Primary Care Adult Nurse Practitioner) Nursing (Psychiatric Mental Health Nursing-Adult Clinical Nurse Specialist) Nursing (Psychiatric Mental Health Nursing-Children and Adolescents) Nursing (Psychiatric Mental Health Nursing-Gerontology) Nursing (Psychiatric Mental Health Nursing-Nurse Practitioner) Nursing (Women's Health Clinical Nurse Specialist) Nursing (Women's Health Nurse Practitioner)	Admission into the M.S.N.: official transcript(s); current Ohio RN license; BSN and/or graduate degree (an RN with a bachelor's degree in a non-nursing field may be considered); 3.0 GPA (if GPA is below 3.0, GRE or MAT and/or other evidence of ability to complete graduate coursework may be required); successful completion of a statistics course, recommended to have been taken within five years before admission; three letters of recommendation; pre-admission interview, by telephone or in person, with the program director; and 300-word essay of professional goals and reasons for seeking graduate nursing education. Admission into the Dual Degree with the MBA concentration also requires the GRE.  Admission into the Ph.D.: official transcript(s); BSN and MSN or master's in a closely related health field (a bachelor's degree in a closely related health field and MSN also will be considered); 3.0 GPA; GRE; current résumé or curriculum vitae; three letters of recommendation; statement of career goals; statement of research interests; sample of written work; current Ohio RN license or legally able to practice nursing in country of origin; and 550 TOEFL (PBT) for international students (applicants with scores greater than 525 but less than 550 will be considered for conditional admission).
COLLEGE	DEG	MAJR	CONC	MAJOR (CONCENTRATION)	2010 ADMISSION REQUIREMENTS
Public Health	MPH	PH	BST EHS EPI HPM SBS	Public Health (Biostatistics) Public Health (Environmental Health Sciences) Public Health (Epidemiology) Public Health (Heath Policy and Management) Public Health (Social and Behavioral Sciences)	Official transcript(s), goal statement, three letters of recommendation and one of the following: GRE, GMAT, MCAT, LSAT, Miler's Analogies.

Technology MTEC TECH Technology An admissions committee of the College of Technology Gradu Faculty will review all applications. Admission will be considered examination of the applicant's background on an individual backgroun	REMENTS
include a requirement to completation appropriate undergrad coursework that will not count toward the master's degree. A baccalaureate from an accredited college or university is requipable. Applicants with an undergraduate degree in an approved scient technology-related discipline, and who have a composite unde 2.75 GPA will be admitted unconditionally.  In exceptional cases, an applicant without a technical degree of composite GPA below 2.75 may be admitted, conditionally or unconditionally, based on strong letters of recommendation or experience related to the intended area of study. These applications should submit any additional information that may assist the acommittee in assessing their academic, technical, or professional submit any additional information may inclure fisume or professional portfolio summarizing any relevant tec competencies, professional experience, and any academic an professional achievements in areas related to their intended si Each applicant must submit three letters of recommendation from individual familiar with three plicant's academic or professions background and abilities. The letters should attest to the application potential to complete graduate work successfully. Letters of recommendation from persons who are experienced profession applicant's intended field of study or in a closely related area a acceptable. Recommendations from former or current profess preferred. In addition, each applicant must submit a one-page describing his/her background, interests, and goals, and how it program will help to achieve those goals.	of the College of Technology Graduate cations. Admission will be considered by nt's background on an individual basis. Is may be admitted conditionally, which may completion of appropriate undergraduate unt toward the master's degree. A credited college or university is required. The reductionally and who have a composite undergraduate a unconditionally.  In pplicant without a technical degree or with a strong letters of recommendation or significant and information that may assist the admissions are racademic, technical, or professional the additional information may include a refolio summarizing any relevant technical at experience, and any academic and in areas related to their intended studies.  In three letters of recommendation from an applicant's academic or professional the letters should attest to the applicant's unate work successfully. Letters of sons who are experienced professionals in the of study or in a closely related area are attons from former or current professors are in applicant must submit a one-page statement and, interests, and goals, and how this